2022-23

TRI-COUNTY COMMUNITY COLLEGE

Tri-County Community College operates within the North Carolina Community College System.

Tri-County Community College (TCCC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Questions about the accreditation of TCCC may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The College is also approved by the North Carolina Board of Cosmetic Arts, the North Carolina Board of Massage and Bodywork Therapy, the North Carolina Board of Nursing, the National Automotive Technicians Education Foundation, and the Commission on Accreditation of Allied Health Education Programs.

Tri-County Community College is an equal employment opportunity college. It operates in compliance with Title VI and Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title VII and Title VIII of the Public Health Act, as amended by the Comprehensive Health Manpower Act of 1971; Title IX of the Education Amendments of 1972, Section 504 of Rehabilitation Act of 1973, and Executive Order 11246, and thus recognizes its responsibility for the development and practice of equal employment opportunities and educational services that do not discriminate against employee, student or applicant on the basis of race, color, religion, sex, age, handicap or national origin. Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to: the Vice President for Instruction at 828-835-4254 or the Affirmative Action Officer at 828-835-4325.

Tri-County Community College does not practice or condone discrimination based on race, color, national origin, religion, sex, gender, gender identity or expression, pregnancy, disability, genetic information, age, political affiliation or veterans' status in the administration in any of its academic programs and employment practices. Specific complaints of alleged discrimination under Title IX and Section 504 should be referred to Title IX/ Section 504 Coordinator at (828) 835-4325.

Tri-County Community College is committed to providing a safe and secure environment for all members of the College's community and visitors. The College shall comply with the Crime Awareness and Security Act of 1990, as amended by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Statistics are available by contacting the Director of Facilities at (828) 835-4261 or accessed at http://ope.ed.gov/security.

Tri-County Community College
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Murphy, North Carolina 28906
Phone: (828) 837-6810
Fax: (828) 837-3266

Graham County Center
145 Moose Branch Road, PO Box 1997
Robbinsville, North Carolina 28771
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Cherokee County Center for Applied Technology
2415 Airport Road, Marble, North Carolina 28905
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Fax: (828) 835-7835

www.tricountycc.edu

Published annually by Tri-County Community College as a public announcement of courses and programs. This catalog is for information purposes and does not constitute a contract. The College reserves the right to make changes in policies and regulations and to add or withdraw course offerings as needed.

Tri-County Community College issues this catalog to furnish prospective students and other interested persons with information about the College and its programs. Announcements contained herein are subject to change without notice and may not be regarded as binding commitments or a contractual obligation of the College or the State of North Carolina. Note: Not all courses listed in this catalog are offered every semester since offerings are subject to change based on enrollment.

500 copies of this document were printed in the TCCC Print Shop in July 2022.

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Values

Integrity: We will serve as a model of integrity for our students, demonstrating accountability and committing ourselves to a high ethical standard.
Community: We strive to foster a synergistic relationship with our local, national, and global communities.
Excellence: Throughout all levels of our campus, we will pursue excellence in education, instruction, and service.
Accessibility: We provide opportunities for students to pursue their personal, academic, and professional aspirations through our open door policy, student support services, and community enrichment efforts.
Empathy: We celebrate the human connection through nurturing an inclusive environment, serving as a nonjudgmental platform for ideas, and embracing the diversity of our student body.

Mission Statement

What is Tri-County Community College?
Tri-County Community College is an accredited, comprehensive, public-supported, two-year, post-secondary institution, which operates in accordance with North Carolina Law and the administrative policies of the North Carolina Community College System. Located in the westernmost tip of North Carolina, the College serves commuter students in a remote, rural area consisting of Cherokee, Clay, and Graham counties by providing college transfer, vocational, technical, and adult education programs.

Mission Statement
The mission of Tri-County Community College is to engage students in learning, help students succeed, and enrich the communities we serve. This mission is accomplished through:

A. Innovative and effective teaching.
B. Supportive and efficient learning environments.
C. Strong local and regional partnerships.

Approved by Board of Trustees - June 8, 2011; Reviewed via survey - August 31, 2016; Reviewed and reaffirmed - June 15, 2017; Reviewed and reaffirmed - May 23, 2019

Board of Trustees

Appointed by Cherokee County Board of Commissioners

Ray Cook – Term Expires 2024 (Brasstown, NC)
Larry Kernea – Term Expires 2023 (Murphy, NC)
Al Lovingood – Term Expires 2026 (Murphy, NC)
Jackie Sellers – Term Expires 2023 (Hayesville, NC)
David Williams – Term Expires 2025 (Andrews, NC)

Appointed by Clay County Board of Commissioners

David West – Term Expires 2024 (Warne, NC)

Appointed by Governor

Betty Anderson – Term Expires 2023 (Hayesville, NC)
Thomas Nelson – Term Expires 2024 (Murphy, NC)
Brandon Lovin – Term Expires 2025 (Robbinsville, NC)
Mike Stevenson – Term Expires 2026 (Murphy, NC)

Current as of publication date. By the act of the North Carolina State Legislature, the President of Tri-County Community College's Student Government Association is automatically a non-voting member of the Board of Trustees.

Chief Executive Officers

Presidents of Tri-County Community College

Holland McSwain: 1964 to 1972
Vincent Crisp: 1972 to 1992
Dr. Harry Jarrett: 1992 to 1995
Dr. Norman Oglesby: 1996 to 2006
Dr. Donna Tipton-Rogers: 2007 - Present

Message from the President

On behalf of the Board of Trustees, as well as our faculty and staff, it is my great honor to welcome you to the 2022-23 academic year at Tri-County Community College. Our institution traces its humble beginnings back to 1964, and throughout the last 58 years, we have continued to grow and support our community through the dedication, faith, and generosity of thousands of individuals who believed in our College's mission.

During the last two years, Tri-County Community College faced many challenges. Despite these unprecedented times, I am extremely proud of the resilience, innovation, and service exhibited by the College's employees and students. Our College has trained essential workers for more than half a century. Through recessions, local workforce changes, and now a historic pandemic, our commitment to the communities we serve has never wavered. We are thrilled to welcome our students back to campus this fall to continue providing high quality education and training.

All of this is in keeping with our mission: to engage students in learning, help students succeed, and enrich the communities we serve.

As I look toward the beginning of a new academic year, I remain grateful for the opportunities for growth at Tri-County Community College. You will find several new academic programs of study in this edition of our catalog, including our Education Academy and new pathways in our Business Administration program of study.

I encourage you to take the time to look through this catalog to get to know us and all that we have to offer. We are here to serve you and we look forward to enjoying that opportunity.

My Very Best Wishes,

Dr. Donna Tipton-Rogers, President

TRI-COUNTY COMMUNITY COLLEGE
EST. 1964
ENGAGE | INSPIRE | ENRICH
Student Learning
CHEROKEE • CLAY • GRAHAM

Academic Calendar

Fall 2022

August 10-11	Fall registration (8:00 a.m. – 5:00 p.m.)
August 15	First day of classes; First day of Fast Track I classes
August 15-16	On-campus assistance for curriculum online classes (8:00 a.m. – 6:00 p.m.)
August 15-19	Drop/add and schedule adjustments
August 19	Last day to drop/add classes
August 19	Last day for student refunds (See refund policy)
August 29	First Day of Late Start Classes
August 29- September 01	Late Start Drop/Add
September 5	**Labor Day Holiday – College closed**
October 10	Last day of Fast Track I classes
October 11-14	**Fall Break – No Classes**
October 13	Fall Fast Track registration
October 17	Fast Track II classes begin
October 17-18	Fall Fast Track drop/add
November 11	**Veteran's Day – College closed**
November 7	Spring early registration begins (M–TH 8:00 a.m. – 5:00 p.m.)
November 23	**No classes**
November 24-25	**Thanksgiving Holiday – College closed**
December 13	Last day of classes; Last day of Fast Track II classes; Last day of Late Start Classes
December 14	Grades due by 10:00 a.m.

Spring 2023

January 2	**New Year's Holiday – College closed**
January 3-4	Spring registration (8:00 a.m. – 5:00 p.m.)
January 5	First day of classes; First day of Fast Track I classes
January 5-6	On-campus assistance for curriculum online classes (8:00 a.m. – 6:00 p.m.)
January 5-11	Drop/add and schedule adjustments
January 11	Last day to drop/add classes
January 11	Last day for student refunds (See refund policy)
January 16	**Martin Luther King Holiday – College closed**
January 26	First Day of Late Start Classes
January 26-30	Late Start Drop/Add
March 2	Last day of Fast Track I classes
March 2	Spring Fast Track registration
March 3	Fast Track II classes begin
March 3-6	Spring Fast Track drop/add
April 7	Good Friday Holiday – College closed
April 10	Easter Holiday – College closed
April 11-12	**Spring Break**
April 11 – May 29	Summer early registration (M-TH 8:00 a.m. – 5:00 p.m.)
May 3	Last day of classes; Last day of Fast Track II classes; Last day of Late Start Classes
May 4	Grades due by 10:00 a.m.
May 5	Graduation at 5:30 p.m.

Summer 2023

May 29	**Memorial Holiday – College closed**
June 1	Registration (8:00 a.m. – 5:00 p.m.)
June 5	First day of all classes
June 5	On-campus assistance for curriculum online classes (8:00 a.m. – 5:00 p.m.)
June 5 – June 8	Drop/add and schedule adjustments
June 8	Last day to drop/add classes
June 8	Last day for student refunds (See refund policy)
June 19	**Juneteenth Holiday – No classes**
July 4	**Independence Day Holiday – No classes**
July 10	Fall early registration begins
August 1	Last day of classes
August 2	Grades due by 10:00 a.m.

Academic Programs/Degrees

Academic programs currently being offered at Tri-County Community College are designed as either Technical or College Transfer. Programs classified as Technical confer an Associate in Applied Science degree. These programs are normally four or five semesters in length. Programs classified as College Transfer confer an Associate in Arts, Associate in Arts in Teacher Preparation, Associate in Engineering, Associate in Fine Arts, Associate in Science, or Associate in Arts in Teacher Preparation degree. This program is normally four semesters in length and is designed for individuals who plan to transfer to a senior institution for completion of a four-year degree. Tri-County Community College, in the name of the North Carolina Community College System, can award the following:

- Certificate
- Diploma
- Associate in Applied Science (A.A.S.)
- Associate in Arts (A.A.)
- Associate in Arts in Teacher Preparation (A.A.T.P)
- Associate in Fine Arts (A.F.A.)
- Associate in Science (A.S.)
- Associate in Science in Teacher Preparation (A.S.T.P)
- Associate in Engineering (A.E.)
- Associate in General Education (A.G.E.)
- Associate in General Education - Nursing (A.G.E. - Nursing)

Program of Study	Degree	Diploma	Certificate
Accounting and Finance	A.A.S.	DIPLOMA	CERTIFICATE
Air Conditioning, Heating and Refrigeration Technology	A.A.S.	DIPLOMA	CERTIFICATE
Associate in General Education (AGE)	A.G.E.		
Associate in General Education (AGE) - Nursing	A.G.E.		
Automotive Systems Technology	A.A.S.	DIPLOMA	
Building Construction Technology	A.A.S		
Business Administration - General Business Administration	A.A.S.	DIPLOMA	
Business Administration - Human Resource Management	A.A.S.		CERTIFICATE
Business Administration - Marketing and Retailing	A.A.S.		CERTIFICATE
Business Administration - Operations Management	A.A.S		
Business Administration - Public Administration	A.A.S		
College Transfer - Associate in Arts	A.A.		
College Transfer - Associate in Engineering	A.E.		
College Transfer - Associate in Fine Arts in Visual Arts	A.F.A.		
College Transfer - Associate in Science	A.S.		
Computer Integrated Machining	A.A.S.	DIPLOMA	CERTIFICATE
Cosmetology	A.A.S.	DIPLOMA	
Cosmetology Instructor			CERTIFICATE
Criminal Justice Technology	A.A.S.		
Culinary Arts	A.A.S.	DIPLOMA	
Early Childhood Education (Transfer Path)	A.A.S		
Early Childhood Education (Career Path)	A.A.S		
School Age Education	A.A.S		
College Transfer – Associate in Arts in Teacher Preparation	A.A.T.P		
College Transfer – Associate in Science in Teacher Preparation	A.S.T.P		
Electrical Engineering Technology	A.A.S.	DIPLOMA	
Electrical System Technology	A.A.S.	DIPLOMA	
Emergency Medical Science - Bridge	A.A.S.		
Emergency Medical Science - Diploma		DIPLOMA	
Entrepreneurship	A.A.S		
Esthetics			CERTIFICATE
Human Services Technology	A.A.S.		
Human Services: Animal Assisted Interactions	A.A.S.		CERTIFICATE
Human Services: Social Services	A.A.S.		
Human Services: Substance Abuse	A.A.S.		
Industrial Systems Technology	A.A.S.		
Information Technology - Data Center Technologies			CERTIFICATE
Information Technology - Information Technology Support	A.A.S.		CERTIFICATE
Information Technology - Web Administration and Design	A.A.S.	DIPLOMA	
Mechatronics Engineering Technology	A.A.S		
Medical Assisting	A.A.S.		
Medical Office Administration	A.A.S.		CERTIFICATE
Nursing	A.A.S.		
Office Administration - General Office Administration	A.A.S.	DIPLOMA	CERTIFICATE
Office Administration - Legal Office	A.A.S.		CERTIFICATE
Office Administration - Virtual Office	A.A.S		
Public Safety Administration	A.A.S.		
Sustainable Agriculture	A.A.S.		
Welding Technology	A.A.S.	DIPLOMA	CERTIFICATE

Tri-County Early College

Tri-County Early College (TCEC) is an innovative public high school where students begin in the 9th grade and graduate in four or five years with a high school diploma and an opportunity to earn a two-year college degree. Project-based, hands-on learning teaches students to become active learners, practical problem-solvers, and productive members of the workforce.

For more information visit the school website at www.tricountyearlycollege.org, or contact Jason Forrister at (828) 835-4318 or Dr. Jason Chambers at (828) 835-4297.

TCCC Foundation

The Tri-County Community College Foundation is a nonprofit (501c3) organization governed by a Board of Directors representing the College and the College's service area. The mission of the Foundation is to support the College by providing necessary resources and acting as a catalyst between the College and the community. Donations to the TCCC Foundation may be tax deductible.

For detailed information about the Tri-County Community College please visit http://www.tcccfoundation.org

Summary of Performance Measures

The North Carolina Community College System has utilized numerous processes over the years to ensure public accountability for the educational effectiveness of its institutions. These processes have included fiscal audits, program audits, institutional effectiveness plans, regional accreditation requirements, and annual reporting of performance standards. In 2013, a new set of student success measures went into effect; a system-wide goal for each of these measures was set, along with an indication of which colleges were above or below average. The results of these measures for each community college are published in the annual Performance Measures for Student Success report, which is available on the NCCCS website.

#	Standard	Explanation	Goal/Average	TCCC Results
1	**Basic Skills Progress**	Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year.	42.5% / 33.5%	28.3%
2	**Credit English Success**	Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within two years of their first term of enrollment.	70.4% / 62.6%	75%
3	**Credit Math Success**	Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within two years of their first term of enrollment.	54.5% / 46.3%	41.1%
4	**First Year Progression**	Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer).	71.8% / 66.8%	73.7%
5	**Curriculum Completion Rate**	Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours.	61.3% / 55.3%	54%
6	**Licensure Passing Rate**	Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.	1.09% / 0.98%	1.07
7	**Transfer Performance**	The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.	91.1% / 87.2%	88%

General Education Philosophy

Degree programs at Tri-County Community College are designed and implemented to address the wide variety of situations that our students and community may experience. With rapid changes in the workplace, economic environments, and other institutions of higher learning, it is the College's mission to facilitate student and community success by not only providing the skills to face these changes, but to apply them effectively. We believe that these skills that are the foundation of all our programs are the most important means to accomplish that mission. The integration of Global Learning Outcomes of reading, writing, oral communication, mathematics, critical thinking, and basic computer skills is the pathway that all programs at Tri-County Community College provide for our students to achieve success. Similarly, the systematic assessment of these skills, across the curriculum, provides a vital indication of our success in preparing students for the future.

Upon successful completion of a TCCC degree program, a student will be able to:

Written Communication

- Employ a variety of writing techniques to fit a task's context, audience, and purpose.
- Develop appropriate content to express and support the main ideas of a text.
- Apply conventions of particular genres and disciplines to a writing task.
- Present ideas in a logical order with effective transitions between and unity within paragraphs and sections.
- Write clearly and adhere to conventions of standard written English.
- Critically examine high-quality and varied research materials and integrate them effectively and ethically.

Oral Communication

- Demonstrate critical thinking skills by articulating and promoting ideas in a clear, organized manner.
- Identify appropriate language to address diverse audiences.
- Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose.
- Utilize media and technology appropriate to the communication context.
- Exhibit nonverbal behavior that supports the verbal message (e.g. maintaining eye contact, appropriate body language to engage audiences).
- Construct rhetorically effective communication (e.g. speeches, presentations, interviews, small group discussions) in a wide range of situations.

Information Literacy

- Determine the information need.
- Access information effectively and efficiently.
- Evaluate information and its sources critically.
- Use information effectively to accomplish a specific purpose.

Technology Competency

- Create a file in an application and save it to a specific location.
- Do simple file management: naming, saving, and retrieving of files.
- Be able to submit files electronically, such as attachments to e-mails or through the College's learning management system.
- Use a web browser to locate, retrieve, and evaluate information.

Quantitative Literacy

- Explain information presented in mathematical forms (equations, graphs, tables, diagrams, word problems, etc.).
- Convert relevant information into mathematical forms (equations, graphs, tables, diagrams, word problems, etc.).
- Calculate to solve problems.
- Make judgements and draw appropriate conclusions based on the quantitative analysis of data.
- Make and evaluate assumptions in estimations, modeling, and data analysis.
- Express quantitative evidence in support of an argument or thesis.

(Revised November 2001, April 2008, May 2018)

Student Success:
Admissions, Registration, and Graduation

The Application Process

The College does not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, genetic information or military status in any of its activities or operations.

Open Door Admissions

Except as otherwise specified herein, the College maintains an open-door admission policy to all applicants who are legal residents of the United States and who are high school graduates or are at least eighteen (18) years of age. The College shall not solicit or use information regarding the accreditation of a secondary school located in North Carolina that a person attended as a factor affecting admission to the College or to any program of study, loans, scholarships or other educational activity at the College unless the accreditation was not conducted by a State agency. For purposes of this Policy, the term "accreditation" shall include certification or any other similar approval process. Student admission processing and placement determination shall be performed by College officials. Admission requirements for an emancipated minor shall be the same as for an applicant who is eighteen (18) years old or older. Non-emancipated minors may be admitted and allowed to attend the College pursuant to 1D SBCCC 200.95.

The open-door policy does not mean there are no restrictions on admission into specific College programs. Students shall be admitted into specific College programs when they demonstrate aptitude for these programs as determined by personal interest, academic background, placement tests and personal interviews. If an academic deficiency exists, applicants will be given an opportunity to address the deficiency by taking preparatory work, per North Carolina Community College System guidelines.

Admissions Denials

A. Basis for Denials:

1. **Suspension/Expulsion from another Educational Entity:** If the College suspends or expels a student for non-academic disciplinary purposes, the College shall record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, the College shall, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. The College reserves the right to refuse admission to any applicant during any period of time that the applicant is under a period of suspension or expulsion from another educational entity for non-academic disciplinary reasons.

2. **Safety Concern:** The College reserves the right to refuse admission to any applicant if it is necessary to protect the safety of the applicant or other individuals. When making a safety determination, the College may refuse admission to an applicant when there is an articulable, imminent and significant threat to the applicant or other individuals. When refusing admission based on safety concerns, the Vice President of Instruction ("Vice President") shall document: a. Detailed facts supporting the rationale for denying admission; b. The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and c. The conditions upon which the application that is refused would be eligible to be admitted.

3. **Residency for Distance Learning:** The College is not authorized to provide distance learning courses outside of North Carolina unless state authorization has been granted from the state in which the applicant resides. State authorization requires colleges to seek and secure authorization to offer instruction in that state.

Admission of applicants residing outside of North Carolina to an on-line degree, diploma, certificate program or individual on-line courses offered by the College is dependent on the College's ability to secure authorization from the applicant's state of residence.

State authorization does not affect the cost of attending the College. Tuition requirements, including those for out-of-state students, still apply. This requirement does not apply to non-credit continuing education courses.

4. **Undocumented Immigrants:** An undocumented immigrant is any immigrant who is not lawfully present in the United States. The College shall not admit undocumented immigrants unless all of the following conditions apply:

a. The undocumented immigrant 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; b. The undocumented immigrant must comply with all federal and state laws concerning financial aid; c. The individual shall not be considered a North Carolina resident for tuition purposes and must be charged out-of-state tuition regardless of whether the individual resides in North Carolina; d. When considering whether to admit the individual into a specific program of study, the College shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants; e. 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; f. An admitted undocumented student will not be permitted to register for a class or program of study or be placed on a waiting list until the conclusion of the last published registration date for the term.

5. **Readmissions:** The College reserves the right to refuse readmission to a former student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements.

6. **Criminal Justice Education and Training:** The College requires students enrolled in courses mandated under N.C.G.S. § 17C and 17E, the North Carolina Criminal Justice Education and Training Standards Commission or the North Carolina Sheriffs' Education and Training Standards Commission to be sponsored by law enforcement agencies until completion of the

program. The student must be sponsored by a law enforcement agency to be admitted into the program. Failure to have such sponsorship shall result in an admission's denial.

7. **Non-Criminal Justice Education and Training Firearm Courses:** Except for courses governed by Criminal Justice Education and Training, if the College has a program that requires students to possess a firearm, prior to admission, the student must provide proof of eligibility to possess firearms. For purposes of this Policy, "firearm" means a handgun, shotgun or rifle that expels a projectile by action of an explosion; "proof of eligibility" means: i) a current, valid State-issued permit to purchase a firearm; ii) a current, valid State-issued concealed carry permit from North Carolina; iii) a current, valid State-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina; iv) proof of an exemption from permit requirements pursuant to N.C.G.S. § 14-415.25; or v) a background check to determine whether the applicant can lawfully possess a firearm in North Carolina pursuant to N.C.G.S. §§ 14-269.8; -404(c); -415.1; -415.3; and -415.25.

B. Appeal for Admissions Denials:
If an applicant is denied admissions to the College for any of the reasons specified in Section (A)(1)-(7), within five (5) calendar days following the receipt of the reasons specifying the denial, the applicant may file a written appeal with the Vice President for a reconsideration. The written appeal shall contain the applicant's reasons why he/she should be admitted and shall include any supporting documentation. The Vice President shall also meet with the applicant and provide the applicant an opportunity to respond. Within ten (10) calendar days from receipt of the applicant's written appeal, the Vice President shall make his/her determination and provide the applicant with a written response.

If the applicant does not agree with the Vice President's determination, within five (5) calendar days following the receipt of the Vice President's determination, the applicant may file a written appeal with the President. The President shall conduct an "on the record review" and shall make a determination within ten (10) calendar days after receipt of the applicant's written appeal. The President's decision is final.

General Admissions Procedures

Admission to the College does not guarantee immediate acceptance to the curriculum program desired by the applicant. Admission to certain programs may have additional specific entrance requirements. Students may have to complete basic skills or developmental level courses before being accepted into their desired academic curriculum program.

The Vice President for Teaching and Learning ("Vice President") administers all admissions requirements and enforces all College admission policies and procedures.

Curriculum Programs

A. Degree Seeking Applicants
For curriculum diploma and degree seeking applicants, all applicants must:

1. Submit a completed application for admission, including a current Residency Certification Number (RCN).

2. Provide official transcripts from a high school or high school equivalency program. These transcripts must include, but are not limited to, the graduation date, the type of diploma, a signature of the principal and/or have the institution's official seal, course listing with numerical grades assigned, and a GPA. Transcripts may be mailed or electronically transferred from the issuing institution or agency. Additionally, TCCC admissions office staff will accept official transcripts delivered in-person, as long as they remain sealed and are unopened upon receipt. Current applicants who are high school seniors should submit a transcript showing work through the end of the first semester of the senior year. A final official transcript must then be submitted upon high school graduation, and before enrollment, to be fully accepted. Applicants who attended a foreign secondary school please refer to the section titled "International Students."

3. Meet with Advising and Career Center to determine if transitional or co-requisite support courses are required before enrollment into college level math or English. Initial student placements in English and Mathematics are based on the College's RISE placement system. This system provides options for placement including high school academic record and GPA, SAT or ACT scores, GED scores, prior developmental coursework, transfer credit, etc. The student must submit an official transcript to receive transfer credit and to officially waive the need for placement testing. However, a minimum of 25 percent of the total semester credit hours to graduate from any program must be taken at the College.

RISE PLACEMENT POLICY:

As part of its ongoing mission to provide open door access to higher education and training while ensuring that students have a clear pathway to academic success, the North Carolina Community College System has developed a placement and remediation system called RISE – Reinforced Instruction for Student Excellence. This system provides opportunities for students to enroll in required English and Math courses based on proved records of academic success and/or rigorous placement testing. Based on those, students may be enrolled in gatekeeper English and Math courses, enrolled in those courses with co-requisite support courses, or enrolled in transition course specifically designed to prepare students for college-level work.

The basic principle of the RISE Placement system is to expand access while assuring preparation and support for students in their general education English and Math courses.

1. Students may enter the college with transfer credits in the areas of English or Math.
2. Students with no transfer credit in English or Math who have graduated from a US high school will be placed in the appropriate gatekeeper English or Math course with no co-requisite courses IF their unweighted high school GPA is equal

to or greater than 2.8. Regardless of GPA, a student that has not successfully completed Math 2 prior to High School graduation should register for Transition Math and/ or English.

3. Students who graduated from a US high school with an unweighted high school GPA between 2.2 and 2.79 will be placed into the appropriate gatekeeper English or Math course with the appropriate co-requisite courses. Students in this category may also use ACT, SAT, or CCRG Math scores for placing into the appropriate gatekeeper English or Math course with no co-requisite courses. These scores are good for ten years as well, subject to their availability from the various testing services. Students who wish to use this option are responsible for obtaining official scores. Regardless of GPA, a student that has not successfully completed Math 2 prior to High School graduation should register for Transition Math and/ or English.
4. Students who graduated from a US high school with an unweighted high school GPA below 2.2 will be placed into a Math or English Transitions course. The grade in that Transitions course will determine the placement of the student into the appropriate gatekeeper and/or co-requisite course. Students in this category may also use ACT, SAT, or CCRG Math scores for placing into the appropriate gatekeeper English or Math course with co-requisites as needed. These scores are good for ten years as well, subject to their availability from the various testing services. Students who wish to use this option are responsible for obtaining official scores.
5. Any student who does not feel confident with their current level of proficiency in English, Math, or basic Computer Skills should consult with the advisors in the TCCC Advising and Career Center for further guidance and support.
6. Student who cannot provide a high school transcript are treated as provisional students per College policy. Such students may enroll in a Transitions course or may attempt the RISE placement test with corresponding placement.
7. Students with GED or HiSet scores above a designated level will be placed into a curriculum course and its corresponding co-requisite course as appropriate. Students with GED or HiSet scores below that level will be directed to take the RISE placement test for further guidance on placement.
8. Students who have previously completed developmental English or Math coursework will be placed as noted. Students who have not completed all of the required Multiple Measures coursework should consult with the Advising and Career Center on proper placement.

Developmental Education	Multiple Measures	Course Eligibility
ENG 070	DRE 096	ENG 102 Transitions
ENG 080	DRE 097	ENG 111 w a co req
ENG 090	DRE 098	ENG 111 w/o a co-req
MAT 060	DMA 010, 020, 030	MAT 110 w/o a co-req
MAT 070	DMA 010, 020, 030, 040, 050	MAT 110 w/o a co-req; MAT 143 w/o a co-req; MAT 152 w/o a co-req; MAT 121 w a co-req; MAT 171 w a co-req

Students who have not been enrolled at TCCC for two (2) fall/spring academic semesters must submit a new admission's application and update residency classification prior to registration. The student is required to meet the curriculum requirements in effect at the time of readmission according to the current College catalog.

Students who have been placed on academic or disciplinary suspension must fulfill the terms of their suspension before being considered for readmission. Students on disciplinary suspension must also submit a letter to the Vice President requesting readmission.

The College reserves the right to deny readmission to a former student, including a student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. All of the student's debts to the College must be paid in full before registering for courses.

Students who have been placed on academic or disciplinary suspension must fulfill the terms of their suspension before being considered for readmission. Students on disciplinary suspension must also submit a letter to the Vice President requesting readmission.

The College reserves the right to deny readmission to a former student, including a student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. All of the student's debts to the College must be paid in full before registering for courses.

B. Non-Degree Seeking Applicants

Non-degree seeking students are those students who enroll in one or more courses but do not desire to graduate from

one of the established curricula. The student may register for any course which is open to all students and does not require a prerequisite. However, if a student plans to register for a course that requires a prerequisite course, the student must submit an official transcript from a regionally accredited institution showing completion of this requirement with a grade of "C" or better prior to registering. An applicant who plans to enroll in mathematics and/or English courses must satisfactorily complete the College placement requirements. Students may not register for courses in a program that has a waiting list or restricted admission (such as nursing).

Non-degree seeking students are not eligible for financial aid or veterans benefits nor are they permitted to earn any degree, diploma or certificate awarded by the College.

Continuing Education Programs

For applicants seeking admission to a continuing education program, all applicants must complete the College's continuing education registration process and pay the applicable tuition and institutional fees.

Certificate Programs

For applicants seeking admission to a certificate program, all applicants must complete the College's certificate program registration process and pay the applicable tuition and institutional fees. Students who change from certificate programs to diploma or associate degree programs must complete the additional requirements for admission to those programs.

Provisional Admissions

In certain situations, an applicant may be provisionally accepted by the College and permitted to register prior to completion of all admissions requirements. Students who are admitted on a provisional basis must complete all admission requirements within the first semester of attendance. Failure to complete the provisional requirements could result in the student being denied continued admissions for the next semester.

Out of State Admissions for Programs Resulting in State Licensure or Certification

Students who attend the College from out of state should be aware that the College has not made a determination whether programs or courses which lead to state licensure or certification meet educational requirements outside of North Carolina. Examples of such programs are Basic Law Enforcement Training, Cosmetology, Emergency Medical Science, Esthetics, Nursing, and Therapeutic Massage.

Residency

NOTE: THE FOLLOWING INFORMATION MAY BE SUBJECT TO CHANGE.
The Enrollment Management staff at TCCC is available to assist students who might have questions concerning in-state residency.

To qualify for in-state tuition, students must have maintained a primary domicile in North Carolina. A person who has established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months (365 days) immediately prior to his or her classification is considered a resident for tuition purposes.

If you are classified as a nonresident for tuition purposes, it is your right to petition for a change in classification to that of a resident if you claim that now, and for at least the 12 month period immediately preceding the date of such petition, you have been a legal resident of the State of North Carolina. If it is determined that in fact you have been a legal resident for the required 12 month period, the effective date of change in applicable tuition rates shall be the beginning of the next academic term following the date of application for tuition change.

If you are currently classified as a resident for tuition purposes and this status should change, it is your obligation to petition for a change in classification to that of a nonresident. Failure to fulfill this obligation may result in appropriate disciplinary action including, but not necessarily limited to, cancellation of enrollment. If it is determined that in fact you have become a nonresident, the effective date of change in applicable tuition rates shall be the next semester following the date of change.

Copies of the applicable North Carolina law and institutional regulations that govern such classification determinations are available at the Harper Help Desk or online at www.northcarolina.edu/legal/residence/index.htm for inspection upon request. You are responsible for being familiar with the contents of these two sources of regulation.

The College provides postsecondary opportunities for all residents of our region in order to increase educational opportunities and economic benefits by offering quality training in a cost-effective and cost-saving manner. Thanks to a tuition waiver program for non-residents who are employed by a North Carolina business (GS 115D-39), any out-of-state student can qualify for in-state tuition rates if their employer agrees to pay the tuition charges. Tuition Waiver forms are available at the Harper Help Desk on Main Campus or at the Graham County Center.

Readmission to the College

If you withdraw from Tri-County Community College and wish to re-enter, you must:

1. Submit an Application for Admission and any additional admission materials required by the College.
2. Pay all debts to the College.

3. Fulfill the terms imposed by any academic or disciplinary suspension.

Readmission is not automatic. If there is an interruption in attendance greater than two consecutive (2) major academic semesters (fall/spring) the student returns under the current catalog's requirements set for their program.

Orientation

To promote rapid adjustment to the educational philosophy, programs, and standards of TCCC, new degree- or diploma-seeking students will participate in a TCCC New Student Orientation Session to satisfy the following objectives:

1. To acquaint new students with TCCC, its facilities, resources, services, activities, policies, and organizations;
2. To assist students in taking full advantage of the opportunities offered by TCCC;
3. To help students develop effective approaches to the problems encountered by beginning college students.

Student Success Courses: ACA

Students enrolled in degree or diploma programs that specify an ACA course must include that ACA course within their first 18 credit hours.

Course Load

A normal full-time course load for a semester includes both credit and non-credit registered work. The minimum number of hours required to qualify as a full-time student is 12 semester hours. You may not take more than 21 semester hours without the permission of your advisor. Permission to take more than a normal load is based on the student's previous academic record, but will not normally be granted unless a GPA of at least 3.0 has been achieved.

Other Student Categories

Audit/Non-Degree Students

If you wish to audit courses, you must register and receive the approval of the instructor for the particular course(s). A "Request to Audit" form must be completed and turned in to the Registrar prior to the last day of drop/add. Audit students do not receive credit but must adhere to attendance, prerequisite and co-requisite regulations. An audit course cannot be changed to credit course nor can a course taken for credit be changed to audit after the 10% census date of the course section. Audit work cannot be used toward certificate, diploma, or degree requirements. Curriculum students will have priority over audit students for registration. Students who register for a course as audit work, but then withdraw should be assigned a grade of W (withdrawn) for the course. Tuition and fees for audit courses are the same as those taken for credit.

Senior Audit Policy

Senior Citizens (age 65 and older) may register for up to two courses in a single semester under the "Senior Audit Policy" tuition free; only local semester fees are required. All other audit policies listed above apply. A Senior Audit form along with official proof of age (65 and older) are required and must be completed with the course instructor(s) and turned in to the Registrar prior to the 10% census date of each audited course section.

NC High School to Community College Articulation Agreement

The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study.

Tri-County Community College has agreed to grant advanced placement and course credit to Cherokee, Clay and Graham County high school graduates for successful completion of designated courses at high school. Students must meet the criteria for awarding credit below:

Process to Document and Award Credit

To receive articulated credit, students must enroll at Tri-County Community College within two years of their high school graduation date, and meet the following criteria:

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

*The above criteria is subject to change in accordance to state and local policies.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school, if the CTE articulated college credit is part of their Career and College Promise pathway. Tri-County Registrar will verify eligibility and acceptance of articulated courses listed on the high school transcript. Students may be asked to submit supporting documentation to receive credit. TCCC will follow the criteria of the Southern Association of Colleges and Schools (SACS) Commission on Colleges in awarding credit.

*For more information on Career Pathways or the NC Articulation Agreement visit the following website http://www.ncperkins.org/course/view.php?id=4 or contact the Tri-County Career and College Promise (CCP) Coordinator or a local high school guidance counselor.

Home-Schooled Students

Home-schooled students are considered for admissions on the same basis as North Carolina public school students with appropriate documentation that the home school is registered with the state. An official transcript from the home school must include the following criteria:

- Name of the home school and address
- Name of the principal
- Name of the student
- Student's social security number (optional) and birth date
- Curriculum and courses taken each year with grades and a grade point average
- Cumulative grade point average for total progress
- Diploma awarded with graduation date

Intellectually Gifted Under 16 Years Old

A student under the age of 16 may enroll if the president or his/her designee finds that the student is intellectually gifted and has the maturity to justify admission to the college. The college follows the eligibility requirements and procedures outlined in NC Community College policy, "Admissions Criteria for Intellectually Gifted and Mature Students under 16 Years Old." Please contact the Harper Help Desk for more information and required documentation.

Admissions to Health Sciences Programs

The Health Science Programs identified in the following chart are designated as limited enrollment programs. Factors for admission include, but are not limited to: clinical space availability, instructor-to-student ratios specified by the applicable accrediting/approving agencies and/or other limited instructional resources. Please see the College catalog or the web site for specific admission requirements for these programs. In addition, Health Science Programs may have additional student enrollment criteria including, but not limited to: 1) successful completion of required developmental courses; 2) minimum GPA requirements; 3) successful completion of clinical enrollment requirements (i.e., criminal and drug background checks); and 4) other content criteria.

- Associate of Applied Science in Nursing
- Associate of Applied Science in Medical Assisting
- Associate of Applied Science in Therapeutic Massage

Career and College Promise

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential as well as provide entry-level jobs skills.

The three pathways include:

1. **College Transfer Pathways** (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.

2. **Career and Technical Education Pathways** (CTE):

- a curriculum Career and Technical Education Pathway leading to a certificate or diploma aligned with a high school career cluster.
- a Workforce Continuing Education Pathway (WCEP) leading to a state or industry recognized credential aligned with a high school career cluster.

3. **Cooperative Innovative High School Programs** (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

College Transfer Pathway

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. Juniors and Seniors:

To be eligible for enrollment, a high school student must meet the following requirements:

a) Be a high school junior or senior; and
b) Have an unweighted GPA of 2.8 on high school courses; or
c) Demonstrate college readiness in English, reading and mathematics by 5 meeting benchmarks on diagnostic assessment tests which have been 6 approved by the State Board of Community Colleges.

3. Freshmen and Sophomores:

To be eligible for enrollment, a high school student must meet the following requirements:

a) Be a high school freshman or sophomore; and
b) Be identified as academically or intellectually gifted in English, reading and math as outlined in the local board of education's Academically and 13 Intellectually Gifted (AIG) local plan (General Statute 115C-150.7.); or
c) Be identified as academically or intellectually gifted in English, reading and math on an aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on an aptitude and an achievement test

included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measurements; and
d) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges; and
e) Have the maturity to justify admission to the community college, as demonstrated by obtaining all of the following:
f) A recommendation from the student's principal or equivalent administrator explaining why they believe the student has the requisite maturity to enroll at the community college;
g) A recommendation from the academically gifted coordinator, if one is employed by the high school or local school administrative unit, explaining why they believe the student has the requisite maturity to enroll at the community college;
h) Approval to enroll by the community college president or their designee. Prior to requesting approval by the community college president or their designee, the student must deliver the recommendations described in (A) and (B) to the community college president or their designee.
i) Have the written consent of the student's parent or guardian granting permission for the student to participate in the program; and
j) The student must participate in academic advising with representatives from the high school and community college prior to enrollment in the program. This advising shall be focused on the implications of being admitted to college early.
4. To maintain eligibility for continued enrollment, a student must:
   a. Continue to make progress toward high school graduation, and
   b. Maintain a 2.0 GPA in college coursework after completing two courses.
   c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
5. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.
6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
7. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Science, Engineering, AGE-Nursing, or AFA-Visual Arts. 8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in: a. One College Transfer Pathway and one Career Technical Education Pathway, or b. One College Transfer Pathway and one Workforce Continuing Education Pathway
9. CCP students may not enroll in developmental courses.
10. CCP students may not audit courses.
11. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
12. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

College Readiness Benchmarks on Approved Diagnostic Assessment Tests:

TEST	PSAT 10 and PSAT/NMSQT (2015 & Future)	SAT (March 2016 & Future)	Pre-ACT and ACT	NCDAP (NCCCS CUT SCORE)	RISE Placement Text
English	26 or a composite score of 460 for Evidence-Based Reading and Writing	480 composite score for	18	Composite score of 151 or higher	70 or higher on Tier 1 AND Tier 2
Reading	26 or a composite score of 460 for Evidence-Based Reading and Writing	Evidence-Based Reading and Writing	22		(see RISE placement guide)
Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 through 060	70 or higher on Tier 1 AND Tier 2 AND Tier 3 (see RISE placement guide)

Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Language and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language & Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
*To be eligible for enrollement in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests.				A Level Math	C or higher
Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidence based reading and writing to demonstrate college readiness				A Level Math - Further	C or higher

Career Technical Education Pathways

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
   a. Be a high school junior or senior;
   b. Have an unweighted GPA of 2.8 or higher on high school courses or have the recommendation of the high school principal or his/her designee; and
   c. Have received career pathway information outlining program requirements for completion of the certificate or diploma.
3. High school counselors should consider students' assessment scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must:
   a. Continue to make progress toward high school graduation, and Maintain a 2.0 in college coursework after completing two courses.
   b. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
7. A student may enroll in two CTE pathways and may not substitute courses in one program for courses in another.
8. The student may change his or her pathway major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
9. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
   a. One College Transfer Pathway and one Career Technical Education Pathway
   b. Two Career Technical Education Pathways or
   c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
10. A CTE student is not required to demonstrate college readiness on an assessment or placement test to be eligible for the program. However, some required courses within the program may have developmental course pre-requite requirements which must be met. When this is the case, the student should demonstrate college readiness via an approved assessment or placement test prior to enrolling in the course. Students are encouraged to complete college readiness assessments prior to entry to the program.
11. A student who completes the CTE certificate or diploma may continue in the same traditional AAS program of study as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCPP and their student code will remain CTE.
12. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
13. CCP students may not enroll in developmental courses.
14. CCP students may not audit courses.

15. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Admission into the CCP Program

All new students must fill out The Career and College Promise Program Application for Admission for New Students. Students may do so by requesting an application from their high school representative or high school liaison. Admissions, Registration, and Graduation Applications may be turned into high school guidance counselor or high school liaison, at the Harper Help Desk on the main campus in Murphy, or the Shope building at the Graham County Center in Robbinsville. Attach a copy of test scores and a high school transcript.

CCP Registration

Registration for a course at TCCC includes certain requirements and responsibilities that are described in the college General Catalog and Student Handbook that is published at www.tricountycc.edu. Additional rights and responsibilities for high school students concurrently enrolled in college courses are published in this document. Membership in a course at TCCC requires that students follow all policies and procedures set by the College. High school students must demonstrate college readiness in English, reading, and mathematics on an approved entrance assessment test. High school students also follow the same grading and attendance policies and procedures described in the course syllabus presented at the beginning of each college course.

Senior Citizen Students

Senior Citizens are required to pay tuition UNLESS they complete the process for a "Senior Audit" (see "Audit/Non-Degree Students") along with official proof of their age (65 and older).

Special Credit Students

Special Credit, non-degree seeking students must follow registration procedures prescribed at the Harper Help Desk on Main Campus or at the Shope Building at the Graham County Center. Please note: Non-degree seeking students are not eligible for any type of financial aid.

Transfer Information

Transfer Credit to TCCC

Course work transferred or accepted for credit toward an undergraduate degree must represent collegiate course work relevant to the degree with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the College's undergraduate degree program.

Any such earned credit must meet the minimum College academic standards worth at least 2.0 grade points or better and must parallel the content of similar courses offered. A minimum of twenty-five percent (25%) of the total semester credit hours to graduate from any program must be taken at the College. The maximum amount of credit allowed to be applied toward a credential is seventy five percent (75%) of the College's curriculum. Any course taken at a North Carolina Community College System institution will be accepted for the equivalent course except as specified herein.

For all others, the following criteria will be considered in determining the acceptability of the transfer course work:

1. Accreditation of the school by a regional or national accrediting body recognized by the United States Department of Education. Accreditation does not guarantee acceptance of transfer credit.

2. Equivalency of course descriptions, outcomes and analysis of course level, content, quality, comparability, and degree program relevance. It shall be the student's responsibility to provide documentation of this equivalency, which may include, but is not limited to, syllabi, course catalogs, course outcomes, etc.

3. Use of recognized guides, such as those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers and the National Association of Foreign Student Affairs.

4. If the school was not accredited by a regional or national accrediting body recognized by the United States Department of Education at the time the course was taken, additional documentation will be required. It shall be the student's responsibility to provide any additional documentation requested.

5. For skills-based courses, particularly those in the advanced technology programs, demonstration of student skills may be a component of the evaluation process. Courses will be re-evaluated at least once every two years. Decisions related to acceptance of credit will be made by the appropriate faculty member(s) and the dean of that program area, in consultation with the Vice President for Instruction.

The responsibility for determining transfer credit from other colleges and universities rests with the Registrar. When there is doubt about the appropriateness of transfer credit or when a student wishes to appeal a transfer credit decision, the transcript will be referred to the appropriate faculty member(s) and Dean, whose decision will be final. In such cases, the Dean will note the decision in the student's academic file. Time limits may be imposed in certain situations, such as for allied health program courses and technical and computer-related courses where content is no longer equivalent. The Registrar and the appropriate

vice president will maintain a list of courses that have time limits for transfer.

When a student transfers from a postsecondary institution to the College, the following steps will be implemented:

1. The student fills out an application for admission and is responsible for providing an official high school transcript and an official transcript from any other postsecondary institution. The student should allow at least one month for the transcript evaluation process prior to registering for classes.

2. The Registrar evaluates the transcript and credit is accepted in accordance with the College's program offerings and the procedure stated herein. No credit for a course with a grade lower than a "C" may be transferred. The transcript evaluation is conducted in cooperation with the appropriate faculty member(s) and Dean, as applicable.

3. The student is given placement test(s), if applicable.

4. The student continues with registration procedure.

The College recognizes the following additional opportunities for awarding transfer credits:

1. College Board Advanced Placement Program ("AP"): College course credit will be granted to students who pass the AP examinations with a score of three, four or five. Students must submit an official score report from the College Board to the Registrar's office for consideration of granting college credit. See the Registrar for a list of current AP credit course equivalencies

2. College-Level Examination Program ("CLEP"): College course credit will be granted to students who participate in CLEP Subject Examinations and achieve the minimum passing score as recommended by the American Council on Education. Students must submit an official CLEP transcript to the Registrar's office for consideration of granting college credit. See the Registrar for a list of current CLEP credit course equivalencies

3. Educational Experiences in the Armed Services: Servicemen and veterans may be awarded college credit for service schools they have attended. The service schools must be accredited by a regional accrediting agency. Before applying for credit, contact the service school(s) and ask them to which regional accrediting agency they belong. Contact the Registrar for more information.

Joint Services Transcript ("JST") is an academically accepted document approved by the American Council on Education ("ACE") to validate a service member's military occupational experience and training along with the corresponding ACE college credit recommendations. When the College receives an official copy of a JST, the Registrar will review and apply appropriate course credit. The Vice President of Instruction will be consulted if there is need for further discussion regarding proposed course credit.

4. Non-curriculum to Curriculum Transfer Credit: Non-curriculum course work from the College related to curriculum instruction may be transferred or accepted for credit towards curriculum courses in specific programs. Such credit will only be awarded under specific agreements approved by the appropriate vice president and department chair. Such approval should take into account course materials, course hours, licensure exams or other external validation, and the credentials of the CE faculty.

International Student Transcripts

It is possible to transfer your foreign/international coursework to TCCC. To receive transfer credit toward an TCCC degree, diploma, or certificate based on international transcripts, students must provide an official evaluation of their transcripts by an independent transcript evaluation service that is a currently endorsed member of either the Association of International Credential Evaluators (AICE) or National Association of Credential Evaluation Services (NACES). Go to AICE or NACES for member listings.

- Comprehensive evaluations of international transcripts can be expensive and may not be necessary depending upon your educational goals. Our Academic Success Counselors and Registrar can advise you accordingly.
- All agencies are private organizations. It is the responsibility of the student to pay for the services rendered.
- You may need to request a detailed or comprehensive report that includes a course-by-course review with unit value, grade, and lower/upper division breakdown.
- It is important for the student to provide complete and accurate information, following the specific directions of the respective agencies.
- Submit the official international transcript evaluation report to the TCCC Admissions Office for secondary and high school institutions and to the Registrar's Office for post-secondary or higher education institutions.
- Please see the above "Transfer Credit to TCCC" section for additional requirements and details.

Transfer Credit from TCCC

Tri-County Community College offers options to graduates from its two-year associate degree programs and its two-year college transfer program. Graduates of these programs have the option of entering a career, continuing their education at a senior institution, or both.

Academic work completed at Tri-County Community College that is covered by the Comprehensive Articulation Agreement will transfer into all other institutions in the North Carolina system of colleges and universities. The Comprehensive Articulation Agreement formulated by the North Carolina Community College System in conjunction with all senior institutions in the state

system guarantees the general equivalency transfer of the core curriculum throughout the community college system.

Graduation with an A.A., A.E., A.F.A., or A.S. degree from Tri-County Community College ensures that a student's coursework will transfer into any senior institution in the system, credited with having finished all general education requirements, and awarded junior status in the receiving institution. Completion of the Associate in Arts or Associate in Science degree does not guarantee admission to a particular North Carolina public university, although admission is guaranteed to at least one of the North Carolina senior institutions.

Students who complete an A.A.S. degree should consult with their advisor on the transferability of their coursework.

Tuition and Expenses

Tuition and expenses are subject to change at any time. Costs are provisional, depending upon the action of the North Carolina State Legislature.

Tuition is charged per credit hour up to a maximum of 16 credit hours per semester. Costs for the 2019-2020 academic year are $76.00 per credit hour (up to a maximum of $1,216 per term) for resident students and $268.00 per credit hour (up to a maximum of $4,288 per term) for non-residents.

Credit hours are computed by the following formula:

1 Class Hour = 1 Credit Hour

2 Lab Hours = 1 Credit Hour

3 Manipulative Shop Hours = 1 Credit Hour

All curriculum students (including high school students) pay certain fees each semester at the time of registration.

- Technology Fee
- Activity Fee
- Student Insurance
- SGA Emergency Fee
- Parking Fee

The College provides an inexpensive student accident insurance program. A group policy providing the desired insurance protection will be maintained in effect by the College, and all students (including high school students) are required to obtain this coverage. Cost is subject to change from year to year.

Statements of Policies Regarding Student Expenses

All tuition and fees are payable on the date of registration. Acceptable payment methods include American Express, Discover, VISA, or MasterCard as well as checks and/or money orders, which should be made payable to Tri-County Community College. A check given in payment of expenses that is returned by the bank results in indebtedness to the school and places your enrollment in jeopardy. Failure to pay in a timely manner will result in student records being forwarded to a collection agency for final recovery.

If you receive financial assistance such as vocational rehabilitation, scholarships, grants, etc., make certain that you have formal authorization filed in the Business Office prior to registration.

Fulfillment of Financial Obligations

No student will be allowed to register for a new semester, permitted to graduate, or receive a transcript for credit if he/she has an unpaid balance due.

Refunds

A 100 percent refund shall be made if you officially drop a class prior to the first day of classes of the academic term as noted in the college calendar. Also, you are eligible for a 100 percent refund if the class in which you are officially registered fails to "make" due to insufficient enrollment. A 75 percent refund shall be made if you officially drop from the class(es) prior to or on the official 10 percent point of the term (per IE SBCCC 900.1). The 10 percent point is calculated from the first day of each semester.

Schedule Adjustments During Drop/Add

North Carolina Administrative Code has determined that a student's refund will be limited to 75 percent if a class is dropped after the beginning of a term. If the student plans to drop one class and add another in its place, TCCC recommends the student be prepared to do so during the combined drop/add period in order to avoid the 25 percent charge.

Procedure for Refunds

If you wish to receive a refund, complete an official Drop/Add form with your advisor prior to the last date to drop/add. All students should follow this procedure as soon as possible to receive a refund. Refunds are generally issued through BankMobile.

Bookstore

Follett Bookstore operates the bookstore on campus. All refunds that are made require proof of purchase and a withdrawal slip from the class. No refund will be made at any time for used books. Books that have been marked or written in are considered used books. Periodic "used book" purchase times will be announced.

Registering for Classes

New Students

Once a student has been admitted to TCCC and declared a program of study, he/she will be assigned an academic advisor. Students should work closely with their advisor to develop a schedule that meets their needs. New students should meet with the Advising and Career Center to register for the first time.

Returning Students

During early and regular registration, most students may register online with WebAdvisor. If registering or making schedule changes on campus, a student must meet with his/her faculty advisor and complete a Registration Worksheet that has both the student's and advisor's signatures. Online registration is not available during drop/add. Students wishing to make schedule changes during drop/add must make an appointment with their advisor to complete the required drop/add form.

Students may also be advised in the Student Success Center. Classes are filled on a first-come, first-served basis. Early registration for classes is highly recommended and will maximize chances of obtaining desired classes. Absolutely no registrations or schedule changes will be accepted after the last day to add classes.

Finalize Registration

If the student is paying his/her tuition, he/she must pay in person at the Business Office or online via WebAdvisor. If the student has financial aid (scholarships or grants), he/she must take a Registration Statement to the Harper Help Desk on Main Campus or the Shope Building on the Graham County campus for verification of award. If the student has other sources of funding, he/she needs to go to the Business Office to verify and finalize outside sponsorship transaction.

Schedule Adjustments

Students may determine they need to make a schedule adjustment (drop one section and add another) on or after the first day of the term. If a student drops a class and adds another later, even a few minutes later, he/she will be assessed a 25 percent charge. The charge is applied because the North Carolina Administrative Code, which determines the operating policy for refunds, states that if a student drops a class on or after the first day of term, only a 75 percent refund is allowed. If you drop and add classes at the same time that have at least the same number of credit hours, you can avoid the 25 percent charge.

Faculty Advisors

When you declare a program of study, you will be assigned a faculty advisor. Usually this advisor will be your subject area instructor. Your advisor will:

- Provide general information on TCCC's policies, procedures, services, and programs.
- Provide specific information regarding your program/major.
- Assist in selecting goals, courses, and opportunities that appeal to your interest and match your abilities.
- Assist in exploring possible outcomes of your choices and/or direction.
- Plan your class schedules and register you for those classes.
- Answer your questions and address your concerns.
- Monitor your academic progress.
- Offer recommendations and support.

All full-time faculty members are on campus 30 hours per week during Fall and Spring Semesters, and have five office hours scheduled each week to assist students and advisees. Schedules are posted at each faculty office. Part-time faculty will make themselves available to assist students on a weekly basis either prior to class, after class, by appointment, or at a time posted on their syllabus.

Self-Service

Self-Service is an online student information access point. Self-Service allows students to view course grades, grade point average (GPA), unofficial transcripts and program check off sheets, check course availability, register and pay for classes, print out schedules, and check financial aid balances. Click the WebAdvisor logo from the TCCC homepage, www.tricountycc.edu. Depending on the assigned program of study, some TCCC students may not be able to register online.

Program Requirements

Because the College's goal is to prepare students for a changing workplace, program requirements may change. The semester in which a student declares his or her major determines the program requirements for graduation. If a student withdraws from the College for a period greater than three consecutive semesters, the most current student handbook when the student returns will determine program requirements.

Alternative Methods of Meeting Pre/Co-requisites

Students who do not meet RISE high school GPA, GED, or HiSET placement requirements may demonstrate college-level readiness in Mathematics and English by completing the College's placement exams; successfully completing a Mathematics or English at another regionally accredited institution, or by submitting official SAT scores, ACT scores, or official placement scores from another institution. The minimum acceptable scores for demonstrating competence in are:

- **SAT Test Date Prior to March 1, 2016:** Students must have SAT scores of at least: Writing 500 or Critical Reading 500 and/or Math 500
- **SAT Test Date on or after March 1, 2016:** Students must have SAT scores of at least: Evidence Based Reading & Writing 480 and/or Math 530
- **ACT Reading 22, ACT English 18, and/or ACT Math 22.**

Placement scores, SAT/ACT scores, and developmental course grades are valid for demonstrating skill level for ten years from the test date.

Students may tentatively use unofficial proof of a prerequisite for purposes of registration by contacting the Registrar, and completing an "Unofficial Proof of Prerequisite Form" and attaching an unofficial transcript to serve as proof of having credit with a "C" or better from a regionally accredited institution, for the required pre-requisite, while we await the receipt of the official transcript(s). Students must provide official proof/transcripts within three weeks of the date the form is signed for the pre-requisite to be officially transferred and posted to the student's TCCC record. If the official transcript(s) is not received to allow the necessary credit to be transferred, TCCC will not be able to release any of the student's records, transcripts, or grades, nor will the student be allowed to register for any additional terms.

In addition, a student may request that a local pre-requisite or local co-requisite be waived. Students must complete the Pre-requisite/Co-requisite Waiver Form with either their advisor or the instructor for the course; that form should indicate the specific reasons for the waiver request, including a rationale for the student's competence in that subject as well as any special circumstances. These reasons represent an alternate method of meeting and documenting pre-requisite requirements and are not a means to circumvent pre-requisite or co-requisite requirements. These forms, which can be obtained from your advisor or the Student Success Center, should then be approved by the appropriate division chair and the Vice President for Instruction prior to registration for the class.

State-defined pre-requisites and co-requisites are mandated by the North Carolina Community College System and will not be waived. Students considering applying for a waiver should contact the Registrar or their advisor to determine if a pre-requisite or co-requisite is state or local.

MAT 271 Calculus I Placement Guide

For students in the Associate in Engineering program, or other students whose transfer goals are best served by starting their math sequence with MAT 271 Calculus I, direct placement into that course is possible.

It is the student's responsibility to provide official documentation (transcripts and/or test scores) which confirm placement into MAT 271 has been met.

For more information or to have your documentation reviewed, see the Registrar.

A student may PLACE DIRECTLY into MAT 271 Calculus I if the student has met at least one (1) of the following criteria within the past five (5) years (must be no more than five (5) years old by the first day of the semester for which the student enrolls in MAT 271):

- A score of 90 or higher on the ACCUPLACER College-Level Math (CLM) test.
- A score of 2 or higher on the AP Calculus AB Exam.
- A grade of C or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- A score of 46 or higher on the trigonometry section of the ACT Compass Math Placement Test. **Note: Compass exams are not offered locally, official scores are accepted for placement.**
- A score of 580 or higher on the SAT Math(prior to March 2016) and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 600 or higher on the SAT Math(March 2016 and beyond) and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 27 or higher on the ACT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 560 or higher on the SAT Subject Test in Mathematics Level 2.
- Local diagnostic exam or challenge exam which demonstrates proficiency in Pre-Calculus course(s) competencies.
- An unweighted HS GPA of 3.5 or higher and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.

Course Substitution & Waiver

A student may request that a program's course requirement be substituted or waived. If a waiver is granted, the credit hours required to complete a program are not waived, only the course itself. The total number of credit hours required to complete a program, must still be met by either the substituted course or by completing an additional course greater than or equal to the number of credit hours of the waived course. The substitution and/or waiver form may be obtained from your advisor or the Student Success Center.

Class Delivery Formats

T - Traditional Instruction: College curriculum or continuing education course in which 100% of the instruction is delivered face to face with the instructor in the physical presence of students.

O - Online Instruction: College curriculum or continuing education course in which 100% of the instruction is delivered online.

H - Hybrid Instruction: College curriculum or continuing education course in which greater than 50%, but less than 100% of the instruction is delivered online.

W - WebEnhanced: College curriculum or continuing education course in which less than or equal to 50% of the instruction is delivered online.

F - HyFlex: HyFlex provides a blend of both in-person and virtual course delivery options for synchronous and asynchronous learners

Secondary Majors

Students wishing to follow/attempt two consecutive courses of study may declare a secondary major. All admissions requirements must be met for both majors and approved by Student Success Center staff.

Attendance Policy

The following attendance requirements shall apply to all College students:

A. Students are expected to attend and be on time for all scheduled classes and labs. Students should refer to the course syllabus for individual course attendance requirements. At the instructors' discretion, students may make up work missed. When students must be absent, it is vital that they remain in contact with their instructors.

B. Any student who has not attended at least one face-to-face class meeting or completed one assignment/activity for an online class by the date in which ten percent (10%) of the class has passed will be reported by the instructor as "never attended". A student who has never attended a class by the ten percent (10%) date will be purged from that course and will not earn credit.

Under extenuating circumstances, a student who has never attended by the ten percent (10%) date may petition for reinstatement in the class and earn course credit. The student should notify the instructor, in writing, of the extenuating circumstances prior to the ten percent (10%) percent date of the class and provide compelling documentation to support the request for reinstatement. Reinstatement will only be considered by the instructor when the absences were due to unforeseeable and uncontrollable circumstances. An instructor's decision regarding reinstatement may be appealed to the Vice President for Instruction within two (2) business days. The Vice President's decision is final.

C. Any student who has been absent for two consecutive weeks in a 16-week term or one week in shorter academic terms will be administratively withdrawn from the course. A student in an online or hybrid course will be administratively withdrawn following two consecutive weeks in a 16-week term (or one week in shorter academic terms) of missed assignments, missed attendance (for hybrid), and lack of communication with the instructor regarding course participation. Instructors in online or hybrid courses should communicate clearly in the syllabus how those consecutive absences are counted. Consistent with policies establishing attendance in online courses, logging into a course site but failing to perform the aforementioned actions does not constitute attendance

In addition, any student who has been absent 20% of the required course meetings in a traditional course format will be administratively withdrawn. This 20% is a total of the required meetings in the course and reflects the cumulative absences of the student, not merely consecutive absences.

A student in an online or hybrid course will be administratively withdrawn following 20% total assignments, missed attendance or lack of communication with the instructor regarding course participation. This 20% is a total of the requirements for the course, and does not have to be consecutive. Instructors in online or hybrid courses should communicate clearly in the syllabus how those consecutive absences are counted. Consistent with policies establishing attendance in online courses, logging into a course site but failing to perform the aforementioned actions does not constitute attendance

A grade of "U" will be assigned for any course from which the student is administratively withdrawn. Administrative withdrawals will be allowed up to the published Administrative Withdrawal deadline each semester (approximately the 75%

point of the semester). Thereafter, the earned grade will be posted.

Under extenuating circumstances, a student may petition, in writing, the instructor, for reinstatement in the course upon demonstrating the capacity and likelihood of satisfactorily completing requirements as indicated on the course syllabus. Reinstatement will only be considered when the absence was due to unforeseeable and uncontrollable circumstances. Tuition refunds or credits will not result from an administrative withdrawal.

D. A student's absence while participating in a College-sponsored or approved activity will be considered an excused absence for participating students. Such excused absences will not be considered in the students' class attendance for drop purposes, nor will excused absences be included in the determination of a grade for "participation" of which class attendance is a part. The responsibility for making up class work rests entirely with the student. All assignments, tests, labs, class time and final exams to be missed due to College sponsored or approved activity will be rescheduled prior to the excused absences or otherwise rescheduled at the discretion of the instructor.

E. The College provides reasonable accommodations, including a minimum of two (2) excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures for this Policy and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. An accommodation request imposes responsibilities and obligations on both the College and the student requesting the accommodation. College faculty are required, as part of their responsibility to their students and the College, to adhere to this Policy and ensure its full and fair implementation by reasonably accommodating students' religious practices or beliefs. Regardless of any accommodation that may be granted, College students are responsible for satisfying all academic objectives, requirements and prerequisites as determined by their instructor and the College.

1. **Academic year:** The sequence of fall, spring and summer semesters.

2. **Reasonable accommodation:** Any change in an academic course or program of study with respect to the way tasks or responsibilities are customarily done that enables a student to observe his/her religious practice or belief without creating an undue hardship.

3. **Religious practice or belief:** A practice or observance that is sincerely held within the tenants of that religious belief.

4. **Undue hardship:** An accommodation that would require significant expense or difficulty for the College or would result in the inability of the student to perform an essential function of his or her course/program of study.
The determination of undue hardship is dependent on the facts of each individual situation.

Withdrawal from Courses

Procedure to Withdraw

What is the difference between drop and withdrawal?
Drop is the elimination of a registered course prior to the 10%, census date; Drops result in a refund(100% or 75% contingent on the timing of the drop, before or after the class has started); Dropped courses do not result in a grade and do not appear on a transcript.

Withdraw is the elimination of a registered course on or after the 10% census date; Withdrawals do not generate any refund; Withdrawn courses appear on a transcript with the corresponding withdrawal grade; If withdrawing from a course that has a state mandated co-requisite, both the course and the co-requisite course must be withdrawn at the same time.

I. Student Voluntary Withdrawal from Course(s)

A. Ten Percent (10%) Date

A student may drop or withdraw (drop during the designated drop/add period or withdraw prior to the 10% point) from a course for a partial refund on or before the official ten percent (10%) date of the semester. For more information on tuition/ fee refunds, see Policy 6.1.4 – Tuition/Fee Refunds. In the case of withdrawal on or before the official ten percent date (10%) date of the semester, the dropped course(s) will not be included on the transcript.

B. Seventy Five Percent (75%) Date

At any point prior to the seventy five percent (75%) date of the course, a student may voluntarily withdraw from his/her courses. Students will not be allowed to voluntarily withdraw from courses past the seventy five percent (75%) date. All applicable deadlines will be published in the College's official calendar.

It is the student's responsibility to withdraw from course(s) if he/she cannot meet the requirements of the course. The student should first consult his/her instructor or advisor before requesting to be withdrawn from a course. Students receiving financial aid should also consult a financial aid advisor before requesting to be withdrawn from a course. Withdrawing from a course could substantially delay the completion of the student's program of study and may have impacts on future financial aid eligibility.

To officially begin the withdrawal process, the student must notify the instructor of his/her intent to withdraw from the course and complete the required Withdrawal Form, obtain all required signatures (student, instructor(s) and Financial Aid) and return the completed Withdrawal Form to the Office of the Registrar.

Students must officially withdraw from any course they stop attending in order to ensure that they will not receive a final grade of "F" or "U" in the course. In the case of an official withdrawal, the student will receive a "W" which will not be included in the grade point average but will appear in the student's official transcript. If a student does not complete the official withdrawal process and is administratively withdrawn, the grade of "U" will be awarded, which is the equivalent of an "F" in terms of college grade point average.

C. Exception to Seventy Five Percent (75%) Date

The Vice President for Instruction ("Vice President") may make exceptions in cases of extenuating circumstances (such as medical issues, relocation, family issues), based on the recommendation on the instructor, and award a grade of "W" during the final twenty five percent (25%) of the academic term.

II. Student Involuntary Withdrawal from Course(s)

A. Students who register for a course and do not attend classes prior to ten percent (10%) will be marked as Never Attended by the instructor and purged from the course(s).

B. Any student who accumulates absences in excess of twenty percent (20%) total or ten percent (10%) consecutively of the course contact hours or assignments/work may be administratively withdrawn from the class at the instructor's discretion. In such cases, the student will receive a grade of "U".

C. Students may be involuntarily withdrawn from courses for disciplinary reasons subject to the student discipline policies.

Notice: Students receiving Federal Title IV Funds (Pell Grant, FSEOG, etc.) who officially withdraw or are administratively withdrawn from all of their classes prior to the 60 percent point of the semester and/or students receiving State Funds (NCCCG, NCELS, etc. who officially withdraw or are administratively withdrawn from all of their classes prior to the 35 percent point of the semester will be required to return all or a portion of their Federal Title IV/State funding. All students should go by the Financial Aid Office prior to withdrawing from classes to determine their financial obligation, if any.

WE – Withdrawal Emergency

The intent of the Withdrawal Emergency "WE" grade is to document the student impact of COVID-19 on enrollment and completion and to provide options for associated college processing. In instances when the student and instructor are not able to implement a make-up plan for the student to meet the learning outcomes of the course with an "IE" Incomplete Emergency grade the student may officially withdraw. Students who officially withdrawal from a course and has provided documentation that the withdrawal is directly related to complications created by a COVID-19 illness or other COVID-19 related circumstances beyond the student's control must document that the withdrawal is due to COVID-19 within the Withdrawal Reason portion of the Withdrawal Form. Students who withdrawal due to a documented reason related to COVID-19 will receive an official withdrawal grade of "WE." The withdrawal grade of "WE" is non-punitive and holds no GPA weighting. As with a normal withdrawal, students will repeat the course following normal enrollment policies and procedures. As normal, the student would be charged the regular tuition or registration fee which the college may provide student aid using CARE Act HEERF funds or other available alternatives to ensure the student does not incur costs to repeat the course.

Readmission to Course After Withdrawal

If a student wishes to return to class after having been withdrawn, they may be readmitted only with the permission of the instructor and completion of readmission paper work with Student Success Center.

To be officially readmitted, a student must follow these steps:

1. Meet with the instructor;
2. Appeal to the instructor in writing and obtain his or her permission;
3. Complete any missed work;
4. Complete readmission form.

Students may not attend class again until they have been officially readmitted.

Special Circumstances regarding online students: if permission to re-enroll is granted to an online student, provisional readmission with access to Moodle will be granted to enable the missed work to be made up.

Grading System

Unit of Credit

The unit of credit at Tri-County Community College is measured in semester credit hours. For the credit value of a given course, consult the course description in this catalog.

Grading System

The following grading system is used:

Number Grade	Letter Equivalent	Quality	Points
90 -100	A	Excellent	4.0
80 - 89	B	Good	3.0
70 - 79	C	Fair	2.0
60 - 69	D	Pass	1.0
Below 60	F	Fail	0.0
	I	Incomplete	
	I E	Incomplete Emergency	
	M	Mastered	
	NM	Not Mastered	
	P	Passing	
	P1	Tier 1 Level Achieved	
	P2	Tier 2 Level Achieved	
	P3	Tier 3 Level Achieved	
	R	Re-enrollment Required	
	S	Satisfied Requirement	
	SR	Senior Audit	
	TR	Transfer Credit	
	U	Unofficial/Administrative Withdrawal	0.0
	W	Withdrawn	
	WE	Withdrawal Emergency	
	X	Credit by Exam	
	Y	Audit	

Each instructor determines grades based on his/her evaluation of student progress.

If a student repeats a course, all instances remain on the student's record and transcripts, but only the instance with the highest grade calculates into the student's cumulative GPA.

I (Incomplete) A grade of "I" is earned only if a student has a valid reason for failure to complete work as scheduled. Illness and other circumstances beyond the student's control are considered valid reasons for non-completion of work. The student must receive the permission of the instructor to be granted an incomplete grade. In addition, the instructor must specify work to be made up to remove the incomplete within the next eight-weeks period of the next semester. If the work is not completed on time, the grade automatically becomes an "F". The College will not assume any additional financial expense implementing the removal of an incomplete.

IE (Incomplete Emergency) A grade of "IE" is earned only if a student has a valid emergency related reason for failure to complete work as scheduled. COVID-19 illness or other COVID-19 related circumstances beyond the student's control are considered valid reasons for an Incomplete Emergency grade. The student must receive permission of the instructor and provide documentation it is related to COVID-19 to be granted this grade. In addition, the instructor must specify work to be made up to remove the grade. If the work is not completed during the prescribed timeframe, the grade automatically becomes an "F".

M (Mastered) A grade of "M" is given when students in developmental education courses achieve at least an 80% mastery of the course content.

NM (Not Mastered) A grade of "NM" is given when a student does not achieve the 80% mastery pass-rate in developmental education courses.

P (Passing) A "P" is given when the student earns a final average between 70 and 100 in a co-requisite course.

P1 (Tier 1 Level) A "P1" grade is earned when a student has completed Level 1 in a developmental transition Math or English course.

P2 (Tier 2 Level) A "P2" grade is earned when a student has completed Level 2 in a developmental transition Math or English course.

P3 (Tier 3 Level) A "P1" grade is earned when a student has completed Level 3 in a developmental transition Math course

R (Re-enrollment Required) A "R" grade is earned when a student earns a final average below 70 in a developmental transition Math or English course.

S (Satisfied Requirement) A grade of "S" is earned when a student has satisfied a course requirement as a result of a

bridge program from Continuing Education or another experiential credit agreement.

SR (Senior Audit) A grade of "SR" is earned for the senior audit experience. Senior Audit students are not required to take tests or examinations. A credit course cannot be changed to audit and an audit course cannot be changed to be taken for credit after the 10% census date of the course section. Senior Audit students must meet any/all pre- and co-requisite requirements.

TR (Transfer Credit) A grade of "TR" is earned if a student received a grade of "C" (2.0 grade point value) or better for a course with equivalent credit hours and content at another regionally accredited institution when official transcripts are provided.

U (Unofficial Withdrawal) A grade of "U" is earned when a student does not follow the College's official withdrawal policy or is withdrawn for excessive absences. This is equivalent of a grade of "F" in the calculation of grade point average or GPA.

W (Withdrawn) A grade of "W" is given when a student follows the official withdrawal procedure, prior to the 75% last date to withdraw. This will NOT influence the grade point average or GPA.

WE (Withdrawal Emergency) A grade of "WE" is earned when a student follows the official withdrawal procedure and has provided documentation that the withdrawal is directly related to complications created by a COVID-19 illness or other COVID-19 related circumstances beyond the student's control. This will not influence the grade point average or GPA. Students who are granted the "WE" grade may be eligible to repeat the course if CARES Act funds are available and all requirements prescribed under the CARES Act are met. (The CARES Act excludes any course taken in a fully online format.)

X (Credit by examination) A grade of "X" is earned when the student earns credit by examination for specified courses if he/she meet the required level of proficiency by achieving a score equivalent to a "C" or better on a written or other appropriate examination.

Y (Audit) A Grade of "Y" is earned when a student does not receive credit but is required to comply with attendance regulations. Audit students do not take tests or examinations. A credit course cannot be changed to audit after the regular drop-add period. Audit students pay the same tuition and fees as regular students taking the course and must meet any/all pre- and co-requisite requirements.

Please Note: The Tri-County Community College Nursing Program follows the grading system of the Region A Nursing Consortium.

Academic Programs & Standing

Academic Honors

President's List

Students will be selected for the President's List at the end of each semester in which they have earned 6 or more non-developmental credit hours in a degree, diploma, certificate, or pathway program; have earned a cumulative grade point average of 3.50 or greater and a semester grade point average of 4.0; and have no grades of F, I, NM, R or U for that semester.

Dean's List

Students will be selected for the Dean's List at the end of each semester in which they have earned 6 or more non-developmental credit hours in a degree, diploma, certificate, or pathway program; have earned a current semester grade point average of 3.50 or greater, a cumulative grade point average between 3.50 and 3.99; and have no grades of F, I, NM, R or U for that semester.

- Students who are selected for the President's List and Dean's list will have the earned honor added to their permanent transcript for every semester the honor is achieved.
- Academic Honor students will be asked to gather for a group picture to send to the local newspapers and to be used in social media campaigns.
- An Academic Honors page will be created on the College's website listing the names of each students' honors for each semester (with pictures when available).

Academic Probation

A. A student is considered to be making unsatisfactory academic progress and will be placed on academic probation when his/her cumulative grade point average falls below 2.0 after a twelve (12) attempted hours.

B. Such students will be placed on academic probation and will be subject to prescribed steps of intervention to enhance their academic standing and get back on track for progression and graduation.

C. A student on academic probation will be required to consult (in person or via phone for distance learning students) with a specified academic advisor before registering for another semester. Until that consultation is complete, the student will have a registration hold placed upon his or her record.

D. During this conference the academic advisor and student will discuss issues relating to the unsatisfactory academic progress as well as interventions to address those issues. Such interventions may include, but are not limited to: 1. Use of available academic assistance resources; 2. Use of available counseling resources; 3. Enrollment in an appropriate academic support course; 4. Enrollment in a Regular Academic Progress Session (RAPS) regimen; 5. A temporary reduction in academic load; 6. Transfer to another program of study and/or a career counseling session.

E. Students who have already registered for courses for the upcoming semester before grades were submitted for satisfactory

academic progress will not have their schedule changed. However, the registration hold will restrict future registrations until a cumulative GPA of 2.0 or higher is achieved.

Good Standing

Good Standing is defined as a student having a 2.0 or higher cumulative GPA and making satisfactory progress in his/her program of study.

Graduation Requirements

Graduation Requirements

A. Students must complete an Application for Graduation prior to the end of the Early Registration period for the semester in which the program will be completed. Students completing their program during summer term must apply prior to the previous spring term's registration.

B. Semester hours for graduation will vary with each program of study.

C. To graduate from a program, students must have that program declared as his/her major or secondary major. (To receive a degree, diploma, or certificate program, students must have the appropriate level declared as one of their active majors. For example, to receive a certificate, your major must be the certificate program.)

D. Degree requirements are defined by the catalog during which the student declared the program as their major or secondary major. If there is an interruption in attendance greater than three consecutive semesters, one calendar year, the student returns under the current catalog's requirements set for their program. Due to changes in technology and other extenuating factors, prior program requirements and course work become obsolete and may not count toward current degree requirements if the content in the previously completed course is no longer equivalent to a current course's content and/or program requirements.

E. Only 14 credit hours of credit from outside the Comprehensive Articulation Agreement (CAA) may be used toward the completion of the General Education requirements of an A.A., A.E., A.F.A., or A.S. degree.

F. Twenty-five (25) percent of applicable coursework must be completed at TCCC.

G. Students must earn a grade point average (GPA) of 2.0 and must receive a passing grade in all required courses to be eligible for graduation. Some programs require a final grade of "C" or better in specific courses or all courses to be counted toward the program's requirements. Please see the program information for specific requirements.

H. Students must have a complete Admissions File for the completing program

I. Students must be in good financial standing at TCCC. (There must be no account holds or indebtedness to the college).

J. Students who have received loans at TCCC must complete exit counseling prior to graduation.

Graduation Applications

Applications for graduation are required to be completed and turned into the Registrar prior to registering for the completing semester. These applications are required regardless of a student's intention of participating in graduation ceremonies. Students completing two or more programs must complete an application for **each** program. Applications for graduation may be picked up at the Harper Help Desk in the Student Success Center located on the main campus, the Shope Building at the Graham County Center, or printed online from the TCCC website.

Graduation Fees

Graduation fees are subject to change (diploma cover, cap and gown, etc.). Contact the Tri-County Community College Bookstore for current prices. Graduation expenses include black cap, gown, and tassel for the ceremony. All other purchases are at the discretion of the graduate. Degrees, diplomas, and certificates are complimentary. Diploma Covers may be purchased at the College Bookstore or following the commencement ceremony at diploma pick-up.

All students participating in graduation ceremonies must be scheduled to complete all graduation requirements by the end of Spring Semester.

Graduation Honors

To graduate with academic honors, Summer and Fall completing students must have a cumulative term GPA of 3.50 or above at the end of their completing semester and must have completed a minimum of 50 percent of the credits required for their program at TCCC. Spring Semester completing students must have cumulative Fall term GPA of 3.50 or above and must have completed a minimum of 50 percent of his/her courses TCCC.

Top of Class Honors are awarded to graduates with the highest cumulative GPA within the highest credential level available in their program which is based on all Summer, Fall, and Spring graduates within their program for the commencement year, granted the graduate has maintained a GPA of at least 3.50 and that 50 percent of his/her courses are completed at TCCC.

Spring grades and GPA's cannot be included in calculating "Graduation Honors" due to the short turn-around time between end-of-term final grading and the annual commencement ceremonies.

Student Success:
Financial Aid

Financial Aid Information

The purpose of financial aid is to help remove the financial barriers from a student's education. The Tri-County Community College (TCCC) Financial Aid staff is committed to the philosophy that a high-quality education should be affordable and accessible to everyone in our community.

Eligibility Requirements

To receive aid from any of the federal and state student aid programs, students must meet all of the following criteria:

- Demonstrate financial need. A student's financial need is determined through the submission of the Free Application for Federal Student Aid (FAFSA). Go to www.studentaid.gov to begin the process. A FAFSA or FAFSA Renewal is required to be completed every academic year the student seeks financial aid.
- Have a high school diploma or high school equivalency.
- Be accepted for enrollment in an eligible financial aid program of study at TCCC.
- Be a U.S. citizen or an eligible non-citizen.
- Have a valid Social Security Number.
- Meet Satisfactory Academic Progress standards set by TCCC.
- Certify that he/she will use financial aid for educational purposes only.
- Certify that he/she is not in default on federal student loans and does not owe money on a federal student grant.
- Register with Selective Service, if required.
- Meet federal eligibility requirements regarding drug-related convictions.

Enrollment Status for Financial Aid

Students only receive financial aid for those courses that are listed in the TCCC catalog as required for their program of study. Financial aid may be paid for developmental courses, if required, based on the student's placement test scores. The amount of financial aid a student receives will depend upon on his/her enrollment hours and program of study. For programs based on semester credit hours, enrollment is defined for fall, spring, and summer semesters below:

Full-Time ..... 12 or more credit hours
Three-Quarter Time ..... 9-11 credit hours
Half Time ..... 6-8 credit hours
Less than Half Time ..... 1-5 credit hours

In accord with Federal guidelines, some TCCC Programs of Study are calculated as "Clock Hour" programs for financial aid disbursement purposes. Students who are enrolled in a diploma, certificate, or clock hour program that require a conversion of enrollment hours will receive financial aid based on the number of enrollment hours after the calculated conversion.

Financial Aid Census Dates

The Financial Aid Census Date is the point at which a student's enrollment status is "locked" for financial aid purposes. A student must register for all courses or make necessary adjustments for the semester/enrollment period prior to or during the drop/add period. For example, if a student registered full time at the beginning of the semester/enrollment period and then drop, withdraw, or is withdrawn from credits with a last day of attendance before the Financial Aid Census Date, the student's financial aid award is adjusted to match their eligibility based on the number of credits enrolled and attended as of the Financial Aid Census Date. Credits added after the Financial Aid Census Date cannot be used to increase financial aid eligibility. This includes any eight-week accelerated course(s).

What does this mean for a student who receives financial aid?

- To ensure receipt of the maximum Pell Grant for which a student is eligible as well as avoid having to pay back Pell Grant funds already posted to the student's account, students are strongly encouraged to finalize their course schedule no later than the Financial Aid Census Date.
- If the student increases or decreases their credit load before the census date, their financial aid may be adjusted, as appropriate, for their enrollment level. If the student's financial aid is reduced and it creates a balance due on their student account, the student will be responsible for payment.
- If the student adds credits after the census date, the student's financial aid will not be increased. Classes added after the Financial Aid Census Date will not be eligible to be counted for financial aid eligibility purposes. The student will be responsible for any additional charges not covered by his/her financial aid award as of the financial aid census date.
- The student's financial aid may be affected if the student is taking courses that begin after the financial aid census date. For example, if the student is enrolled in a class that starts after the census date, the Federal Pell Grant and other financial aid funds will not be disbursed until after the course has started. If the student fails to begin attendance in all classes, the student's financial aid will be reduced accordingly.
- If a student initially enrolls for the semester after the Financial Aid Census Date, the Census Date for that student will be the date of their initial enrollment. Therefore, students will want to maximize their aid eligibility by enrolling in all of the courses they are planning to take during the initial registration process.

Purchasing Books and Supplies

Students receiving financial aid may purchase books and supplies at the TCCC bookstore during the regular registration and the drop/add period each semester. Purchasing books and supplies in the TCCC bookstore authorizes TCCC to deduct all charges from the student's financial aid account. Students have the option to purchase books and supplies through another vendor; however, students will have to pay for those purchases on their own.

Multiple Class Sessions

Students who register for eight-week class sessions during each semester and receive financial aid will not receive a refund for these classes until approximately four to five weeks after they have begun. According to Federal/State guidelines, students cannot receive Federal/State funds for classes until those classes have begun and class attendance has been taken. For more information, contact the Financial Aid Office.

Financial Aid Disbursement Dates

Financial aid refunds are disbursed to currently enrolled students after attendance is monitored each semester. TCCC will transfer each student's remaining funds to BankMobile approximately four to five weeks after the first day of classes each semester. BankMobile will apply each student's refund to their BankMobile vibe account or personal bank account, based on the preference selected at RefundSelection.com. Students enrolled in classes that start later in the semester will receive refunds at a later date using the same disbursement method above. For information about BankMobile, please visit https://bankmobilevibe.com/.

Types of Financial Aid

Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid unless the student totally withdraws from all classes in a semester or enrollment period. Pell Grants are classified as Title IV federal aid and awarded only to undergraduate students who demonstrate financial need by completing a FAFSA. Students are limited to receiving a Pell Grant for the equivalent of twelve full-time enrolled semesters. This applies to all Federal Pell Grant eligible students and includes all years of receiving Pell Grant funds. Students who have earned a bachelor's degree do not qualify for a Pell Grant. Pell Grants may be used to pay a student's direct educational costs, such as tuition, fees, and books, as well as indirect educational costs, such as transportation expenses. Students should apply well in advance of the semester they plan to attend. The federal processor must receive a student's FAFSA by June 30 to be considered for the current academic year. There are no exceptions to this deadline.

Additional Pell

Pell recipients who attend full-time (12+ credit hours) in the fall and subsequent spring semester may be eligible to receive Additional Pell Grant funds for the summer semester. To qualify for Additional Pell, students must have remaining Lifetime Pell Eligibility and unmet need, maintain Satisfactory Academic Progress, and enroll at least half-time (6+ credit hours) in courses that are required for students program of study. Students must maintain an enrollment status of at least 6 credit hours through the Financial Aid Census date in order to qualify for Additional Pell. If students drop, withdraw, or never attend one or more classes, resulting in enrollment status of less than 6 credit hours, students will not receive the additional award for the remaining class(es). This will result in students owing any outstanding tuition, fees and bookstore charges and/or being purged from remaining classes for non-payment

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is designed to supplement existing financial aid for undergraduates who have demonstrated exceptional financial need. It is classified as Title IV federal aid. This grant is awarded to eligible applicants for the fall and spring semesters. While no deadline exists, students are encouraged to submit their FAFSA as soon as they file their taxes because the application date is one criterion for the award. FSEOG funds are limited and awarded on a first come, first served basis.

Federal Work-Study Program (FWS)

This program is designed to assist students who need extra income to continue their education at TCCC and provide valuable work experience. To be eligible for this program, a student must first complete a FAFSA. Work-Study position announcements will be posted on the Financial Aid page at www.tricountycc.edu at the beginning of each academic year, or whenever there are position openings throughout the year. Deadlines for applying are posted on each advertisement. Students are required to reapply annually. Students may be eligible for the Work-Study program even if they are not eligible for the Federal Pell Grant. Students can only earn FWS funds in combination with other resources up to the amount of the student's financial need.

North Carolina Community College Grant (NCCCG)

The NCCCG is a need-based grant established by the North Carolina Legislature to provide funds to help meet the educational costs of NC residents attending community colleges. The availability of this funding depends on allocation from the North Carolina State Legislature and eligibility is determined by a student's FAFSA. Students must be enrolled for at least six credit hours as an undergraduate at an eligible North Carolina institution to be eligible.

North Carolina Education Lottery Scholarship (NCELS)

North Carolina residents who enroll for at least six credit hours as an undergraduate at an eligible North Carolina institution may be eligible for this scholarship. The award is based on the same criteria as the Federal Pell Grant. Current awards range from $100 to $3,704 per academic year.

North Carolina Childcare Grant

This grant was established by the North Carolina General Assembly to assist student-parents with their financial responsibilities for childcare expenses so they may complete their educational goals. Students must apply separately for this grant at the TCCC Financial Aid office, and they must also demonstrate financial need through their current processed FAFSA.

Targeted Assistance

This program is designed to assist students in specific programs of study in which enrollment is substantially less than class capacity but for which there is a high demand for employees in the service area labor force. Once these programs have been determined, all students enrolled in the identified program(s) will be notified via their TCCC student email if eligible for this available funding. The Targeted Assistance is generally awarded at the 60 percent point of the semester.

Scholarships from Tri-County Community College

Tri-County Community College offers a variety of student scholarships ranging from $250 to $2,500. Many of these scholarships are made possible by the generous donations of local individuals and businesses. A student's scholarship file must be complete by April 15 to be considered for any and all scholarships sponsored by TCCC.

To apply for any of the TCCC scholarships, interested applicants must submit:

1. Scholarship Application that is available at the Financial Aid Office or online at www.tricountycc.edu
2. Processed FAFSA application.
3. Two scholarship recommendation forms (preferably from instructors, counselors, or other professionals).
4. Most recent official transcript (high school or college).
5. A 200-400 word essay.

These items must be turned in to the Financial Aid Office by the April 15 deadline to be considered.

The following is a partial list of recent scholarships and donors:

- Dallas McMillan Scholarship
- Dr. F. David Slagle Memorial Scholarship
- Dysart Oliphant Scholarship
- Gayle West Scholarship, sponsored by West Contracting, Inc.
- Georgia Baxter SGA Summit Scholarship
- Janet Crisp Kernea Memorial Scholarship
- MOOG Components Group Scholarship
- Murphy Rotary Club Scholarship
- Nantahala Bank & Trust Scholarship
- Rachel Rogers Memorial Scholarship
- Ruth Star Pullium Scholarship, sponsored by the Konnaheeta Women's Club
- S & B Enterprises, LLC
- State Employees' Credit Union Community College Scholarships
- Tribal Casino Gaming Enterprise Scholarship
- Tri-County Community College Foundation Endowment
- Tri-County Community College Student Excellence Award
- Walter Carringer Scholarship
- Wells Fargo Scholarship

Other Financial Aid Programs

Other sources of financial assistance are available through the following organizations for qualifying students. Interested students should contact these organizations directly to apply.

- The Workforce Innovation and Opportunity Act (WIOA) provides financial assistance to income-eligible individuals meeting certain federal eligibility requirements and who are enrolled in approved curriculum. The program is administered by Southwestern Workforce Development Board through the NC Works Career Center Tri-County.
- The North Carolina Division of Vocational Rehabilitation provides services to persons with disabilities in order to help them obtain employment.
- The Cherokee Education and Training Adult Education Program administer educational assistance programs for the Eastern Band of Cherokee Indians and the Bureau of Indian Affairs.
- Veteran's Benefits - The Department of Veterans Affairs provides assistance to eligible members of the National Guard, Selected Reservists, eligible veterans, and certain veteran dependents. The Department of Veterans Affairs is the final authority for determining eligibility. Apply for education benefits through the Department of Veterans Affairs at http://www.gibill.va.gov. The TCCC Veteran Student Enrollment Guide can be found on the College website at https://www.tricountycc.edu/student-services/financial-aid/veterans/

  Special Note: The Veterans Benefits and Transition Act of 2018 (Public Law 115-407) was signed into law on December 31, 2018. As a result, beginning on August 1, 2019, Tri-County Community College will allow GI Bill® and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) to attend a course of education or training for up to 90 days from the date the beneficiary provides a certificate of eligibility, or valid VAF 28-1905. This 90-day time frame will allow a student to attend the course until VA provides payment to the institution.

  Additionally, GI Bill® and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) will not be penalized, or charged extra fees, in the event the VA makes late payments for tuition and fees. However, veterans, who benefit from Chapter 33 or Chapter 31, must be aware that Section 103 requires a State Approving Agency (SAA), or the Department of Veterans Affairs (VA) when acting in the role of the SAA, to disapprove certain courses of education. If you have questions or need assistance in applying for VA education benefits, please contact TCCC's VA School Certifying Official at 828-837-6810 or visit the Financial Aid Office in the Harper Building on the main campus.

Financial Aid Process

Need Analysis for Financial Aid

When applying for federal student aid, the information reported on the FAFSA is used to calculate each student's Expected Family Contribution (EFC). The formula used to calculate the EFC is established by law to measure the financial strength of a student's family on the basis of the family's income and assets. The EFC is used to determine a student's eligibility for student aid. Below is the need analysis equation.

Cost of Attendance
-Expected Family Contribution
= Financial Need

TCCC's Financial Aid Office will calculate cost of attendance and subtract the reported EFC. If any amount remains, then a student has "financial need." The Financial Aid Office will work with students toward meeting the need, however because funds are limited, the amount awarded to an individual student may not meet the total need.

How to Pay for College

1. Students should find out as much as possible about the TCCC program that interests them and the current costs to attend.
2. Students should discuss options for paying for school with their families. High school students should talk to their counselor about applying for local or private scholarships. Many scholarship deadlines are in the spring of the year.
3. Students need to apply for financial aid as soon as possible, but well in advance of the semester they plan to attend.
4. To apply for aid at Tri-County Community College, students must complete a FAFSA and submit it either by mail or by electronically filing at www.studentaid.gov. Students/parents are encouraged to utilize the IRS Data Retrieval option when completing the FAFSA application online. However, students can use their current 2020 tax return and W2's to complete the FAFSA application. If the student is dependent, he/she will need parent's tax returns and W2's as well.
5. Students who apply for financial aid will need to create a FSA ID (username and password) either before or when completing the FAFSA

application online. Students can create a FSA ID at (www.studentaid.gov) If the student is dependent, the parent must also create a FSA ID. Student/parents should retain their FSA ID to ease the process for applying for aid in the subsequent years.

6. Other financial aid at TCCC is awarded with priority given to early applicants, so do not delay.

7. Once students complete their FAFSA application, they will receive a Student Aid Report (SAR) by mail or email (usually within a few days). In addition, the Financial Aid Office will notify students via their TCCC student email account regarding any documentation needed to verify eligibility for financial aid. It is the student's responsibility to submit the requested documentation to the Financial Aid Office as soon as possible.

8. Once a student has been determined to be eligible, the student will be awarded financial aid. The student will be notified of eligible funding by the TCCC student email account. The student is required to log on to the TCCC website and read the Financial Aid Recipient Responsibilities on the Financial Aid page to understand the rules and guidelines they must follow to receive the funding.

9. Students enrolled in a program of study abroad of which classes may be accepted as transfer credit at TCCC, may be considered also as enrollment at TCCC for the purposes of receiving financial aid. Contact the Financial Aid Office regarding a consortium agreement.

10. Students should contact the Financial Aid Office to discuss other aid programs such as scholarships, veteran benefits, and the Federal Work-Study Program.

11. The deadline to apply for all institutional scholarships is April 15.

12. In addition to applying for financial aid, students must ensure that they complete an admissions application and provide the TCCC Student Success Center with all required documentation, including official high school, high school equivalency, and other college transcripts. Students may be required to take TCCC's college placement test before they will be accepted at the college. Students must be accepted before any financial aid can be awarded.

13. Every student should reapply for financial aid annually when tax returns are completed if planning to attend college the upcoming fall semester.

Satisfactory Academic Progress

Federal regulations require that all students who receive federal student aid maintain Satisfactory Academic Progress (SAP) as defined by the institution. These regulations require that a school's SAP policy include both 1) a Qualitative measure, and 2) a Quantitative measure. The Tri-County Community College Financial Aid Office is required to review a student's entire academic record, regardless of the age of the record or whether or not aid was received, to determine if the student is in compliance. A student's SAP is evaluated at the time of application for aid and at the end of each semester. Students must meet all of the standards listed below. Failure to meet these standards will result in the loss of financial aid.

Qualitative Measure

Students must achieve and maintain a cumulative grade point average (GPA) of 2.0 or better on all coursework attempted. This includes all periods of enrollment, including those for which the student did not receive financial aid. The GPA calculation includes grades of A, B, C, D, F, U, I, M, NM, S, P, P1, P2, P3, and R. Transferred (TR), Audited (Y), Credit by Exam (X), and classes Never Attended (NA) are excluded from the GPA calculation.

Quantitative Measure

Students must successfully complete at least 67% of the total attempted credit hours to maintain SAP. Cumulative credit hours attempted are defined as all credit hours attempted at TCCC (excluding courses dropped during 75% refund period) and all credit hours transferred from other institutions. Credit hours completed include courses with grades A, B, C, D, M, S, P, P1, P2, P3, & TR. Credit hours not successfully completed include grades F, I, NM, W, WF, WP, U, & R. Exception: Grades of IE and/or WE will not be included in the quantitative calculation. For example: a student who attempts 12 credit hours and successfully completes 9 credit hours has a 75 percent completion rate (9 credit hours completed divided by 12 credit hours attempted = 75 percent. Repeated courses will be calculated as hours attempted (See list below).

In addition to measuring successful completion of 67 percent of total attempted credit hours, students must also complete their program of study in a time frame not to exceed 150 percent of the published length of the program. This Maximum Time Frame measures all attempted credit hours. For example, if a student's primary program of study completes in 72 hours, the student must complete the program prior to amassing no more than108 total credit hours (72 x 1.50 = 108). The student's academic history, including transfer hours accepted from other institutions for their current program of study are considered when evaluating academic progress within the established time frame. A student is no longer eligible to receive financial aid when it becomes mathematically impossible to complete their program within the Maximum Time Frame (150% of its length). Please contact the Financial Aid Office about possibly regaining eligibility. The following key points may also affect maximum time frame:

- Changing Program of Study – Students who change their program are still responsible for adhering to the 150 percent maximum time frame of the new program. Students who decide to change their program are advised to do so early in their academic program, and only after consultation with their advisor and the Financial Aid Office.
- Secondary Program of Study – Students who declare a second program run the risk of exceeding the 150 percent maximum time frame. All hours attempted for both programs will be calculated into the maximum time frame. Students should consult with their advisor and the Financial Aid Office before adding a secondary program of study.
- Course Incompletes, Withdrawals, and Repeats – All credit hours for course incompletes, withdrawals, or repeated courses will be counted as hours attempted toward the maximum time frame. Exception: Grades of "IE" or "WE" will not be included in the quantitative component of the SAP calculation.
- Remedial Courses – Students who have been accepted into a program of study and are required to take remedial courses as determined by placement testing are limited to 30 semester hours of remedial course work while receiving Financial Aid. Such courses will extend the 150 percent time frame by the number of credit hours attempted in each remedial course.
- Graduates – Students returning to TCCC to pursue an additional degree will be given a new maximum time frame. Only the successfully completed credit hours that apply to the additional degree will be counted towards the next maximum time frame.

Students are strongly encouraged to consult with the Financial Aid Office regarding changes to their program of study.

SAP Notification

Each student's financial aid eligibility status will be updated at the end of each semester. Students will be notified of their SAP status via their TCCC student email account. Students are responsible for knowing their SAP status. Failure to receive the SAP notification or not enrolling for one or more semesters does not change the student's status.

Explanation of Terms Related to SAP Status

Satisfactory: "Satisfactory" status is achieved when the GPA, completion rate, and maximum time frame requirements are met.

Warning: "Warning" status is assigned to students who fail to make satisfactory academic progress. Financial Aid may be continued for one semester for students who were making SAP in the prior semester for which they were enrolled or who were in the first semester of their program. Students with a "Warning" status may continue to receive financial aid for ONE additional semester provided all other eligibility requirements are met. This gives the student the opportunity to improve their academic results. A student is responsible for meeting SAP standards by the end of the warning period (semester). If a student fails to improve their academic standing after the "Warning" period, the student will be notified and financial aid will cease. Once financial aid is lost, a student may submit a SAP Appeal in an effort to have their financial aid reinstated. The SAP Appeal form allows students to explain and document any mitigating circumstances as to why they:

- Failed to meet the cumulative completion rate and/or GPA requirement at the end of a "warning" period.
- Failed to complete their program before the Maximum Time Frame limit (150%) was reached.

Probation on Appeal: "Probation on Appeal" status is assigned to a student who fails to make SAP and who has had their eligibility reinstated as the result of an appeal (See "Appeal Process" section below). A "Probation on Appeal" student will only receive financial aid for one additional semester. A "Probation on Appeal" student may not receive financial aid for subsequent payment periods unless:

- The student meets SAP standards at the end of the probation period (semester), or
- The student meets all requirements specified by the institution in the academic plan.

Note: Subsequent appeals from the student may be considered if the student re-appeals under different mitigating circumstances.

Continued Probation: "Continued Probation" status is assigned to a student who, after failing to make SAP and after submitting a SAP Appeal Form (See "Appeals Process" section below), has been placed on an Academic Plan (See "Academic Plan" section below). A student placed on an Academic Plan must successfully follow and complete the conditions of the plan. The student will continue to receive financial aid as long as the student meets all requirements and continues to make progress as designated in the Academic Plan. If a student placed on "Continued Probation" status fails to meet the conditions of their Academic Plan, the student will lose all financial aid eligibility unless the student re-appeals under different mitigating circumstances and is granted an additional appeal.

How to Regain Financial Aid Eligibility

If a student has lost their financial aid by failing to maintain SAP, the following options are available to regain eligibility:

- Pay for classes on your own – A student must enroll in a subsequent semester(s) at their own expense and complete enough classes to meet the 67 percent completion rate and the cumulative 2.0 GPA requirements.
- Notification of a grade change – The student's financial aid may be reinstated as a result of a grade change, provided that the change results in the student meeting both the completion rate and GPA requirements.
- Complete a Degree – A student who has lost their financial aid due to exceeding the 150 percent maximum time frame may regain eligibility once they have earned a degree.
- Appeal Process – A student may appeal their loss of financial aid by submitting a SAP Appeal Form explaining the mitigating circumstances as to why they did not meet SAP. Students should contact the Financial Aid Office when they believe that they have regained eligibility, in the meantime, students seeking to regain eligibility for financial aid remain ineligible and must be prepared to pay tuition, fees and other related expenses.

Appeal Process

Although a student may lose their financial aid eligibility, the student has the right to appeal their status to the Financial Aid Office and/or Financial Aid Committee and possibly have eligibility reinstated due to mitigating circumstances. A student that submits a SAP Appeal Form will have their overall academic history evaluated by the Financial Aid Office and/or Financial Aid Committee, who also may request supporting documentation. If the appeal is granted, the student will be placed either on "Probation on Appeal" or "Continued Probation." The student will receive a Financial Aid Academic Plan Form, informing them of their appeal status and instructions for completion. The procedure to appeal is as follows:

1. A student must complete a SAP Appeal Form and submit it to the Financial Aid Office (SAP Appeal Form is available on the Financial Aid page at www.tricountycc.edu or in the Financial Aid Office).

2. In order to be considered for appeal in a given semester, a student's SAP Appeal Form must be received by the published start date of the class(es) the student plans to re-enroll. The student may provide documentation to support the mitigating circumstance(s) that negatively impacted the student's ability to make SAP.

3. The Financial Aid Office and/or Committee will review the appeal and notify the student of its decision.

4. The decision of the Financial Aid Committee is final.

*Mitigating circumstances may include an injury or illness of the student, death of a relative, and/or other special circumstances.

Possible Outcomes of Appeals

Appeal Granted - Probation on Appeal: If the student is placed on "Probation on Appeal," the student will only receive financial aid for one additional semester. If the student does not meet SAP standards following their academic plan, at the end of the designated semester, the student will lose all financial aid eligibility unless the student re-appeals under different mitigating circumstances and is granted an additional appeal.

Appeal Granted - Continued Probation: If the student is placed on "Continued Probation," the student will receive financial aid while following an Academic Plan. The student will be required to meet specific criteria and make progress up to a designated period of time. If the student does not meet the requirements at any point during the plan duration, the student will lose all financial aid eligibility unless the student re-appeals under different mitigating circumstances and is granted an additional appeal.

What is an Academic Plan? The Financial Aid Committee will recommend an Academic Plan based on the content of a student's appeal. The plan will include specific requirements the student must meet to assist in the completion of their program of study and to continue receiving financial aid. Also, the student will be required to complete a Financial Aid Academic Plan Form with the Advising & Career Center and submit the form to the Financial Aid Office. As long as the student is making satisfactory progress, the student will remain on "Continued Probation" status for the designated period of time. If the student fails to meet the requirements set forth in the Academic Plan, the student will lose all financial aid eligibility and aid will not be reinstated until the student is making SAP unless the student re-appeals under different mitigating circumstances and is granted an additional appeal.

Appeal Denied: If the appeal is denied, the student will not be considered for future financial aid until the student has met all SAP standards or has successfully completed a semester with all passing grades, and re-appeals their SAP status.

For further explanation of SAP and related issues, please contact the Tri-County Community College Financial Aid Office.

Return of Federal Title IV/State Funds Due to Withdrawal

Students receiving Federal Title IV Funds (Pell Grant, FSEOG, etc.) who officially withdraw or are administratively withdrawn from all of their classes prior to the 60 percent point of the semester and/or students receiving State Funds (NCCCG, NCELS, etc.) who officially withdraw or are administratively withdrawn from all of their classes prior to the 35 percent point of the semester will may be required to return all or a portion of their Federal Title IV/State funding. Additionally, the return of Federal Title IV/State funds also applies if a student receives all grades of "U" and/or "F" and did not attend up to the last day of classes for the semester/payment period. Certain exemptions set forth by the Department of Education may apply. Contact the Financial Aid Office for more information.

The amount a student must return will be determined by the percentage of the semester or payment period that the student did not complete. For example, if a student only completes 30 percent of the semester, he or she has earned 30 percent of the Federal Title IV/ State funding and must return a calculated amount of the unearned 70 percent to the Federal Title IV/State program(s). A student's completion percentage is determined by:

- Credit hour program: The total number of days attended divided by the total number of days the student should have attended in the semester/payment period.
- Clock hour program: The total number of clock hours/weeks completed divided by total number of clock hours/weeks the student should have completed in the semester/payment period.

Students who attend up to or after the designated point of the semester and who officially withdraw or are administratively withdrawn from all of their classes should not have to return Federal Title IV/State Funds. However, any institutional charges that must be repaid will be billed to the student. Students who owe money, but do not repay or make arrangements to pay, will be sent to the North Carolina Department of Revenue and Department of Justice for debt set off in which the student's taxes will be garnished. Finally, if debt is not recovered, the student will be turned over to a collection agency.

Special Circumstances

Students should contact the Financial Aid Office if they feel they have special circumstances that might affect their dependency status or the amount they and their family are expected to contribute toward their education. These circumstances could include a family's unusual medical expenses or recent unemployment due to an involuntary layoff, plant closure, etc.

There must be very good reasons to make any adjustments and students will be required to provide documentation to adequately prove their request. The Financial Aid staff's decision is final, and it cannot be appealed to the U.S. Department of Education.

FINAL FACTS FOR TCCC FINANCIAL AID RECIPIENTS

- Students can apply for financial aid at www.studentaid.gov. This is a free application.
- Students must reapply annually.
- Students/parents should utilize the IRS Data Retrieval for the quickest response.
- Tri-County Community College's school code is **009430**.
- Be aware of and adhere to all financial aid deadlines.
- Students should enroll in a program of study that meets eligibility for financial aid assistance.
- Students should promptly submit all requested documentation to the Financial Aid Office.
- Students must register for classes only required under their program(s) of study.
- To maximize aid eligibility, students must register and/or make necessary adjustments to all classes they are planning to enroll by the financial aid census date each semester.
- Students must attend scheduled classes from the outset to prevent delays in financial aid refunds.
- Financial aid cannot be received for classes outside a student's program of study, classes not attended, audited classes or exempted.
- Financial aid will only pay for 30 hours of remedial courses.
- In order to avoid losing financial aid or owing money to the school, students must drop classes before the first day of class if not planning to attend TCCC.
- Students must maintain Satisfactory Academic Progress (SAP) each semester to continue receiving financial aid assistance.
- Consult with the Financial Aid Office staff if withdrawing or dropping classes because this could jeopardize future financial aid or result in a student having to repay funds.
- Consult with the Financial Aid Office staff if changing primary program of study, or adding a secondary major.
- Financial aid cannot be received at two institutions for the same semester.
- Financial aid is awarded based on enrollment hours:
    - Full-time = 12 or more credit hours
    - Three quarter time = 9-11 credit hours
    - Half-time = 6-8 credit hours
    - Less Than Half-time = 1-5 credit hours
- Students enrolled in a diploma, certificate, or clock hour program that require a conversion of enrollment hours will receive financial aid based on the number of enrollment hours after the calculated conversion.
- Financial aid refunds will be disbursed to students via their BankMobile vibe account or bank account based on the preference selected at RefundSelection.com approximately four to five weeks after classes begin.
- Students who receive any type of financial aid assistance as a refund will receive a 1098T yearly from TCCC for tax filing purposes. Please remember the refund is considered income to the household and must be reported on the annual tax return.

Student Success: Academic Support

Academic Advisors

Program of Study	Advisor	Location	Room		Number
All / General Advising	**Kendric McDonald**	**Harper**	**Advising & Career Center**		**837-4226**
	Samantha Jones	**Harper**	**Advising & Career Center**		**837-4203**
Accounting	Robin Gibson	McSwain	151	Bus Tech	835-4231
Air Conditioning, Heating &	David Hughes	CCAT	110		835-9564
Refrigeration Technology					
Automotive Systems Tech	Keith Marcus	T-Bldg			835-4250
Business Administration	Kathy Rathbone	McSwain	148	Bus Tech	835-4244
Career and College Promise	Cathy LaTulipe	Harper	104	C	835-4300
College Transfer - Associates in Arts	Amy Johnson (A-F)	McSwain	115	D	835-4223
	Lee Ann Reynolds (G-N)	McSwain	145		835-4269
	Tiffany Goebel (O-S)	McSwain	151	A	835-4281
	Kathryn Temple (T-Z)	Enloe	127		835-4224
College Transfer - Associate in Engineering	See Dr. Steve Wood	McSwain			837-6810
College Transfer -Associate in Fine Arts	Ray Kaylor	West	104	E	835-4293
College Transfer - Associate in Science	Rick Hincke (A-L)	West	108		835-4274
	Ray Swanson (K-Z)	West			835-4270
College Transfer – A.A. Teacher Preparation	Lee Ann Reynolds/Tiffany Goebel	McSwain	145/114		837-6810
College Transfer – A.S. Teacher Preparation	Lee Ann Reynolds/Tiffany Goebel	McSwain	145/114		837-6810
Computer Integrated Machining	Joe Simonds	CCAT			835-9564
Cosmetology	Misty Kelischek	Crisp	106	A	835-4225
	Robin Panter	Crisp	115	A	835-4282
Criminal Justice	Allen Denny	McSwain	149	Bus Tech	835-4243
Culinary Arts	Terra Ciotta	Shipping/Receiving			835-4242
Early Childhood Education (Transfer Path)	Crystal Rumfelt	Harper	137		835-4277
Early Childhood Education (Career Path)	Crystal Rumfelt	Harper	137		835-4277
School Age Education	Crystal Rumfelt	Harper	137		835-4277
Electrical Engineering	David Hughes	CCAT			835-9564
Electrical Systems Technology	David Hughes	CCAT			835-9564
Emergency Medical Science	Bryan Gagnon	West	102		835-4227
Entrepreneurship	Dr. Heather Monteiro	GCC			479-9256
Esthetics	Misty Kelischek	Crisp	106	A	835-4225
Human Services	Lindi Gentry-Lechelt	McSwain	115		835-4280
***Animal Assisted	Lindi Gentry-Lechelt	McSwain	115		835-4280
***Social Services	Rose Moberly	McSwain	145		837-4321
***Substance Abuse	Lindi Gentry-Lechelt	McSwain	115		835-4280
Industrial Systems Technology	William Weidner	West			837-681
Information Technology -	Scott Sherrill	McSwain	145	C	835-4268
Data Center Technologies					
Information Technology -	Scott Sherrill (A-L)	McSwain	145	C	835-4268
Information Technology Support	Trevis Hicks (M-R)	McSwain	140	A	835-4235
	Gina McCabe (S-Z)	McSwain	147	B	835-4266
Information Technology -	Scott Sherrill (A-L)	McSwain	145	C	835-4268
Web Administration & Design	Trevis Hicks (M-R)	McSwain	140	A	835-4235
	Gina McCabe (S-Z)	McSwain	147	B	835-4266
Mechatronics Engineering Technology	David Hughes	CCAT			835-9564
	Joe Simonds	CCAT			835-9564
Medical Assisting	Greta Farmer	Enloe	108	A	835-4247
Medical Office Administration	Kim Holloway	McSwain	150	Bus Tech	835-4271
Nursing and Pre-Nursing	Dr. Lorene Putnam	Enloe	112		837-6810
	Jessica Arrowood	Enloe	108	B	835-4283
	Elizabeth Rourk	Enloe	113		835-4232
Office Administration - General Office Adm	Kim Holloway	McSwain	150	Bus Tech	835-4271
Office Administration - Legal Office	Kim Holloway	McSwain	150	Bus Tech	835-4271
Office Administration - Virtual Office	Kim Holloway	McSwain	150	Bus Tech	835-4271
Public Safety Administration	Dr. Steve Wood	Harper			837-6810
Special Credit	Kelly Hembree	Harper			837-6810
Sustainable Agriculture	Jim Jenkins	McSwain			835-4236
Therapeutic Massage	Misty Kelischek	Crisp	106	A	835-4225
	Renee Lamance	West	114		835-4236
Welding	Jason Penley	West	111		837-6810
Graham County Center	Rose Moberly	Shope			479-9256

ADVISING & CAREER CENTER

The primary responsibility of the Advising and Career Center is to guide first-year students in making wise selections of course offerings with careful attention to institutional policies and degree requirements. Career counseling and planning is available to all students who are unsure of their designated career paths and want to ensure that they succeed in their chosen Program of Study.

In addition, effective advising will also assist students in identifying available internal and external resources that will have a positive impact on their TCCC first year experience. TCCC recognizes each student as an individual who will have individual needs. The one-on-one sessions ensure students leave confident and prepared for their first year. Veterans are referred to Tri-County CC's Certifying Official for more information on Veteran's Benefits.

The Career Center – The staff of the TCCC Career Center focuses on all stages of career development, from career planning and goal setting to searching for job openings armed with effective job search skills. Human Resource Development (HRD) courses in computers, financial literacy, and employability are offered in the Career Center for the public and for curriculum students. The Career Center also works closely with the Division for Workforce Solutions (formerly known as the Employment Security Commission) on job placement for our graduates.

Advising Services

- Applications for graduation
- Assist students in selecting initial Program of Study
- Change or add a Program of Study
- Clarify program requirements, policies and procedures
- Connect students with academic opportunities and campus resources
- Encourage students during the completion of their degree
- Guide students during the drop/add period
- Help develop academic plans
- Introduce program faculty members
- Register students for classes
- Support the transition from high school to college
- Tours of campus
- Give assistance through the Official Withdrawal Process
- Offers New Student Orientation Sessions

Career Services

- Personality Assessments
- Career Assessments
- Learn how to use your results
- Identify which career pathways are a good fit for you
- Learn how much education will be required for your career choices
- Get information on course requirements for college majors
- Discover and compare career rewards and challenges
- Explore the local job market for job outlooks, salary ranges, and job postings
- Connect students to internal and/or external resources
- Smart Money Management**

**The Advising and Career Center Staff offers monthly drop-in sessions on student financial awareness and debt relief education. The sessions are held on the Main Campus the first Wednesday of every month between 9:00 a.m. - 2:00 p.m. Sessions at the Graham County Center are available on the first Tuesday of each month between 9:00 - 1:00 p.m.

Career & Community Educational Programs

Bridge Academy

The Tri-County Community College Bridge Academy is an adult education and literacy program that seeks "to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals."

The Bridge Academy provides educational opportunities for those students in the service area of Cherokee, Clay and Graham counties who did not complete their high school education, or have not received their High School Equivalency diploma, or who need to improve their reading, language or math skills, or improve overall English language attainment. The program also focuses on providing employability skills, job-specific occupational and technical skills, and developmental education instruction.

The Bridge Academy is based on the philosophy that every student, regardless of educational level, is capable of self-improvement, and should have the opportunity to participate in furthering their education and employment goals.

The program is designed to assist students in the following areas:

- Improving reading, writing, or math skills
- Improving computer and technology skills
- Improving employability skills
- Improving job-specific skills
- Improving life skills
- Earning a high school equivalency diploma
- Earning an adult high school diploma
- Improving English and language acquisition skills
- Preparing to become a U.S. Citizen
- Preparing for transition to college and/or workforce entry

Any adult 18 years of age or older who did not graduate from high school is eligible to participate in the Bridge Academy, as is any high school graduate who wishes to upgrade their skills. Anyone ages 16 or 17 not currently enrolled in public school may participate by obtaining permission from the school superintendent and the principal of the school district where he/she lives. A Petition for Minor Applicant must be completed and submitted before any minor student is allowed to enroll in any class.

The program operates College and Career Readiness labs in Murphy, which is located in Crisp Building Bridge Academy Suite. The labs are open regularly and allows flexibility in scheduling. There is also a lab at the Graham County Center in Robbinsville located in the Shope Building, Room 4. Check with each location for specific lab times.

The Bridge Academy includes the following primary areas:
- Adult Secondary Education (ASE)
- High School Equivalency (HSE) Diplomas
- Multiple Pathways to High School Equivalency (MPHSE)
- Adult High School (AHS) Diploma

Adult Basic Education (ABE)
- Basic, Intermediate, and Advanced
- Beginning

English Language Acquisition (ELA)
- English as a Second Language (ESL)

Civics Education

The Bridge Academy includes the following instructional areas:
- Adult Education
- Literacy
- Workplace Education
- Family Literacy
- English Language Acquisition
- Civics Education
- Workforce Preparation
- Integrated Education and Training
- Basic Math and Language Arts Refresher

All classes listed above are offered with fees waived.

Adult Secondary Education (ASE)

Adult Secondary Education (ASE) is a transitional program of instruction (9.0 grade level and above or the equivalent) designed to prepare adults for further education and/or transition toward skill obtainment and employment. Classes meet during the day and evening and are offered on campus or at different locations in Cherokee, Clay, and Graham Counties. Distance Learning options are also available.

The College and Career Readiness labs include instruction to obtain one of the following diplomas:
- High School Equivalency (HSE)
- Multiple Pathways to High School Equivalency (MPHSE)
- Adult High School (AHS)

All of these diplomas are generally accepted on an equal basis with a traditional diploma for employment, promotion, or further education.

High School Equivalency Diploma

The Bridge Academy offers two nationally-recognized assessments to provide flexibility in diploma attainment. Instruction is offered in all subjects listed below to ensure successful completion in all areas.

The 2014 GED® exam is administered through the Pearson VUE testing service and is a computer-based test that consists of four subjects:
- Language Arts (Combined Reading and Writing)
- Science
- Social Studies
- Mathematics

The tests are $20 a piece and a student may retake the test up to two times for free. The exam is available in English and Spanish. To be eligible for the 2014 GED® exam, a student must be at least 18 years old (16- and 17-year-olds may test with special permission/ Petition for Minor Applicant on file) and provide a current government issued picture ID. Students will need to score at least 145 on each subject to pass the GED® test.

The HiSET® exam is administered through the Educational Testing Service (ETS) service and is a computer and paper-based test that consists of five subjects:
- Reading
- Writing

- Science
- Social Studies
- Mathematics

The computer-based tests are $10.75 a piece and the paper-based tests are $15 and a student can retake the test of up to two times for free. The exam is available in English and Spanish. To be eligible for the HiSET® exam, a student must be at least 18 years old (16- and 17-year-olds may test with special permission / Petition for Minor Applicant on file) and provide a current government issued picture ID. Students will be scored on a scale of 1-20. In order to pass a student must do all three of the following:

- achieve a score of at least 8 on each of the five individual subtests
- score at least 2 out of 6 on the essay portion of the writing test
- have a total combined score on all five subtests of at least 45

When passing scores on the GED® and HiSET® exam are obtained, the student will earn a High School Equivalency diploma which is awarded by the North Carolina Community College System.

Both tests are available by appointment only through the Tri-County Community College Testing Center.

Multiple Pathways to High School Equivalency (MPHSE) Diploma

The Multiple Pathways to High School Equivalency (MPHSE) diploma program is a standardized performance assessment program for the completion of a high school equivalency diploma. The MPHSE establishes a formalized system to provide students with a clear, yet flexible, conduit toward earning a high school equivalency credential. The student is required to demonstrate high school-level competencies in the five selected content areas:

- High School Courses
- Adult High School Courses
- High School Equivalency Assessments
- Other Standardized Testing
- College Courses

When all requirements are fulfilled within the Multiple Pathways to High School Equivalency, the student will earn a High School Equivalency diploma which is awarded by the North Carolina Community College System.

Adult High School (AHS) Diploma

The Adult High School (AHS) Diploma program consists of tuition free classroom instruction, learning laboratory courses, distance education, and/or a combination of instructional methods to deliver course objectives. The AHS Diploma Program is offered cooperatively with Cherokee and Clay County Schools to help students earn an Adult High School Diploma. This is a 22 credit Future Ready course of study that includes:

- English – four credits
- Mathematics – four credits
- Science – 3 credits
- Social Studies – 4 credits
- Health & Physical Education – 1 credit
- Electives and Other Requirements – 6 credits

Students must be at least 18 years old to enroll in the Adult High School Diploma program. Students 16 and 17 years-old may only enter once a Petition for Minor Applicant is on file.

When all credits have been successfully completed in the Adult High School program a diploma will be issued by Cherokee and Clay County Schools.

Adult Basic Education (ABE) – Basic, Intermediate and Advanced

Adult Basic Education (ABE) coursework is designed for adults who need to improve their reading, writing, speaking, problem-solving, or mathematic skills necessary to function effectively in society, on a job, or in the family. The program stresses literacy development from basic reading, writing, and math, to high school equivalency study, to college and career entry and includes an emphasis on general competency in basic word identification, reading comprehension, and vocabulary skills and basic knowledge in the social studies and science area. Instructional methods and materials are selected and designed to be appropriate for adults and promote meaningful learning experiences. ABE, ABE-I, and ABE-A classes build upon one another and provide a student with a foundation to enter high school equivalency classes and/or to take the High School Equivalency diploma exam (Pearson VUE administered computer based 2014 GED® exam).

Adult Basic Education (ABE) includes coursework designed to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce readiness skills. It is designed to provide adults with sufficient basic education to enable them to benefit from job training or retraining programs and obtain and retain productive employment so that they might more fully enjoy the benefits and responsibilities of being citizens.

Adult Basic Education- Beginning (ABE-B)

Adult Basic Education – Beginning (ABE-B), formerly Compensatory Education is an academic program designed to compensate adults with intellectual disabilities. The focus of the ABE-B program is on helping individuals become as independent as possible primarily by improving academic, social, survival, vocational, and independent-living skills.

English Language Acquisition (ELA)/ EL Civics

This is a program of instruction designed to aid in improvement of English language literacy which includes reading, writing and speaking skills. ELA/ELCivics also includes instruction on the rights and responsibilities of citizenship and civic participation and helps prepare adults who are English Language Learners (ELL's) to take their U.S. Citizenship tests and prepare for employment.

Basic Math and Language Arts Refresher

Basic Math and Basic Language Arts Refresher sessions are designed to increase placement testing scores for TCCC entrance exam, Accuplacer® NCDAP. Each session is a closed session with attendance guidelines and includes an intensive review of material via lecture and computer-based instruction that is related to the Accuplacer® NCDAP test subject matter. Following the completion of each session students should be better prepared to take or re-take and score higher on their Accuplacer® NCDAP test.

Distance Learning

Learning online is a great way to study at your own pace in the comfort of your own home without any transportation and time barrier. You can work online when it is most convenient for you.

The College and Career Readiness program offers a Distance Learning option to students who need to refresh or improve their skills in reading, writing, math, language arts and problem solving as well as job preparation skills. Distance Learning is available to students following face-to-face orientation, registration and placement assessment on campus or in one of the class locations. This learning option is ideal for students who may not be able to attend class on a regular basis or for those who want to supplement their classroom learning from home. Assignments are geared to each student's learning level and instant feedback and scoring is given.

Wrap Around Services

The Bridge Academy works closely with College departments and local agencies to provide wrap-around services for students. These services are designed to provide additional support and resources to the students in the Bridge Academy.

Transition Specialist

The Bridge Academy Transition Specialist works closely with students to reduce the stress involved with completing the program and helping the students overcome barriers to success. The specialist assists the student by providing referrals to external agencies for support and additional services that may be needed to overcome burdens that may impede their success. In addition, the specialist will work with students to develop their individual educational plan, track their progress, schedule and pay for needed assessments, and work with College personnel for easy transition and understanding of college services from counseling, career services, employability training, applying to the college, college placement, and financial aid.

Services for Youth

The Workforce Innovation and Opportunity Act (WIOA) of 2014 enacted a comprehensive youth employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment.

At the Bridge Academy, the WIOA Youth program coordinator works closely with the Transition Specialist to identify students eligible for the program. Once enrolled in the program, students receive a myriad of additional services:

- Registration with NCWorks
- Mileage reimbursement for educational purposes
- Level gain and completion bonuses
- Internships and Apprenticeships
- Paid and unpaid work experience
- Mentoring
- Labor Market employment research and understanding
- Financial literacy
- Follow-up services

Educational Navigator

The Bridge Academy Educational Navigator provides a reverse referral service to the Cherokee County Social Services FNS & ET program for Bridge Academy students who may qualify for SNAP benefits.

Students who volunteer for this program will have access to community resources and scholarships that would allow them to complete their High School Equivalency Diploma or enroll in an English as a Second Language class to allow for an easy transition into the workforce for the betterment of themselves and/or their families. This program encourages participants to be "workforce ready" and works closely with the HRD Department to offer workshops to help facilitate career readiness.

Academic Support Centers

Tri-County Community College's main campus has two Academic Support Centers that offers programs and services to help you meet your educational goals, including developmental instruction to help you brush up on your skills prior to entering your curriculum classes and supplemental instruction to help support you once you are enrolled. The two centers are the Writing Center (McSwain Annex Room 152) and the Math Center (West Room 106). In addition, our Graham County Center has a support lab in the Phillips Building.

Brush Up Courses and Developmental Education

There are a number of methods used to determine the appropriate placement for our students into English, math, science, and computer classes on campus, including placement exams, high school GPA, and SAT/ACT exams. If those results indicate that you need to brush up on your skills, each center offers a wide array of developmental courses to help prepare you for curriculum classes, including developmental English and math courses. Co-requisite courses to support students in their gateway math and English course are also avaliable. These courses are offered in several formats each semester, so please check the schedule of classes.

Tutoring and Supplemental Instruction

Each Academic Support Center also offers individualized instruction/tutoring in an open lab setting. These open labs provide an opportunity for students to receive help on out of class assignments or additional individual instruction. In addition to English, math, and the sciences, these labs may have weekly sessions in other academic areas. Check each lab for available times and subjects!

Special Academic Needs

If you have special academic needs, including course accommodations, please see the Student Success Center to learn about the options and services available to you.

Student Success Center

TCCC's Student Success Center is a one-stop advising center for our students. Staffed with student services personnel, the Student Success Center offers services in admissions, placement, and advising. Its mission is to help our students succeed by providing and facilitating academic support services.

Special Needs: Special needs students should see the Coordinator of Counseling and Testing to arrange tutoring or other accommodations based on documented disabilities.

Placement and Make-up Testing: The Student Success Center also serves as a testing center. Make-up exams for curriculum classes may be completed during scheduled times. Proctored exams are administered at the Testing Center during scheduled times or by appointment.

Coordination and Facilitation: The Student Success Center has also been structured so as to avoid any unnecessary duplication of services for students. As such, it works closely with the following departments:

- Academic Support Center – The Academic Support Centers offers programs and services to help you meet your educational goals, including developmental instruction to help you brush up on your skills prior to entering your curriculum classes and supplemental instruction to help support you once you are enrolled. Special Needs tutoring will be arranged through the Coordinator of Counseling and Testing in the Student Success Center on the main campus, or in the Shope Building at the Graham County Center.

Testing Center

The Tri-County Community College Testing Center provides a variety of testing services to students, and community members that include Placement Exams, Make-up Exams, Online Exams, Correspondence Exams, and Challenge exams. The Testing Center accommodates both computer-based and paper-based exams.

The Center is open during regular daytime hours. The Tri-County Community College Testing Center is located in the Harper Building on the main campus. To schedule an exam or for more information, please call (828) 835-4292.

The Tri-County Community College Testing Center is an approved Pearson Vue Testing Center. Some tests require online registration, scheduling and payments. Available testing times vary depending on the test. An example of organizations or national certification tests available at TCCC include, but are not limited to:

- American Association of Medical Assistants (AAMA)
- AT&T
- Cisco
- Citrix
- CompTIA
- GED/High School Equivalency
- HiSet
- Microsoft
- National Registry – EMT (NREMT)
- NES (Evaluation Systems)
- VMware

Fees

The Tri-County Community College Board of Trustees has established the following fee structure for the Testing Center.

Proctored Exams (fees will be charged for all non-TCCC class exams)

- Per exam $15 per exam
- Four (4) or more exams per term $50 per student

Placement Testing

Placement testing is available on a walk-in basis.

Whenever possible, students will be individually advised on how to prepare for the placement tests and directed toward the resources to accomplish this prior to initial testing. We highly recommend making the effort to thoroughly prepare for the placement tests. While a student does not "fail" a placement test, the student is placed in classes depending on the outcome. Tri-County Community College offers excellent refresher classes in the placement test content areas but these take time and money and do not count toward the requirements of the student's program. Placing directly into the required program classes saves time and money. Preparing for the placement tests is time well spent.

- Initial Required Placement Tests (i.e. Computer, English and Math) — No charge
- Retest fee* — $5 per test

*If retesting less than six months following initial testing. Under certain circumstances the retest fee can be waived. Contact Student Services for more information.

Personal Counseling

A counselor is available to students, faculty, and staff who may be experiencing a crisis, as well as helping to identify local resources to assist during times of need. Counseling services are available on a short-term basis as needed to address immediate concerns. On-going counseling or in-depth needs will be referred to an outside agency.

Services for Students with Disabilities

Tri-County Community College is invested in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The Special Services Office in the Student Success Center of the College ensures that the programs and facilities of the College are accessible to all students. The College focuses on the student as an individual and works toward equal opportunity, full integration into the campus environment, physical accessibility, and the provision of reasonable accommodations, auxiliary aids, and services to students. In order to minimize the effects of a student's disability on his/her classroom performance, a reasonable adjustment or accommodation is provided so long as the accommodation or adjustment does not alter a published course competency or course standard.

If you are a student with a disability and require the services of interpreters, readers, note takers, or need other accommodations, please see our Coordinator of Counseling and Testing located in the Student Success Center on the main campus. Requests for adjustments should be made in writing by completing a "Request for Accommodations" form at least three weeks prior to the first day of class for which the accommodation is requested. This form is available online, at the Harper Help Desk in the Student Success Center on the main campus, and in the Shope Building at the Graham County Center. Federal Law prohibits the College from making pre-admission inquiries about disabilities; therefore, the student is responsible for making these requests known. In order to access each disabled student's needs and to provide the necessary support services, current professional documentation of a disability or disabilities must be furnished to the Coordinator of Counseling and Testing. TCCC may recommend an assessment by the Office of Vocational Rehabilitation, or other professional services, as part of the documentation. Information provided by the student is voluntary, and appropriate confidentiality is maintained.

Health Services

First aid kits for the treatment of minor injuries may be found in all shop areas, as well as every building on the Main Campus or the Shope Administration Building at the Graham County Center. In case of illness or injury requiring transportation, the Harper Help Desk should be contacted. Medical facilities are available near both campuses.

Student Lounge

The Student Lounge is conveniently located on Main Campus in the Harper Building.

The Graham County Center's student lounge is in the Shope Building (Room 8). The student lounges provide computer access, entertainment, and food vending service.

College Bookstore

It is the responsibility of the student to obtain required books and supplies. The College bookstore, owned by Follett Bookstores, is located behind the Harper Building and Culinary Arts Department and adjacent to Shipping and Receiving on the Main Campus. Books are available at the Graham County Center during registration and at scheduled times throughout the semester. The bookstore offers students everything needed in the way of required textbooks, supplemental books and supplies, as well as TCCC clothing and gifts. The bookstore will buy back used books from students when the books can be resold.

Library/Media Center

Dr. Carl D. Dockery Library Center

The College's Library located in the McSwain Building is a pleasant setting for information gathering, collaboration and study. Users will gain access to more than 50,000 electronic and print books, magazines and databases, as well as over 8,000 video and audio items, in both physical and streaming formats. Visit us in person or online.

The Online Library

A virtual library is available 24 hours a day online. A portal to the library's electronic resources, video tutorials and online help is accessible via the TCCC library web site at https://www.tricountycc.edu/learning-resources/library/.

Both online and traditional students with Internet access at home may conveniently search, save, print or stream electronic materials.

Your Library Account

Contact the library to activate your library account to either borrow items or access electronic resources or visit the TCCC Library website and click online library account. You will need the student identification number you were issued at registration.

Computer Resource Center

A computer resource center complete with color printers, scanners and full-feature workstations is open to students for research and assignments or bring your laptop for wi-fi access.

Study Space

Comfortable areas are available for both private and collaborative group work.

Online/Distance Education and Graham County Center Library Services

Online, distance education and Graham County students and faculty can request help, activate their library account and borrow items by contacting the library via e-mail, chat or phone and may easily use library services by logging in to the Online Library site at https://www.tricountycc.edu/learning-resources/library/. Details are found on the library website.

Physical items are available to Graham students via courier by requesting items electronically using the My Account feature of the online library catalog.

Help

If you do not find what you are looking for, a professional library staff is ready to assist you.

In-Library: individual help and group instruction

Telephone: (828) 835-4218

E-mail: library@tricountycc.edu

Live online chat provided 24/7 on the Library webpage

Link to these services and more by logging on to the College website at: https://www.tricountycc.edu. Choose 'Library' from the directory.

Hours: Monday - Thursday 8:00 a.m. – 7:00 p.m.

About Dr. Carl D. Dockery

Carl Dockery, known as "Doc" to his friends, was a shining fixture of the Tri-County Community College campus, "an ever-fixed mark . . . a star to every wandering bark." He was always a constant, joyful presence for many years in the McSwain Building. You could always find him teaching in one of the classrooms across from the library, playing the piano in the auditorium between classes and during lunchtime, talking with students in his office, or perusing the stacks in the library. Carl Dockery devoted his life to the institution that he loved so much, as well as the ideal of liberal arts education. His years of service to the students of TCCC reflected his love of knowledge and his desire to pass along that knowledge. He loved his students was committed to the day-to-day process of learning.

Carl Dee Dockery was born Aug. 8, 1941, to Ernest and Edna Dockery. A native of Cherokee County, Carl had seven siblings: David Dockery, Glenn Dockery, Jolene Bryson, Judy Blair, Jennifer Willey, and Donna Clore. He graduated from Murphy High School in 1959, and he graduated from Young Harris College with an A.A. degree in 1961. In 1963, he graduated from Newberry College with a B.A. in English and a minor in French. He then enrolled in graduate school at Auburn University and obtained his M.A. in 1967.

The activities of teaching and learning continued to intertwine through Carl's life. He taught for a year at Auburn in the English Department, then spent three years teaching in the Honors Program at the University of Kentucky, which was a teaching assignment that was always a source of pride for him. He returned to Auburn and received his Ph.D. in 1975. He taught at Berea College for two years. Working with the United States Navy for two years, teaching in the PACE program afforded him an opportunity to travel.

In 1981, he returned home and began teaching at Tri-County Community College. Carl taught courses in music, art, literature, composition, oral communication, journalism, and both western and eastern philosophy. He was also the head of the English Department, the advisor for the school paper, and played the piano for graduation exercises each year. Dockery served the College in many other ways, such as working on committees, creating a school yearbook, proofing and editing many of the College's publications, as well as advising and counseling students. The faculty, students, and administration of the College recognized his generous spirit, his service, and his talent for teaching by presenting him the Excellence in Teaching Award in 1995.

Carl Dockery loved learning; he never stopped in his search for wisdom. He loved teaching; his lessons didn't end at the classroom door. It is therefore fitting that the library, the eternal symbol of teaching and learning, bears his name.

Dr. Dockery served the College until his death in 1998. In 2000, the Board of Trustees and the faculty of Tri-County Community College dedicated the Library/Media Center to his memory.

By Stephen D. Wood, Ph.D.

Distance Learning at TCCC

Online or Distance classes at TCCC are available through Moodle, a website that allows instructors to present course material and assignments to students. Students can access online courses at home, campus computer labs, or anywhere with a high-speed internet connection.

Online students must have access to an up-to-date desktop computer (mobile devices are not supported at this time) and adequate Internet connectivity.

Internet courses cover the same material and have the same credit hours as traditional face-to-face courses; however, online courses allow students to access the information at a time and place convenient to them.

Students can submit assignments, chat and discuss topics with other students and with their instructor, take quizzes and exams, check grades, and participate in many other classroom activities.

Students interact with the online faculty members through email, phone, or by visiting the faculty member on campus.

Online courses are offered in three formats:

- Internet Courses (O): Online/Internet courses have 100 percent of the course content and assessment through online instruction. Internet courses are accessed through the Moodle learning management system.
- Hybrid (H): Hybrid Courses have 50 percent or more of instruction online with a requirement that students also meet in traditional face-to-face sessions as determined appropriate by the college.
- Web Enhanced (W): In a web-supported class face-to-face instruction is greater than 50 percent of the class with a requirement that students have Internet access as a supplemental part of the course.

Online Attendance Policy

The attendance policy for online classes requires all students enrolled in online (Section IN) classes to login to each of their online classes during the first week of class to submit a mandatory first assignment. Students enrolled in Hybrid (Section HY) will meet their instructor in the classroom on the first day of class.

Access Your Online Class on Moodle at https://moodle.tricountycc.edu or click the Moodle icon at the top of the TCCC webpage. Your classes will be available on the first class day of each semester.

Assistance with online Moodle classes.

1. Obtain 24/7 Online Computer Support on the Student Computer Support website at https://www.tricountycc.edu/learning-resources/student-computer-support/.
2. Visit the Student Computer Support lab located in the McSwain Building.
3. Login to the Moodle Student Orientation training course online. This course will walk you through using all the features of Moodle, in an actual course setting.
4. Attend a Moodle Orientation session hosted in the Student Computer Support lab, at the beginning of each semester.
5. Contact TCCC's Learning Management System Administrator, Donnie Morrow via e-mail at help@tricountycc.edu, dmorrow@tricountycc.edu. or via phone at (828) 835-4287.

Further information about online classes can be found at the TCCC Distance Learning website at https://www.tricountycc.edu/learning-resources/distance-learning-at-tccc/ and on the Moodle login page.

Student E-mail

All TCCC students are provided with a free student e-mail account. It is very important that all students log-in and view their student e-mail account on a regular basis for important information from instructors and college officials. To access your e-mail, go to https://portal.office.com or click the student email icon on the TCCC homepage.

WebAdvisor/Self-Service

Students will log on to WebAdvisor/Self-Service to register for classes and check grades and financial aid information. To login to WebAdvisor/Self-Service, click the WebAdvisor/Self-Service icon on the TCCC homepage.

Login Help

For login and password help for e-mail, WebAdvisor/Self-Service or Moodle visit the Student Computer Support lab or access the Student Computer Support webpage at https://www.tricountycc.edu/learning-resources/student-computer-support/.

Student Computer Support

Computer support is available to both traditional and online or distance students. Computer specialists are ready to answer questions and to offer help in the use of Moodle, student e-mail, course software, WebAdvisor/Self-Service, and more.

The Student Computer Support lab is located in the McSwain building, Room 119. Student computers featuring Moodle, Internet, Microsoft Office software, scanners and printers are available.

Contact technical support staff: Carissa Cornwell

Online: https://www.tricountycc.edu/learning-resources/student-computer-support/

E-mail: help@tricountycc.edu

Phone: (828) 835-4309

Hours: Monday - Thursday 8:00 a.m. - 6:00 p.m.

Organizations & Clubs

Alpha Beta Gamma

Alpha Beta Gamma is a National Business Honor Society that was established in 1970 to recognize and encourage scholarship among two-year college students in business curricula. To achieve this goal, Alpha Beta Gamma provides leadership opportunities, forums for the exchange of ideas, and the stimulation of interest in continuing academic excellence. Since its founding, over 65,500 students from accredited community, junior, and technical colleges have been initiated in the society. Membership is extended by invitation. To be considered for membership, a student must:

- Be currently enrolled in a business-related program of study.
- Have earned at least 12 credit hours toward a business-related degree.
- Have a cumulative grade point average of 3.0.

National Technical Honor Society

The National Technical Honor Society (NTHS) was founded in 1984. NTHS is America's foremost scholastic honor for excellence in workforce education. The goal of the society is to see that deserving vocational-technical students be recognized and that people of the community become aware of the talents and abilities of the young people and adults who choose vocational education pathways to a successful future. Membership is extended by invitation. To be considered for membership, a student must:

- Be currently enrolled in a vocational, occupational, or technical program of study.
- Have completed 40 semester credit hours.
- Earned a 3.3 or higher grade point average.

Phi Theta Kappa

Phi Theta Kappa is the national honorary scholastic fraternity for community/junior colleges. Founded in 1918, Phi Theta Kappa was recognized officially by the American Association of Junior Colleges in 1929. The purpose of Phi Theta Kappa is to recognize and encourage scholarship among community/junior college students. Membership is extended by invitation. To be considered for membership, a student must:

- Have accumulated 24 credit hours towards an A.A., A.S., or A.A.S. degree.
- Have achieved a grade point average equivalent of 3.5 average.
- Have established academic excellence as judged by the faculty.
- Be of good moral character and possess recognized qualities of citizenship.

Students must maintain a cumulative GPA of 3.25 to remain in the chapter.

Tau Upsilon Alpha

Tau Upsilon Alpha, established by the National Organization for Human Services in 2006, is the honor society for the human services program. The goals of Tau Upsilon Alpha are to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity. Membership is extended by invitation. To be considered for membership, a student must:

- Be currently enrolled in a Human Services program of study.
- Have completed 12 semester credit hours.
- Have earned a 3.25 or higher grade point average.

Student Government Association

The SGA is the campus organization that represents the interest of all Tri-County Community College students. Each curriculum student enrolled at Tri-County Community College is required to pay the Student Administration Fee; therefore, each person is a member of the Tri-County Community College Student Government Association and is governed by its rules and regulations. The SGA constitution is in place to be used as a basis of fulfilling our commitment as a liaison to the faculty and administration for our students. The Student Government Association ("SGA") is made up of representatives from the student body. The SGA coordinates and regulates student activities and serves as the student body's official voice. The President of the SGA is a non-voting member of the College's Board of Trustees. The Student Government Association is designed to:

- Provide opportunities for student leadership on campus.
- Encourage continuous communication between the student body, the Board of Trustees, the administration, faculty, and staff.
- Provide opportunities for real experiences in democratic participatory citizenship.
- Involve students in the decision-making process as appropriate within the limits of the law, policies of the North Carolina Community College System and within the discretionary limits of the Board of Trustees and the College's administration.
- Give students opportunities and responsibilities in the areas of student body welfare, safety, finance, and extracurricular activities.

SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA seeks to help each student excel as it provides educational programs, events and competitions that support career and technical education (CTE) in the nation's classrooms. The purpose of the SkillsUSA Organization is:

- To assist vocational trade, industrial, technical and health occupational students in their academic growth and development
- To unite students in a common bond without regard to race, sex, religion, creed or national origin
- To develop local SkillsUSA members with leadership abilities through participation in educational, vocational, civic, recreational and social activities
- To foster a deep respect for the dignity of work
- To assist students in establishing realistic vocational goals
- To promote high standards in all phases of occupational endeavors including trade ethics, workmanship, scholarship and safety
- To plan, organize and carry out projects through the use of the democratic process, and
- To foster a wholesome understanding of the functions of labor and management organizations.

Interested students should contact the Student Success Center for more information about the SkillsUSA program.

Student Success:
Student Rights and Policies

Overview of Student Rights

The following is an overview of basic student rights. For more specific information concerning these and other rights, students are directed to review the specific policy or procedure dealing with the issue of concern. The provisions and language contained in specific policies and procedures control over this policy.

A. Students are free to pursue their educational goals. The College shall provide appropriate opportunities for learning in the classroom and on the campus. Student performance will be evaluated solely on an academic basis and not on opinions or conduct in matters unrelated to academic standards.
B. Students have the right to freedom of expression, inquiry and assembly without restraint or censorship, subject to reasonable and non-discriminatory rules and regulations regarding time, place and manner.
C. Students have the right to inquire about and to propose improvements in policies, regulations and procedures affecting the welfare of students through established student government procedures, campus committees and College offices.
D. The Family Educational Rights and Privacy Act of 1974 ("FERPA") provides safeguards regarding the confidentiality of and access to student records and the College shall adhere to the FERPA laws and regulations. Students and former students have the right to review their official records and to request a grievance if they challenge the contents of these records. No records shall be made available to unauthorized personnel or groups outside the College without the written consent of the student involved or if a legal exception applies.
E. No disciplinary sanctions, other than temporary removal from class or activity (only for duration of said activity) may be imposed upon any student without due process.
F. Students have the right to voluntarily withdrawn from courses under certain criteria.
G. Students have the right to be free from discrimination, harassment and sexual violence while attending the College and accessing the College's programs and opportunities.

Student Code of Conduct

The College makes every effort to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of College officials, a student's conduct disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken to restore and protect the sanctity of the community.
Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of these standards is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following regulation sets forth offenses for which disciplinary proceedings may be initiated. Violation of one or more of the following code provisions may result in one of the sanctions described in Discipline and Appeals Procedures for Academic-Related Violations and/or Discipline and Appeals Procedures for Non-Academic Related Violations.

I. Academic-Related Violations

A. Plagiarism – The intentional theft or unacknowledged use of another's work or ideas. Plagiarism includes, but is not limited to: a) paraphrasing or summarizing another's words or works without proper acknowledgment; b) using direct quotes of material without proper acknowledgment; or c) purchasing or using a paper or presentation written or produced by another person. If a student is uncertain about what constitutes plagiarism, he/she should discuss with the class instructor.

B. Cheating – Using notes or other material on an exam or class work without permission from the class instructor; receiving information from another student during an exam; obtaining a copy of an exam or questions from an exam prior to taking the exam; submitting someone else's work as one's own; or having someone take one's exam and submitting it as his/her own.

C. Aiding Acts of Academic Dishonesty – Providing information to another student and knowing, or reasonably should have known, that the student intends to use the information for cheating or other deceptive purposes.

II. Non-Academic Related Violations

A. Theft and Property Damage – Students shall not steal or damage College property or another individual's property. Students who are caught stealing or damaging said property will be required to make restitution and may be eligible for civil or criminal prosecution as well as College discipline.

B. Trespass to Property – Students are trespassing if in an unauthorized area of the College campus; present on the College campus after closing hours (without permission); or remaining on the College campus after having been directed to leave by a College official.

C. Drugs and Alcohol – Unlawfully possessing, using, being under the influence of, manufacturing, dispensing, selling or distributing alcohol, illegal or unauthorized controlled substances or impairing substances at any College location. For more specific information, see Alcohol and Drugs on Campus policy.

D. Lewd and Indecent Behavior – Students shall not engage in lewd or indecent behavior, including public physical or verbal action or distribution of obscene material based on reasonable community standards. The conduct must be objectively severe or pervasive enough that a reasonable person would agree that the conduct constitutes lewd and/or indecent behavior.

E. Mental/Physical Abuse – Students shall not mentally or physically abuse any person on the College premises or at a College-supervised function, including verbal or physical actions which threaten or endanger the health or safety of any such persons.

F. Assault – Students shall not assault or threaten to assault another person for any reason whatsoever. Assault includes a demonstration of force, unlawful physical touching or striking.

G. Sexual Harassment and Sexual Violence – Students shall not engage in sexual harassment and/or sexual violence. For more specific information and definitions of prohibited activities, consult Sexual Harassment and Sexual Violence policy.

H. Unlawful Discrimination – Students shall not engage in unlawful discrimination. For more specific information and definitions of prohibited activities, consult Unlawful Discrimination policy.

I. Communicating Threats – Students shall not verbally, in writing, through a third party or by any other means threaten to physically injure another person or that person's child, sibling, spouse or dependent, or willfully threaten to damage the property of another.

J. Bullying – Students shall not intimidate or threaten with harm any other individual. Bullying is defined as any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on the College premises or at any College sponsored function that: (a) places a person in actual and reasonable fear of harm to his or her property; or (b) creates, or is certain to create, a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits or a College's employee's ability to perform the essential functions of his/her job.

K. Disorderly Conduct and Disruption – Students shall not obstruct or disrupt any teaching, research, administration or disciplinary proceedings, or other College activities, including public service functions, and other duly authorized activities on or off College premises. Students shall not occupy or seize, in any manner, College property, a College facility or any portion thereof for a use inconsistent with prescribed, customary, or authorized use. Students shall not participate in or conduct an assembly, demonstration or gathering in a manner which threatens or causes injury to person or property; which interferes with free access to, ingress or egress of College facilities; which is harmful, obstructive or disruptive to the educational process or institutional functions of the College; hold rallies, demonstrations, or any other forms of public gathering without prior approval of the College based on reasonable time, place and manner restrictions; remain at the scene of such an assembly after being asked to leave by a representative of the College staff.

L. Possession of Weapons – Students may not have a weapon of any kind, including but not limited to, a knife, stun gun or any firearm in their possession on campus or at any College-affiliated activities or events except handguns as allowed by N.C.G.S. § 14-269.4. Handguns are permitted under these circumstances: a) the person has a concealed handgun permit that is lawfully issued; b) the handgun is in a closed compartment or container within the person's locked vehicle; c) a person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times; and d) the vehicle is locked at all times.

M. Tampering with Fire Alarms – Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.

N. Gambling – Students may not gamble on campus or at any College-affiliated activities or events.

O. Traffic Violations – Violation of College regulations regarding the operation and parking of motor vehicles.

P. Providing False Information – Students shall not present to the College or its employees false information as part of an investigation, inquiry, hearing or in other matters related to College activities; neither may a student knowingly withhold information which may have an effect on their enrollment or their status with the College.

Q. Disobedience / Insubordination - Failure to comply with instructions of College officials acting in performance of their duties and failure to adhere to the terms of any discipline action.

R. Financial Impropriety – Financial impropriety such as failure to pay College-levied fines, failure to repay College-funded loans, misuse or failure to properly account for club or student organization funds, or the passing of worthless checks, drafts or orders to College officials.

S. Public Laws – Violations of any federal, state or local laws occurring while on campus may lead to legal actions as well as College discipline. Violations of federal, state or local laws occurring off campus may result in disciplinary action if the student's continued presence on campus constitutes a threat to the safety and order of the campus.

T. Failure to Report Criminal Activity – Failure to inform the College, in writing, within five (5) days after he or she is convicted for violation of any federal, state, or local criminal drug statue or alcoholic beverage control statute where such violation occurred while on a College location. For more information, see Alcohol and Drugs on Campus policy.

U. Unauthorized Access to College Records – Students may not access, view, copy or change official College records without expressed authority to do so.

V. Animals on Campus – Students may not have an animal of any kind on campus. This includes animals left within a vehicle. Service animals are permitted and any student with a service animal should report the use of a service animal to the College's Disability Services Coordinator. For more information regarding service animals, see Service Animals and Other Animals on Campus policy.

W. Improper Use of the College Network/Technology – Students are prohibited from engaging in any activities prohibited under Internet and Network Acceptable Use policy.

X. Violation of Policies and Procedures – Students are expected to be familiar with the College's policies and procedures.

Students may be disciplined for failure to follow the College's policies and procedures.

Y. Violations of Normal Classroom Behavior – Not complying with reasonable rules issued by an instructor, causing disruption in the classroom or being disrespectful to classmates or the instructor. The conduct must be objectively severe or pervasive enough that a reasonable person would agree that the conduct is disruptive or disrespectful not based on content or viewpoint discrimination.

Z. Behavior Intervention Team – Not complying with a recommendation or directive by the Behavior Intervention Team pursuant to Policy Student Threat Assessment policy.

Discipline and Appeal for Academic Violations

I. Overview

The Vice President for Instruction ("Vice President") is responsible for implementing student discipline procedures for academic dishonesty. The College is committed to providing an excellent educational experience for all students. Academic integrity is an essential component to this level of education. The academic penalty for academic-related violations should be clearly stated by the instructor in each course syllabus and review at the beginning of the first-class meeting.

II. Sanctions for Violations

The following sanctions may be imposed for academic violations:

A. Re-complete the assignment;
B. Additional course work;
C. Loss of credit for the assignment; or
D. Loss of credit for the class.

III. Instructor's Investigation and Determination

A. Instructor's Investigation

An instructor suspecting an incident of an academic-related violation shall follow these steps to address the concern:

1. The instructor suspecting the alleged violation shall first present concerns to the student and provide an opportunity for the student to explain or refute the concerns.
2. The student will be allowed to comment on the evidence or to present evidence to clarify the issue in question.
3. Based on the evidence presented and the student's comments, the instructor shall determine whether or not an academic-violation has occurred. This determination will result in one of the following findings:
   - An academic-related violation did not take place and the issue is resolved.
   - An act of academic dishonesty did occur in the instructor's opinion.

B. Instructor's Determination

The instructor will communicate his/her findings via email to the student's official College email address within five (5) business days of the initial meeting with the student. If an email address is not available, the instructor shall send his/her written findings to the student's mailing address on record with the College. The findings must contain, with specificity, the evidence supporting the instructor's determination. The instructor shall also inform the student of the imposed academic sanctions. The sanction will remain in place unless modified or overturned on appeal.

IV. Appeal Procedures

A. Appeal to the Vice President

1. A student who disagrees with the instructor's decision may appeal to the Vice President. This appeal must be submitted in writing within three (3) business days of receipt of the instructor's decision and describe, with specificity, why the student believes the instructor's findings to be in error.
2. The Vice President will conduct an "on the record review" examining the instructor's written findings and student's written appeal. The Vice President may require the student, the instructor and any other necessary party to provide additional documents as needed, including written statements, or provide written clarification to submitted documents.
3. After considering the evidence presented, the Vice President will affirm, modify or overturn the instructor's decision.
4. The Vice President will inform the student via the student's official College email address of the decision within ten (10) business days of the receipt of the student's appeal. If an email address is not available, the instructor shall send his/her written findings to the student's mailing address on record with the College.
5. The Vice President's decision is final.

Discipline and Appeal for Non-Academic Violations

I. Overview

The Vice President for Instruction ("Vice President") is responsible for implementing these Procedures.
These Procedures apply to non-academic violations defined in Student Code of Conduct policy. For academic-related violations, see Discipline and Appeal for Academic Violations procedure. For issues regarding sexual harassment and sexual violence, see Sexual Harassment and Sexual Violence procedure and for issues related to other forms of unlawful

discrimination, see Unlawful Discrimination procedure.

II. Sanctions for Violations

The following sanctions may be imposed for non-academic violations:

A. Reprimand. A reprimand is written communication which gives official notice to the student that any further disciplinary offense will carry heavier penalties because of this prior infraction.

B. Disciplinary Probation. Disciplinary probation results in loss of good standing and becomes a matter of record. While on disciplinary probation, the student will not be eligible for initiation into any local or national organization and shall not receive any College award or other honorary recognition. The student may not occupy a position of leadership or responsibility with any College or student organization, publication or activity. This sanction prohibits the student from officially representing the College or participating in any extracurricular activities including intramural competitions. Disciplinary probation will be in effect for not less than two (2) semesters including the current semester. Any further disciplinary offenses while under disciplinary probation will result in the student's immediate suspension.

C. Restitution. Restitution is paying for damaging, misusing, destroying or losing property belonging to the College, College employees or students. Restitution may take the form of financial payment or appropriate service to repair or otherwise compensate for such damages.

D. Withholding Academic Records and/or the Right to Register. Withholding transcripts, diplomas or the right to register or participate in graduation ceremonies is imposed when a student's financial obligations are not met or the student has a disciplinary case pending final disposition.

E. Temporary Suspension. Temporary suspension is the exclusion from all College property and all College activities pending the resolution of a disciplinary proceeding.

F. Disciplinary Suspension. Discipline suspension is the exclusion from all College property and all College activities for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than disciplinary probation. A student under disciplinary suspension must receive specific written permission from the Vice President before returning to campus. Disciplinary suspension appears on the student's academic transcript.

G. Expulsion. Expulsion is dismissing from the College. The student may be readmitted to the College only with the approval of the President. Expulsion appears on the student's academic transcript.

H. Group Probation. Group probation is given to a College club or other organized student group for a specified period of time. If group violations are repeated during the term of probation, the charter may be revoked or activities restricted.

I. Group Restriction. Group restriction is removing College recognition during the semester which the offense occurred, or for a longer period (usually not more than one other semester). While under restriction, the group may not seek to add members, hold or sponsor events in the College community or engage in other activities as specified.

J. Group Charter Revocation. Revocation is the removal of College recognition for a group, club, society or other organization for a minimum of two (2) years. Re-charter after that time must be approved by the President.

In addition to the above stated sanctions, the College may require counseling. The student may be required to attend one or more counseling sessions with a licensed professional counselor. The student may be required to complete counseling before returning to the College after a period of suspension or expulsion. The student must provide written documentation from the licensed professional that the requirement has been met. Additionally, if required by the Vice President, the student must also provide a statement from the licensed professional that the student is able to return to class based on his/her professional judgment. The student may be referred to the College's licensed professional counselor at no charge or elect to use his/her own licensed professional counselor and bear the cost.

III. Immediate Removal from Campus

If an act of misconduct threatens the health, safety or well-being of any member of the academic community and/or seriously disrupts the function and good order of the College, an instructor will immediately notify any College Vice President or Dean who will immediately meet with the student and direct the student to cease and desist such conduct and advise the student that failing to cease and desist will result in an immediate removal from campus. If the student(s) fails to cease and desist, or if the behavior is such that the student(s) needs to immediately be removed from campus, the College Vice President or Dean may then immediately have the student(s) removed from campus.

The College Vice President or Dean invoking the removal shall notify the Vice President in writing of the student involved and the nature of the infraction as soon as possible but no more than one (1) working day following the incident. Upon receipt of the College Vice President or Dean's written notice, the Vice President shall meet with the student as soon as possible to allow the student to present his/her side. If, in the Vice President's opinion, the student behavior threatens the health, safety and well-being of the College community, the Vice President shall place the student on temporary suspension pending the outcome of the disciplinary matter. Temporary suspension may be imposed only: (a) to ensure the safety and well-being of members of the College; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a direct threat of disruption or interference with the normal operations of the College.

IV. Disciplinary Procedures

In order to provide an orderly system for handling student disciplinary cases in accordance with due process and justice, the following procedures will be followed:

A. Incident Report

Any College employee or student may file written charges with the Vice President against any student or student organization for violations of the Student Code of Conduct. The individual(s) making the charge must complete and submit an Incident Report within five (5) business days of the incident given rise to the alleged violation.

B. Investigation and Determination

The Vice President shall conduct an investigation into the charges and allegations. Within ten (10) business days after receipt of the incident report, the Vice President shall complete his/her investigation of the charges and shall meet with the student (or student representative(s) on behalf of a student organization), present the results of the investigation and provide the student (or student representative(s)) with an opportunity to present his/her side. After discussing the alleged infraction with the student, the Vice President may act as follows:

- Drop the charges;
- Impose a sanction; or
- Refer the student(s) to a College office or community agency for services.

All disciplinary actions should be progressive in nature and should take into account the totality of the situation; however, depending on the severity of the infraction, even first-time offenses could result in suspension or expulsion.

C. Notification

The Vice President shall provide the student with his/her written decision and instructions governing the appeal process. Such notice shall be given in person or sent to the student's College email address or mailing address of record.

V. Disciplinary Appeal Procedure

A. Appeal to the Disciplinary Review Committee

A student who disagrees with the Vice President's decision may request an appeal before the Disciplinary Review Committee ("Committee"). This request must be submitted in writing to the Vice President within three (3) working days after receipt of the Vice President's decision. The Vice President shall refer the matter to the Committee together with a report of the nature of the alleged misconduct, the name of the complainant, the name of the student(s) against whom the charge has been filed, and the relevant facts revealed by the Vice President's investigation. The Vice President's decision shall not be tolled pending an appeal.

1. Committee Composition

Membership of the Disciplinary Review Committee shall be composed of the following:

- Three faculty/staff members appointed by the President;
- Three student members appointed by the Student Government Association and approved by the President;
- One administrator appointed by the President to serve as Committee Chairperson who will vote only in case of a tie;
- At least two faculty/staff members and two students plus the Chairperson must be present in order for the Committee to conduct business;
- Committee members will serve one (1) year from the beginning of fall semester through summer semester with replacements appointed by the President or SGA if necessary.

2. Committee Hearing Procedures

- Pre-Hearing Procedural Responsibilities of the Vice President – The Committee must meet within ten (10) working days of receipt of the student's request for a hearing. At least five (5) working days prior to the date set for the hearing, the Vice President shall send notification to the student(s) with the following information: i. A restatement of the charge or charges; ii. The time and place of the hearing; iii. A statement of the students' basic procedural rights; iv. A list of witnesses that the Vice President or designee plans to present; v.)The names of the Committee members.

  At least two (2) days prior to the hearing, the student(s) will provide the Vice President with a witness list and whether or not the student will be represented by legal counsel. Failure to notify the Vice President regarding legal counsel could result in the hearing being continued until such time that the College can have its legal counsel present. Should the College's legal counsel attend, he/she shall serve as the procedural officer for the hearing.
- The following due process rights shall apply to the Committee hearing: i.)The right to counsel. The role of the person acting as counsel is solely to advise the student(s). The counsel shall not address the Committee.; ii. The right to produce witnesses on one's behalf.; iii.)The right to request, in writing, the President to disqualify any member of the Committee for prejudice or bias. (The request must contain reasons). A request for disqualification, if made, must be submitted at least three (3) working days prior to the hearing. If such disqualification occurs, the appropriate nominating body shall appoint a replacement to be approved the President; iv. The right to present evidence; v. The right to know the identity of the person(s) bringing the charge(s); vi. The right to hear witnesses on behalf of the person(s) bringing the charge(s); vii. The right to testify or to refuse to testify without such refusal being detrimental to the student.
- The following hearing procedures shall apply: i. Hearings before the Committee shall be confidential and shall be closed to all persons except the following: The student(s), Counsel(s), Committee Members, Vice President, or designee; ii. Witnesses shall only be present in the hearing room when giving their testimony; iii. The Vice President, or designee, shall present evidence and witnesses to support his/her decision. Committee members

may ask questions to the witnesses; iv. The student(s) will then have an opportunity to present evidence and witnesses. Committee members may ask questions to the witnesses; v. Each side will have an opportunity to make a short, closing argument. The hearing will be audio recorded. Recordings will become the College's property and access to the recordings will be determined by the Committee Chairperson. All recordings will be filed in the office of the Vice President. The Chairperson shall establish the record at the close of evidence; vi. Upon completion of a hearing, the Committee shall meet in closed session to affirm, reverse or modify the Vice President's decision; vii. Committee decisions shall be made by majority vote; viii. Within two (2) working days after the hearing, the Chair shall notify the student(s) and Vice President, in writing, with the Committee's decision.

B. Appeal to the President

If the Vice President or student disagrees with the Committee's decision, either may request an appeal to the President. This request must be submitted in writing to the President within three (3) working days after receipt of the Committee's decision.

The President will conduct an "on the record review" of the record presented to the Committee. The President shall provide a written decision to the student and Vice President within ten (10) business days from receipt of the student's appeal.

VI. Student Voluntary Withdrawal

If a student is accused of violating the Student Code of Conduct and voluntarily withdrawals prior to the conclusion of the disciplinary matter without the consent of the Vice President, the student will not be allowed to re-enroll to the College unless reasonable re-entry restrictions, as determined by the President, are satisfied. For students who withdrew prior to a determination regarding alleged misconduct that threatened the health, safety or well-being of any member of the academic community and/or seriously disrupted the function and good order of the College, in addition to other reasonable re-entry restrictions, the student must provide proof from a psychiatrist or licensed psychologist, at the student's expense, that the student no longer poses a direct threat.

Discrimination and Harassment

The College is fully committed to providing a learning and working environment that is free from prohibited discrimination. The College does not practice or condone discrimination based on race, color, national origin, religion, sex, sexual orientation, gender, gender identity or expression, pregnancy, disability, genetic information, age, political affiliation or veterans' status in the administration or in any of its education programs and activities and employment practices.

Sexual Harassment & Sexual Violence

The College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its education programs and activities based on sex.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Under Title IX, discrimination on the basis of sex includes quid pro quo harassment; sexual harassment; and sexual assault, stalking, dating or domestic violence (collectively referred to as "sexual harassment"). The College's Title IX Coordinator has oversight responsibility for handling sexual harassment complaints and for identifying and addressing any patterns and/or systemic problems involving sexual discrimination or harassment.

The College's Title IX Coordinator is:
Director of Human Resources/
Title IX Coordinator/Internal Compliance Officer
Harper-Jarrett-Oglesby Building
21 Campus Circle
Murphy NC 28906

I. Definitions

A. **Actual Knowledge** – notice of sexual harassment or allegations of sexual harassment by the Title IX Coordinator or any College official who has authority to institute corrective measures on behalf of the College. Actual knowledge is not met when the only College official with actual knowledge is a Respondent.
B. **Complainant** – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
C. **Consent** – explicit approval to engage in sexual activity demonstrated by clear actions or words. This decision must be made freely and actively by all participants. Non-verbal communication, silence, passivity or lack of active resistance does not imply consent. In addition, previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has not been obtained in situations where the individual: i) is forced, pressured, manipulated or has reasonable fear that they will be injured if they do not submit to the act; ii) is incapable of giving consent or is prevented from resisting due to physical or mental incapacity (including being under the influence of drugs or alcohol); or iii) has a mental or physical disability which inhibits his/her ability to give consent to sexual activity.

D. **Dating Violence** – crimes of violence against a person with whom the person has or had a social relationship or a romantic or intimate relationship.

E. **Domestic Violence** – crimes of violence against a current or former spouse or intimate partner; a person with whom the individual shares a child in common; a person with whom the individual cohabitates or has cohabitated as a spouse or intimate partner; a person similarly situated to the individual as a spouse under local domestic laws; or any other person who is protected under local domestic laws of the jurisdiction.
F. **Education Program or Activity** – for purposes of these Procedures, this means any locations, events, or circumstances over which the College exercised substantial control over both the Respondent(s) and the context in which the alleged sexual harassment occurs. It also means any building owned or controlled by a student organization that is officially recognized by the College.
G. **Formal Complaint** – a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting the College investigate the allegation(s). A Formal Complaint initiates a formal grievance process in which parties are entitled to due process protections.
H. **Informal Resolution** – a resolution reached regarding an allegation of sexual harassment without the filing of a Formal Complaint. Informal Resolution may include mediation, facilitated dialogue, conflict coaching, restorative justice, or other models of alternative dispute resolution. Informal Resolution cannot be used for a student's allegation of sexual harassment against a College employee.
I. **Respondent** – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
J. **Retaliation** – to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.
K. **Sexual Assault** – an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system.
L. **Sexual Harassment** – quid pro quo harassment; unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity, including conduct based on sex stereotyping; or any instance of sexual assault, dating violence, domestic violence, or stalking. Quid pro quo harassment is a person having power or authority over another and conditioning an educational or employment benefit or service or access to receiving the educational or employment benefit or service upon a person's participation in unwelcome sexual conduct.
M. **Stalking** – engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others or suffer substantial emotional distress.
N. **Standard of Evidence** – the College uses the preponderance of evidence as the standard for proof of whether a violation of this policy has occurred. In the student due process hearing and employee grievance process, legal terms like "guilt", "innocence" and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the Respondent either "responsible" or "not responsible" for violating these Procedures.
O. **Supportive Measures** – individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party that are designed to ensure equal educational access, protect safety, or deter sexual harassment. Examples of support measures are counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absences, increased security and monitoring of certain areas of the College, and other similar measures.

II. Scope and Applicability

A. These procedures apply to the conduct of and protect:
1. College students and applicants for admission into the College
2. College employees and applicants for employment
3. College student organizations
4. Third parties participating in a College education program or activity

B. These procedures apply to conduct that occurs in a College education program or activity located within the United States and of which the College has actual knowledge.

III. Reporting

A. Reporting to Local Law Enforcement

Individuals may report sexual harassment directly to local law enforcement agencies by dialing 911. Individuals who make a criminal allegation may also choose to pursue the College's grievance procedure simultaneously. A criminal investigation into the matter does not release the College from its obligation to conduct its own investigation (nor is a criminal investigation determinative of whether sexual harassment has occurred). However, the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the College must make available supportive measures when necessary to protect the alleged Complainant and/or the College community.

Individuals may choose not to report alleged sexual harassment to law enforcement authorities. The College respects and supports individuals' decisions regarding reporting; nevertheless, the College may notify appropriate law enforcement authorities if legally required or warranted by the nature of the allegations.

B. Reporting to College Officials

The College's Title IX Coordinator oversees compliance with these Procedures and Title IX regulations. Questions about these

Procedures should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to sexual harassment may do so by reporting the concern to the College's Title IX Coordinator in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report of alleged sexual harassment.

IV. Grievance Process

A. **Scope**

1. Use of these grievance procedures applies to reports alleging sexual harassment carried out by employees, students, or third parties.
2. All reports of sexual harassment are taken seriously. At the same time, those accused of sexual harassment are presumed "not responsible" throughout this grievance procedure.

B. **Initial College Response and Assessment**

1. After receiving a report of sexual harassment, the Title IX Coordinator takes immediate and appropriate steps to:

a. Communicate with the individual who reported the alleged conduct;
b. Implement supportive measures to eliminate and prevent the recurrence of sex harassment, deter retaliation, remedy the effects of sex harassment, and provide due process rights during a College investigation;
c. Provide the individual with a copy of this Policy and Procedure; and
d. Determine whether the alleged conduct, as described by the reporting party, falls within the scope of this policy and if so, initiate the investigation and resolution procedures outlined below.
e. The Title IX Coordinator may delegate the authority to take some or all of these steps to a Deputy Title IX Coordinator.

2. The Title IX Coordinator must administratively close a report or complaint of sexual harassment if after an initial assessment:

a. The allegations as stated do not constitute a violation of this Policy and Procedure, even if proven; or
b. The alleged sexual harassment did not occur in the College's Education Program or Activity or did not occur in the United States.
c. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a Formal Complaint under this section by using the appeal procedures in Section VI, below.

3. The Title IX Coordinator may administratively close a report or complaint of sexual harassment if:

a. The Complainant, at any time, requests withdrawal of the report or complaint;
b. The Respondent is no longer enrolled or employed by the College; or
c. The College is prevented from gathering evidence sufficient to reach a determination of responsibility.
d. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a Formal Complaint under this section by using the appeal procedures in Section VI, below.

4. Regardless of when alleged sexual harassment is reported, a Complainant must be participating in or attempting to participate in the College's education program or activity for a Formal Complaint to be filed.

C. **Informal Resolution**

1. Any party may request the College facilitate an informal resolution to a sexual harassment complaint at any time after the filing of a Formal Complaint. The Title IX Coordinator may offer the parties the opportunity for informal resolution, too.

a. Upon a request for informal resolution, the Title IX Coordinator determines whether informal resolution is appropriate based on the facts and circumstances of the case. The Title IX Coordinator ensures that any proposed informal resolution is consistent with the College's obligations to prevent and redress sexual harassment.
b. A student's allegations of sexual harassment against a College employee are not eligible for informal resolution.
c. The Title IX Coordinator provides the parties with written notice of proceeding with an informal resolution, including the allegations of sexual harassment, the requirements of the informal resolution process, and potential outcomes resulting from participating in the informal resolution process.
d. The Title IX Coordinator also designates an independent, neutral person to facilitate the informal resolution.

2. Informal resolution is voluntary.

a. The Complainant and Respondent must provide written consent for informal resolution to take place.
b. Any party has a right to end the informal resolution process at any time prior to agreeing to a resolution and begin or continue the formal investigation and grievance process.

3. Informal resolution concludes the matter only when all parties have signed a written agreement that confirms resolution of the allegations.

a. The resolution agreement must include a waiver of the parties' right to have a formal hearing on the allegations that have been informally resolved.
b. Parties are prohibited from revoking or appealing a resolution agreement. Should the Respondent violate the terms of an informal resolution agreement, such violation will subject the Respondent to an investigation and the formal grievance process contained in this procedure.

4. If a resolution agreement is not reached, the College will continue with a formal investigation.

D. **Investigations**

1. The goal of a formal investigation is to reach a determination as to whether a Respondent has violated one or more College policies prohibiting sexual harassment and if so, remedy the effects of a violation.

a. The Title IX Coordinator may include possible violations of other College policies that contributed to, arose from, or are otherwise related to alleged violations of this Policy and Procedure in the scope of an investigation.

b. The Title IX Coordinator gives written notice to the Complainant and Respondent of the investigation, providing sufficient details to allow the parties to respond and prepare for initial interviews, including the identity of the parties involved (if known), the conduct alleged to be sexual harassment, the date and location of alleged incidents (if known), a statement that the Respondent is presumed not responsible and a determination of responsibility is made at the conclusion of the process, information regarding the parties' right to an advisor and the right to review evidence, and notice that the College prohibits knowingly making false statements or submitting false information during the grievance process.
c. The Title IX Coordinator designates an investigator to investigate the allegations of sexual harassment.
2. Parties to an investigation can expect a prompt, thorough, and equitable investigation of complaints, including the opportunity for parties to ask questions, present witnesses and provide information regarding the allegations.
3. Parties and witnesses should cooperate in the investigation process to the extent required by law and this policy.
4. The standard of proof used in investigations is preponderance of evidence. It is the College's responsibility to establish the standard of proof and gather evidence during investigations.
5. The College aims to bring all investigations to a resolution within thirty (30) business days from the date the Title IX Coordinator determines an investigation will commence.
a. Extensions of timeframe for good cause are allowed, so long as written notice and the reason for the delay is provided to the parties.

Good cause includes:
i. The complexity and/or number of the allegations;
ii. The severity and extent of the alleged misconduct;
iii. The number of parties, witnesses, and other types of evidence involved;
iv. The availability of the parties, witnesses, and evidence;
v. A request by a party to delay an investigation;
vi. The effect of a concurrent criminal investigation or proceeding;
vii. Intervening holidays, College breaks, or other closures;
viii. Good faith efforts to reach a resolution; or
ix. Other unforeseen circumstances.

b. Investigations typically include interviews with the Complainant, the Respondent, and any witnesses, and the objective evaluation of any physical, documentary, or other evidence as appropriate and available. The College will give the Complainant and the Respondent written notice of any interview, meeting, or hearing at which a party is invited or expected to participate.
c. The Title IX Coordinator will inform the Complainant and Respondent at regular intervals of the status of its investigation.
d. The College may suspend or place on administrative leave a student or employee, pending the completion of an investigation and resolution, when the College performs an individualized safety and risk analysis and determines the person poses an immediate threat to the physical health or safety of any member(s) of the College community.

i. The Title IX Coordinator may recommend to the appropriate College official to implement or stay an interim suspension of a student or employee and the conditions and duration of such suspension or leave.
ii. In all cases in which an interim suspension or administrative leave is imposed, the student or employee shall be given notice and an opportunity to challenge the removal decision immediately following the removal.
iii. Violation of an interim suspension under this Procedure is grounds for expulsion or termination.

6. Interviews conducted as part of an investigation under this Procedure may be recorded by the College. Recordings not authorized by the College are prohibited.
7. The Complainant and Respondent have the right to be accompanied by an advisor of their choosing during all stages of an investigation.
a. A party may elect to change advisors during the process.
b. All advisors are subject to the same rules:

i. During the investigation, the advisor's role is limited to providing advice, guidance, and support to the Complainant or Respondent. An advisor is not permitted to act as a participant or advocate during the investigative process.
ii. Advisors are expected to maintain the privacy of the records shared with them.
iii. Advisors are expected to refrain from interfering with investigations.
iv. Any advisor who oversteps their role or interferes during an investigation process will be warned once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave. The Title IX Coordinator determines whether the advisor may return or should be replaced by a different advisor.

8. Prior to finalizing a report, the investigator provides all parties an equal opportunity to review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence upon which the College does not intend to rely.
a. The Complainant and Respondent may submit a written response to the evidence within ten days after receipt of the evidence.

i. Responses must be submitted to the investigator via email, mail, or hand delivery by 5:00 p.m. eastern standard time on the date responses are due.
ii. Responses may not exceed 10 double-spaced pages on 8.5x11 paper with one-inch margins and 12-pt font.

b. The investigator considers any responses received from the parties and conducts any further investigation necessary or appropriate.

9. Following an investigation and at least 10 days prior to a grievance hearing, the investigator submits an investigative report to the parties that fairly summarizes relevant evidence. The report includes a summary of the allegations; a summary of the response; a summary of the investigative steps taken to verify the allegations and response; and a summary of the evidence relevant to a determination of responsibility.

V. Grievance Hearings

At least 10 days after the issuance of an investigation report, the College must hold a live hearing in front of a decision-maker to determine responsibility of a Respondent. The decision-maker may not be the Title IX Coordinator or the investigator(s). A "live hearing" means either in person or virtually. The following hearing rules apply:

A. All parties must be able to see and hear the questioning of parties and witnesses.

B. Any party may request a virtual hearing. If requested, the College will provide a virtual hearing.

C. All parties have an equal opportunity to present witnesses, including fact and expert witnesses.

D. The parties' advisors are permitted to cross-examine the parties and any witnesses.

1. The parties are prohibited from directly conducting cross-examination. Cross-examination must be conducted by a party's advisor.
2. The decision-maker determines whether questions asked during cross-examination are relevant to the determination of responsibility. If the decision-maker disallows a question, they will explain the basis for their decision at the hearing. Parties and advisors may not challenge a decision-maker's relevancy determinations during the hearing.
3. Evidence or questions that inquire about the Complainant's sexual predisposition or prior sexual history are prohibited (i.e. rape-shield protections) unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
4. The decision-maker may not consider statements of individuals who do not submit to cross-examination in reaching a determination of responsibility
5. Records with a legally recognized privilege, such as medical treatment records, may not be used unless the individual or entity who holds the privilege waives the privilege. Any waiver must be written and made in advance of a hearing.
6. If a party does not have an advisor, the College will provide an advisor at no cost to the party. The advisor may, or may not, be an attorney.
7. Other standard Rules of Evidence do not apply in grievance hearings under these Procedures.

E. The College will provide either an audio recording, audiovisual recording, or transcript of the hearing to all parties.

F. The decision-maker evaluates all relevant evidence and reaches a determination regarding responsibility. The decision-maker issues their final written determination to all parties within ten (10) days of the hearing. The final written determination includes a summary of the allegations; a description of the procedural steps taken by the College to investigate and reach a determination of responsibility; findings of fact supporting the determination; conclusions regarding the application of College policies to the facts; a statement of and rationale for the result as to each allegation, including a determination of responsibility; any disciplinary sanctions the College recommends or imposes; whether remedies designed to restore or preserve equal access to an education program or activity will be provided to the Complainant; and the College's appeal procedures.

G. The following sanctions may be imposed for those who have violated these Procedures:

1. Students
   a. Verbal or Written Warning
   b. Probation
   c. Administrative withdrawal from a course without refund
   d. Required Counseling
   e. No Contact Directive
   f. Suspension
   g. Recommendation of Expulsion
   h. Other consequences deemed appropriate
2. Employees
   a. Verbal or Written Warning
   b. Performance Improvement Plan
   c. Required Counseling
   d. Required Training or Education
   e. Recommendation of Demotion
   f. Recommendation to Suspend with or without Pay
   g. Recommendation of Dismissal
   h. Other consequences deemed appropriate to the specific violation

If the decision-maker is required to make a recommendation for student expulsion or employee suspension, demotion or dismissal, such recommendation will be made to the appropriate College official after the time for appeal has expired. If the decision-maker recommends the Respondent be expelled, suspended, demoted, or dismissed, during the time in which either party has to appeal, the Respondent shall remain on suspension unless otherwise determined by the decision-maker.

VI. Appeals
After the decision-maker submits their determination of responsibility to the Complainant and Respondent, all parties are given an equal opportunity to appeal the determination. Appeals may be based only on these grounds:
A. Procedural irregularity that affected the outcome;
B. New evidence that was not reasonably available at the time of the hearing that could affect the outcome; and/or
C. The Title IX Coordinator, investigator, or decision-maker had a bias or conflict of interest that affected the outcome.

Parties must submit any appeal to the President of the College by 5:00 p.m. eastern standard time via email or mail, within ten (10) days of receiving the decision-maker's written determination of responsibility. Appeals may not exceed ten (10) double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.

The College notifies all parties when an appeal is filed and provides all parties a copy of the appeal and a chance to submit a written statement supporting or challenging the outcome. Parties must submit written statements supporting or challenging the outcome to the President of the College by 5:00 p.m. eastern standard time via email or mail, within two (2) days of receiving a copy of an appeal.

The President shall conduct a review of the record, including the appeal(s) received, any written statements supporting or challenging the outcome, the investigation report, the decision-maker's written determination of responsibility, and any accompanying evidence prior to issuing a written decision to the Complainant and Respondent that describes the result of the appeal and the rationale for the result.

The President's written decision is final.

VII. Protection against Retaliation
The College will not in any way retaliate against an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.

Retaliation is a violation of College policy regardless of whether the underlying allegations are ultimately found to have merit. Reports of retaliation are treated separately from reports or complaints of sexual harassment.

VIII. Providing False Information
Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials or who knowingly misleads College officials involved in the investigation or resolution of a complaint may be subject to disciplinary action, including but not limited to expulsion or employment termination. The College recognizes a determination regarding responsibility alone is not sufficient to conclude a false report or complaint was made.

IX. Limited Immunity
The College community encourages the reporting of misconduct and crimes. Sometimes, complainants or witnesses are hesitant to report to College officials or participate in resolution processes because they fear they themselves may be accused of various policy violations. It is in the best interest of this College that as many complainants as possible choose to report to College officials and that witnesses come forward to share what they know. To encourage reporting, the College offers sexual harassment complainants and witnesses amnesty from minor policy violations.

X. FERPA
A student's personally identifiable information found in a student's education records will be shared only with College employees who need to know to assist with the College's response to sexual harassment.

A student's personally identifiable information found in a student's education records will not be disclosed to third parties unaffiliated with the College unless:
A. The student gives consent;
B. The College must respond to a lawfully issued subpoena or court order; or
C. The College is otherwise required by law to disclose.

XI. Suspending Procedures
In cases of emergency or serious misconduct, the College reserves the right to suspend this process and may enact appropriate action for the welfare and safety of the College community.

XII. Student and Employee Education and Annual Training
The Title IX Coordinator, investigators, decision-makers, and those involved in any informal resolution process shall receive annual trainings on topics including:
A. The definition of sexual harassment for Title IX purposes;
B. The scope of the College's education programs and activities under Title IX;
C. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes;

D. How to serve impartially, including avoiding prejudgment of facts at issue, conflicts of interest, and bias;
E. Technology to be used at live hearings;
F. Issues of relevance of questions and evidence, including rape-shield limitations; and
G. Issues of relevance to create an investigative report that fairly summarizes relevant evidence.
All training materials are posted on the College's website.

All new students and all employees shall be required to participate in a primary prevention and awareness program that promotes awareness of sexual harassment. This program will be held annually at the beginning of each fall semester. At this annual training, students and employees must receive training in the following areas:
A. Information about safe and positive options for bystander intervention skills;
B. What "consent" means with reference to sexual activities;
C. Risk reduction programs so students recognize and can avoid abusive behaviors or potential attacks;
D. How and to whom to report an incident regarding discrimination, harassment and sex-based violence;
E. The importance of preserving physical evidence in a sex-based violent crime; and
F. Options about the involvement of law enforcement and campus authorities, including the alleged victim's option to: i) notify law enforcement; ii) be assisted by campus authorities in notifying law enforcement; iii) decline to notify law enforcement; and iv) obtain "no-contact" or restraining orders.

Each year, all students and employees will receive an electronic copy of these Procedures sent to their College email address of record. These Procedures will be maintained online in the College's website and a hard copy will be kept on file (in English and Spanish) in the Title IX Coordinator's office. Other translations will be made available upon request.

XIII. Recordkeeping
The College maintains all records of Title IX proceedings and all materials used to train Title IX personnel for seven years.

Unlawful Discrimination

The College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its activities, services and programs based on race, color, national origin, religion, pregnancy, disability, genetic information, age, political affiliation or veterans' status.

I. DEFINITIONS
The following definitions shall apply to this Procedure and shall be collectively referred to herein as "Unlawful Discrimination". The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination or suppress minority viewpoints in the academic setting. Indeed, just because a student's speech or expression is deemed offensive by others does not mean it constitutes discrimination or harassment. In applying these definitions, College administrators shall view the speech or expression in its context and totality and shall apply the following standard: the alleged victim subjectively views the conduct as discrimination or harassment and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that the conduct is discriminatory or harassing.

A. Discrimination: any act or failure to act that unreasonably differentiates treatment of others based solely on their Protected Status and is sufficiently serious, based on the perspective of a reasonable person, to unreasonably interfere with or limit the ability of that individual to participate in, access or benefit from the College's programs and activities. Discrimination may be intentional or unintentional.
B. Harassment: a type of Discrimination that happens when verbal, physical, electronic or other behavior based on a person's Protected Status interferes with a person's participation in the College's programs and activities and it either creates an environment that a reasonable person would find hostile, intimidated or abusive or where submitting to or rejecting the conduct is used as the basis for decisions that affect the person's participation in the College's programs and activities. Harassment may include but is not limited to: threatening or intimidating conduct directed at another because of the individual's Protected Status; ethnic slurs, negative stereotypes and hostile acts based on an individual's Protected Status.
C. Protected Status: race, color, national origin, religion, pregnancy, disability, genetic information, age, political affiliation or veterans' status.
D. Standard of Evidence - the College uses the preponderance of the evidence as the standard for proof of whether a violation occurred. In the student due process hearing and employee grievance process, legal terms like "guilt, "innocence" and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the alleged Perpetrator either "responsible" or "not responsible" for violating these Procedures.

II. STATEMENTS OF PROHIBITION
A. Prohibition of Retaliation.
The College strictly prohibits punishing students or employees for asserting their rights to be free from Unlawful Discrimination. Retaliation against any person participating in connection with a complaint of Unlawful Discrimination is strictly prohibited. Reports of retaliation will be addressed through this procedure and/or other applicable College procedures. Retaliation includes, but is not limited to, any form of intimidation, punitive actions from authority figures or peers, reprisal (acts of

vengeance) or harassment. Retaliation is a serious violation and should be reported immediately. The College will take appropriate disciplinary action against any employee or student found to have retaliated against another.

B. Prohibition of Providing False Information.
Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials, or who intentionally misleads College officials involved in the investigation or resolution of a complaint may be subject to disciplinary action including, but not limited to expulsion or employment termination. The College recognizes that an allegation made in good faith will not be considered false when the evidence does not confirm the allegation(s) of Unlawful Discrimination.

III. REQUESTING ACCOMMODATIONS
A. Students.
Students with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Office of Student Services located at the Harper Building. Students at the Graham County Center may also contact Student Services personnel in the Shope Building. An accommodations request form can also be obtained from the College web site. Information provided by students is voluntary and strict confidentiality is maintained. All requests for accommodations will be considered following the appropriate federal and state laws.

The College will also provide reasonable accommodation of a student's religious beliefs/practices provided such expression/ practice does not create a hostile environment for other students and employees and/or the accommodation does not cause an undue hardship for the College.

B. Employees.
Employees with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Office of Human Resources located at the Harper Jarrett Oglesby Building. Information provided by employees is voluntary and strict confidentiality is maintained.

The College will also provide reasonable accommodation of an employee's religious beliefs/practices provided such expression/ practice does not create a hostile environment for other employees and students and/or the accommodation does not cause an undue hardship for the College.

IV. REPORTING OPTIONS
A. Student Complaints.
Any student wishing to make a report relating to Unlawful Discrimination may do so by reporting the concern to the College's Office of Student Services located at the Harper Building. For Unlawful Discrimination incidents between students and employees, the Vice President for College and Community Initiatives will work in partnership with the Director of Human Resources to investigate and resolve the allegations.

B. Employee Complaints.
Any employee wishing to make a report related to Unlawful Discrimination may do so by reported the concern to the College's Director of Human Resources located at the Harper Jarrett Oglesby Building.

V. INITIAL INVESTIGATION
As these Procedures apply to both students and employees as either the Complainant or the Respondent, the administrator receiving the incident report will determine if the case should be handled by: 1) the Vice President for College and Community Initiatives, or designee (student/student); 2) the Director of Human Resources, or designee (employee/employee); or 3) both (student/employee). For incidents involving students and employees, the College will utilize the process for both the student investigation and the employee investigation sections as applicable.

A. Student Investigation.
1. Students filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however, Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Vice President shall fully investigate any complaints and will, as needed and if the complaint also involves an employee, collaborate with the College's Director of Human Resources. During the course of the investigation, the Vice President may consult with other relevant College administrators and the College Attorney.
2. During the investigation, and if applicable to the complaint, the Vice President shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Vice President of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.
3. During the investigation process, the Vice President may implement temporary measures in order to facilitate an efficient and thorough investigation process as well as to protect the rights of all parties involved. The temporary actions include, but are not

limited to: reassignment of class schedules; temporary suspension from campus (but be allowed to complete coursework); or the directives that include no contact between the involved parties.
4. A confidential file regarding the complaint shall be maintained by the Vice President. To the extent possible, the College will keep all information relating to the complaint and investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under these Procedures.
5. The Vice President shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Vice President may have an additional ten (10) calendar days to complete the investigation. The Vice President shall notify the parties of this extension.
6. Complainants will be notified of available counseling services and their options of changing academic situations and other interim protective measures.

B. Employee Investigations.
1. Employees filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however, Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Director of Human Resources shall fully investigate any complaints. During the course of the investigation, the Director of Human Resources may consult with other relevant College administrators and the College Attorney.
2. During the investigation, and if applicable to the complaint, the Director of Human Resources shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Director of Human Resources of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.
3. During the investigation process, the Director of Human Resources may implement temporary measures in order to facilitate an efficient and thorough investigation process as well as to protect the rights of all parties involved. The Director of Human Resources may suspend an employee with pay pending an investigation if such action is in the College's best interest.
4. A confidential file regarding the complaint shall be maintained by the Director of Human Resources. To the extent possible, the College will keep all information relating to the complaint and investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under this Procedures.
5. The Director of Human Resources shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Director of Human Resources may have an additional ten (10) calendar days to complete the investigation and shall notify the parties of this extension.
6. Complainants will be notified of available counseling services and other interim protective measures.

VI. RECOMMENDATION AND APPEAL

A. Students.
1. After the investigation is complete, the Vice President will put forward a recommendation of finding, based on the Standard of Evidence, and sanction(s) to both the Complainant and Respondent. If the recommendation is accepted by both parties involved, the recommendation and sanction(s) will become effective. The Vice President will submit to each party a final outcome letter that will include, but not limited to, the following:
   a. Determination if the Respondent is responsible or not responsible for violating these Procedures;
   b. Sanction;
   c. Whether monitoring of academic schedules is needed between the parties to ensure that the individuals involved are not in classes together (the Vice President will assist in this process).
   d. Short-term College counseling services available to each party.
2. If the Vice President's recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Vice President recommends sanctions that s/he cannot impose (i.e., expulsion), the matter shall automatically be set for a hearing. The President will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:
   a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.
   b. Written notice including the date, time, and location of the hearing will be sent to all parties.
   c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by use of a speaker phone.
   d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not present on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.
   e. Both parties have a right to a written notice of the hearing outcome.

B. Employees.
1. After the investigation is complete, the Director of Human Resources will put forward a recommendation of finding, based on the Standard of Evidence, and sanctions to both the Complainant and Respondent. If the recommendation is accepted by both

parties involved, the recommendation and sanctions will become effective. A final outcome letter will be submitted to the Complainant and Respondent that may include, but not limited to, the following:

a. Determination if the Respondent is responsible, not responsible, or if the decision is deemed inconclusive, or shared responsibility.
b. Sanction, if appropriate.
c. Monitoring of academic schedules or workplace schedule if needed.
d. Short-term counseling services will be offered to each party.

2. If the Director of Human Resources' recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Director of Human Resources recommends sanctions that s/he cannot impose (i.e., termination) the matter will automatically be set for a hearing. The President will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:

a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.
b. Written notice including the date, time, and location of the hearing will be sent to all parties.
c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by use of a speaker phone.
d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.
e. Both parties have a right to a written notice of the hearing outcome.

C. Sanctioning.

The following sanctions may be imposed for those who have violated these Procedures.

1. Students.
   a. Verbal or Written Warning
   b. Probation
   c. Administrative withdrawal from a course without refund
   d. Required Counseling
   e. No Contact Directive
   f. Suspension
   g. Expulsion (President must impose)
   h. Other consequences deemed appropriate

2. Employees.
   a. Verbal or Written Warning
   b. Performance Improvement Plan
   c. Required Counseling
   d. Required Training or Education
   e. Demotion (President may impose)
   f. Suspend with or without Pay (President must impose)
   g. Termination (President must impose)
   h. Other consequences deemed appropriate to the specific violation

Student Grievance

I. Grievance Process Overview

In order to maintain a harmonious and cooperative environment between and among the College and its students, the College provides for the settlement of problems and differences through an orderly grievance procedure. Every student shall have the right to present his/her problems or grievances free from coercion, restraint, discrimination or reprisal. This Policy provides for prompt and orderly consideration and determination of student problems and grievances by College administrators and ultimately the President.

A grievance is any matter of student concern or dissatisfaction with the College's control except: (a) student discipline matters regarding academic and non-academic violations; (b) discrimination and unlawful harassment, including sexual harassment and sexual violence; (c) a grade appeal; or (d) any other matter that has a specific grievance process outlined in that policy or procedure.

II. Grievance Process

A. Informal Grievance – Step One

In the event the alleged grievance lies with an instructor/staff member, the student must first go to that instructor/staff member and attempt to informally resolve the matter. Both the student and instructor/staff member must have an informal conference to discuss the situation and document the attempts taken to resolve the grievance at this level. In the event that the student is unsatisfied with the resolution reached at the informal conference, he/she may proceed to Step Two within five (5) business days after the informal conference. Not proceeding to Step Two within the time period will result in the grievance not being heard and the matter being closed. If the grievance concerns issues unrelated to a particular instructor/staff member (for example, an issue with College policy), the student can skip the informal process and proceed to Step Two.

B. Formal Grievance – Step Two

If the grievance is not resolved at Step One (or, given the nature of the grievance, Step Two begins the process) the student may file a written grievance with the Vice President for Instruction Services ("Vice President"). The written grievance must contain, with specificity, the facts supporting the grievance and the attempt, if applicable, to resolve the grievance at the information level.

The Vice President (or, depending on the nature of the grievance, another appropriate Vice President) shall review the written grievance and conduct whatever further investigation, if any, is necessary to determine any additional facts that are needed to resolve the grievance. The Vice President shall provide his/her written decision within ten (10) business days after receipt of the grievance.

In the event that the student is unsatisfied with the resolution reached by the Vice President, he/she may proceed to Step Three within

five (5) business days after receipt of the Vice President's written determination. Not proceeding to Step Three within the time period will result in the grievance not being heard and the matter being closed.

C. Appeal – Step Three
If the student is not satisfied with the Vice President's determination, the student may appeal to the President. The appeal must be in writing, must provide a written summary of the specific facts and must contain any other documentation pertinent to the matter. The President will conduct an "on the record" review and conduct any further investigation that is necessary to ascertain the facts needed to make a determination. The President may, at his/her discretion, establish a committee to further investigate the matter and make a recommendation to the President.
At the conclusion of the investigation and not later than fifteen (15) business days after receipt of the student's appeal, the President shall provide a written decision to the student.
The President's decision is final.

Academic Forgiveness Policy

FIVE-YEAR RULE POLICY: A freshman or sophomore with a grade point average below 2.0 who has not attended a community college or university for five or more calendar years and who is eligible for readmission is given the option of having the five-year rule applied or not applied. If the five-year rule is applied, all quality points from courses completed before the interruption are removed from the GPA calculation. No hours of credit will be allowed for courses in which a C or less grades were earned, although, at the discretion of the student's academic advisor, they may be used to waive appropriate course requirements. The student's cumulative GPA will be based on courses attempted after readmission. The earned hours will include all credits: (1) transferred from other institutions, (2) completed with a grade of C (2.0) or higher before the five-year rule was applied, and (3) earned after the last five-year rule was applied.

If the five-year rule is not applied, the student will return with a cumulative GPA, credit hours and grades as if the interruption had not occurred. The quality point deficit of some students may be of such magnitude that the application for readmission from a student who has chosen not to apply the five-year rule may be rejected.

A student, having elected to have the five-year rule applied or not applied, may not reverse the option later. Applications for the five-year rule may be obtained from the Registrar's office and submitted to that office prior to the initial term of re-enrollment.

Academic Freedom Policy

Academic freedom for faculty and students is the freedom to ask questions, seek answers, examine all pertinent data, question assumptions and conclusions, and present those answers within the structure of a given course and its objectives or a given program and its outcomes. Academic freedom is ultimately the freedom to teach and to learn, protected from institutional censorship. Freedom always exists alongside responsibility, and academic freedom is no exception. This freedom carries with it the duties of intellectual honesty and sound judgment.

The College recognizes the necessity for freedom in legitimate academic decisions that foster an environment where faculty and students can freely inquire, study and evaluate in order to gain greater understanding. To that end, the College endeavors to give faculty members the freedom to conduct individual academic affairs in accordance with each person's best judgment.

Campus Free Speech

The College is a limited public forum that does not regulate speech or activities based on content or viewpoint. All individuals using College Space must comply with the following Procedures. These Procedures only apply to the use of College Space and not to the use of facilities on campus.

I. Definitions

A. College Members – students who are currently enrolled at the College and/or individuals currently employed by the College.

B. College Space – all outdoor areas on the College campus.

C. College Use – use of a College Space by the College for official College business and/or functions.

D. Designated Area(s) – The sidewalk area in front of the McSwain Building is the designated free speech area for the College. The President, or designee, is authorized to designate other areas on campus as Temporary Designated Areas when needed dependent on the location and size of a specific event or activity. Temporary Designated Areas are not permanent and will end after the specific event or activity.

E. Non-College Members – any individuals who are not currently enrolled at the College and/or are not currently employed by the College.

II. Speech, Distribution of Material and Assembly for College Members

A. The College is committed to making the majority of its College Space available to College Members who wish to exercise their rights of speech, distribution of material and assembly. The College maintains the right to reserve any College Space at any time, with or without prior notice, for College Use and such use will take priority over any other use.

B. All outdoor assemblies may not be conducted within thirty (30) feet of any building or otherwise interfere with free flow of vehicular, bicycle or pedestrian traffic.

C. Although registration by College Members to use College Space is not required, it is recommended for planning purposes. Registration ensures that the desired space will be available on the desired date and time. For more information about registration, see Section lll (B) herein.

III. Speech, Distribution of Material and Assembly for Non-College Members

A. Except as stated herein, Non-College Members shall be allowed to use the Designated Area between the hours of 8:00 a.m. and 9:00 p.m. on Mondays through Fridays when the College's general curriculum classes are in sessions. The Designated Area is not available on weekends or when the College is closed. The College maintains the right to use the Designated Area at any time, with or without prior notice, for College Use and such use will take priority over any other use.

If on the weekends the College is having an official College event or if a speaker or group is hosting an event that is open to the general public and/or is a matter of public concern, the Designated Area, or Temporary Designated Area, if so established, will be open to Non-College Members at times established by the President or designee; provided, however, that the Designated Area must be open at least one and one-half hours prior to and after the event.

B. Any Non-College Members will be allowed to use the Designated Area within the time restriction. All Non-College Members must complete a Registration Form (the "Form") and submit it to the Office of Student Life and Development no earlier or later than three (3) business days prior to their activity on campus. The College does not restrict speech and/or activities based on content or viewpoint. The purpose of the Form is to make sure there is adequate space in the Designated Area for the requested date and time and for safety concerns. Upon request by College officials, Non-College Members will be required to provide proof of registration for use of the Designated Area. Forms will only cover one (1) day at a time. Requests for standing dates (i.e., every Tuesday) will not be honored.

C. The College will assign use of a Designated Area on a first come, first serve basis; however, the College may regulate hours to fairly accommodate multiple groups.

IV. General Rules and Regulations for Both College and Non-College Members

A. While expressing speech, distributing material or assembling, both College and Non-College Members are prohibited from doing the following:

- Engaging in non-protected speech such as obscenity, speech inciting criminal conduct, speech that constitutes a clear and present danger or speech that constitutes defamation;
- Touching, striking, approaching or impeding the progress of pedestrians in any way, except for incidental or accidental contact;
- Obstructing the free flow of pedestrian or vehicular traffic;
- Using sound amplification or creating noise levels that are reasonably likely to or do cause a material and substantial disruption to the College educational environment and/or operations;
- Damaging, destroying or stealing College or private property; and
- Possessing or using firearms, explosives, dangerous weapons or substances not allowed on campus by law or by College policy (e.g., drugs, alcohol, tobacco, non-service animals, etc.).

Any acts that are disruptive to the College's normal operations will not be tolerated and may result in an immediate termination of the activity. Non-College Members are required to remain in the Designated Area while on campus.

B. Individuals may distribute pamphlets, booklets, brochures and other forms of printed materials on the condition that such material is designed for informational (not commercial) purposes. Individuals distributing materials must provide a receptacle for the disposal of such materials. The College does not assume any obligation or liability for the content of such distributed material. Any signs used may not be larger than three (3) feet by four (4) feet in size. Signs must either be held by participants or be freestanding signs that do not stick into the ground. No signs may be mounted on buildings, trees or other College property.

C. Individuals are responsible for the cleanliness and order of the area they use. Individuals shall leave the area in the same condition it was in before the activity. Individuals who damage or destroy College property shall be held responsible for such damage or destruction. This includes the campus buildings, sidewalks, lawns, shrubs and trees.

D. Individuals are subject to sanctions for failing to comply with these procedures or other College policies. Such sanctions may include, but are not limited to: repairing, cleaning, painting, replacement costs, restitution (by order of a court) and being banned from future use. College Members may also be subject to College disciplinary action as outlined in College policies and procedures. Individuals who violate these procedures may be issued a trespass warning and denied future access to College premises. Violations that require police intervention will be reported to the College's security forces.

V. Polling Places on Campus

If campus buildings are used as public polling places, all activity must be in accordance with statutory and state/local Board of Elections requirements.

VI. City Sidewalks
City sidewalks that run along the borders of or within the College's campus are public forums and available to all members of the public. Use of city sidewalks must comply with federal and state laws as well as city ordinances.

Cellphone Policy

Upon entering classrooms, labs, and the library, students must put cellphones on vibrate. Students may only leave the classroom or lab to take a call if it is a legitimate emergency. Students may not initiate calls while in classrooms, labs, or the library. Cellphones may not be turned on or used during exams. It is the instructor's discretion to establish more restrictive policies if deemed necessary.

Clinical and Co-op Students/ Faculty Criminal Background Check/ Drug Testing

Many clinical sites and co-op education agencies used by Tri-County Community College now require a criminal background check and/or drug test in order to be allowed to use their facilities. An example of programs that might have such requirements are Emergency Medical Science, Nursing, Medical Assisting, Health Science, Early Childhood Education, and Criminal Justice.

Students who have negative findings on the criminal background check and/or drug test may be prohibited from participating in their clinical or co-op experience, which could result in their inability to complete the requirements of the program. Faculty with negative findings may not be able to teach in these programs as well as other consequences as established by college policy.

Communicable Diseases

I. COMMUNICABLE DISEASES
Communicable diseases, those that have serious effects on human health, can pose a threat to the College community. The College will take all reasonable measures to ensure the safety of members of the College community during global and local infectious disease events. "Communicable disease" is defined as an illness due to a specific infectious agent or its toxic products that arises through transmission of that agent or its products from an infected person, animal, or reservoir to a susceptible host, either directly, or indirectly through an intermediate plant or animal host, vector, or the inanimate environment. Examples of communicable disease include, but are not limited to, acquired immunodeficiency syndrome (AIDS), chicken pox, hepatitis, measles, tuberculosis, meningitis, mononucleosis, whooping cough, coronavirus, and other viral diseases that reach a pandemic level, and for purposes of this Policy only, those communicable diseases which constitute a disability pursuant to the Americans with Disabilities Act.

The College shall not exclude individuals diagnosed with communicable diseases from participation in College programs or activities unless a determination is made that the individual presents a health risk to himself/herself or others. The College shall consider the educational or employment status of those individuals diagnosed with a communicable disease on a case by case individual basis.

A. Procedure
1. All information and records that identify a student or employee as having a communicable disease shall be strictly confidential and shall not be shared or disclosed to others without express permission form the student or employee.
2. Disclosure of medical information shall be made by the President, or his/her designee, only to those on a need-to-know basis in order to protect the welfare of persons infected with a communicable disease or the welfare of other members of the College community.
3. Unauthorized disclosure of confidential student or personnel information by an employee of the College is prohibited. Violation of this prohibition may result in the suspension from, or termination of employment.
4. A person who knows or has a reasonable basis for believing that s/he is infected with a communicable disease is expected to seek expert advice about his/her health circumstances and is obligated ethically and legally to conduct himself/herself responsibly toward other members of the College community.
5. Faculty and staff of the College and employees of contractors, or contracted services, who are infected with a communicable disease are urged to notify the appropriate Dean/Director so that the College can respond appropriately to his/her health needs. Students are urged to share information with the appropriate Dean/Director for the same reason.
6. A person infected with a communicable disease (including the AIDS virus whether active AIDS, AIDS-Related Complex, or undetectable viral load) will not be excluded from enrollment or employment or restricted in his/her access to the College's services or facilities unless, in individual cases, the College administration determines that exclusion or other restrictions are necessary for the health and welfare of others at the College.
7. Included in making decisions in individual cases which restrict access to employment shall be the College President, Legal Counsel for the College, the Deans/Directors, the individual's personal physician, the local Health Director (or designee) and if necessary, another physician with expertise in managing communicable disease cases.
8. The College shall provide information regarding communicable diseases, especially AIDS.

B. Public Health Incidents
Should influenza, or any other communicable disease, reach a pandemic level, the President shall regularly monitor the situation by communicating with federal, state and/or local health officials and by reviewing media sources.

Should any communicable disease reach a pandemic or epidemic level within or near the College's service area, the President, after consulting with local, state or federal health officials, may take the following actions if it is determined to be in the best interest of the College community to prevent the spread of the communicable disease:
1. Close the College or certain College buildings and/or programs temporarily;
2. Limit or prohibit employee travel and/or student field trips;
3. Prohibit those infected with a communicable disease from coming onto the College campus;
4. To the extent allowed by law, requiring or encouraging employees and students to receive testing and immunizations (not already required by the College) that prevent the spread of a communicable disease before coming back onto the College campus; and
5. Other specific actions deemed necessary for the safety of the College community.
The President shall not quarantine any student or employee while on campus unless the quarantine is ordered by local, state or federal health officials. Persons who are infected with a communicable disease that has reached a pandemic level, or know of someone in the College community who is infected, should contact College officials immediately. Students should contact the Dean of Student Services and employees should contact the Human Resources Office for reporting under this policy.

Any actions undertaken pursuant to this policy will be in accordance with applicable federal and state laws, College policies, and in the best interest of all parties.

II. OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS
The College shall comply with federal regulations and state statutes regarding bloodborne pathogens as set forth in the Federal Register, 29 CFR §1910.1030, and the North Carolina Administrative Code, 10A NCAC 41A, by attempting to limit/prevent occupational exposure of employees to blood or other potentially infectious bodily fluids and materials that may transmit bloodborne pathogens and lead to disease or death.

A. Reasonably Anticipated Occupational Exposure
An employee who could "reasonably anticipate", as a result of performing required job duties, to face contact with blood, bodily fluids or other potentially infectious materials is covered by the OSHA Bloodborne Pathogens Standard, the North Carolina Administrative Code, and this Policy. "Occupational Exposure" includes any reasonably anticipated skin, eye, mucous membrane or parenteral (brought into the body through some way other than the digestive tract) contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. "Good Samaritan" acts, such as assisting a co-worker or student with a nosebleed would not be considered "reasonably anticipated occupational exposure."

B. Universal Precautions
Universal precautions will be in force at all times. All blood, body fluid and other potentially infectious material will be handled as if infected. The program standards for the control of potential exposure to HIV and HBV as outlined in the OSHA Rule "Occupational Exposure to Bloodborne Pathogens" Standard 1910.1030, the NC Administrative Codes, or the most current standards available will be followed.

C. Testing
An employee who suspects that s/he has had exposure to blood or body fluid may request to be tested, at the College's expense, provided that the suspected exposure poses a significant risk of transmission, as defined in the rules of the Commission for Health Services. The HIV and HBV testing of a person who is the source of an exposure that poses a significant risk of transmission will be conducted in accordance with 10A NC Administrative Code 41A .0202 (4) (HIV) and 41A .0203(b)(3) (HBV). The College will strictly adhere to existing confidentiality rules and laws regarding employees with communicable diseases, including HIV or HIV-associated conditions.

D. Exposure Control Compliance
The College shall comply with OSHA Regulation 29 CFR 1910.1030 and promote a healthy and safe environment for both employees and students. The College proposes to do this through minimizing the risk of transmission of infectious diseases that are blood or body fluid borne. To achieve compliance with OSHA Regulation 29 CFR 1910.1030, the College will maintain an Exposure Control Plan covering the following areas:
1. Procedures,
2. Protective equipment,
3. Hepatitis vaccinations,
4. Post-exposure and follow-up care, and
5. Training.

A copy of the Exposure Control Plan is available in the office of the Director of Facility Services.

Course Repetition

Students may repeat a course; however, students may not repeat a course for which an Incomplete (I) has been awarded until the grade of (I) has been removed.

When a course is taken more than once, all occurrences of that course with the final grade earned each attempt will remain on the student's permanent transcript. Only the course with the highest grade will calculate into the student's cumulative GPA. If a student withdraws from a course, that is not considered repeating, and the student's previous grade for the course is still calculated into the cumulative GPA.

Students should consult with the Financial Aid office about the possible consequences of retaking courses.

Crime Awareness and Campus Security

Tri-County Community College is committed to providing a safe and secure environment for all members of the College's community and visitors. The College shall comply with the Crime Awareness and Security Act of 1990, as amended by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Statistics are available by contacting the Director of Facilities at (828) 835-4261 or accessed at http://ope.ed.gov/security.

Criminal Offenses - On Campus	2016	2017	2018	2019
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0
Sex offenses - Non-forcible	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	1	0	0	0
Motor vehicle theft	0	0	0	0
Arson	0	0	0	0

Arrests - On-Campus	2016	2017	2018	2019
Illegal weapons possession	0	0	0	0
Drug law violations	0	0	0	0
Liquor law violations	0	0	0	0

*The following are offenses reported at off-campus locations near or adjacent to TCCC:

Criminal Offenses - Public Property	2016	2017	2018	2019
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Fondling	0	0	1	0
Sex offenses - Forcible	0	0	0	0
Sex offenses - Non-forcible	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	0	0	0	0
Motor vehicle theft	0	0	0	0
Arson	0	0	0	0

Arrests - Public Property	2016	2017	2018	2019
Illegal weapons possession	0	0	0	0
Drug law violations	0	0	0	0
Liquor law violations	0	0	0	0

Drug and Alcohol Policy

The College is committed to providing each of its students a drug and alcohol free environment in which to attend classes and study. From a safety perspective, the users of drugs or alcohol may impair the well-being of students, interfere with the College's educational environment and result in damage to College property.

All students shall adhere to the following:

A. All students are prohibited from unlawfully possessing, using, being under the influence of, manufacturing, dispensing, selling or distributing alcohol, illegal or unauthorized controlled substances or impairing substances at any College location.

1. Controlled Substance means any substance listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally, the term means any drug which has a high potential

for abuse and includes, but is not limited to heroin, marijuana, cocaine, PCP, GHB, methamphetamines, and crack. This term also includes any drugs that are illegal under federal, state or local laws and legal drugs that have been obtained illegally or without a prescription by a licensed healthcare provider or are not intended for human consumption.

2. Alcohol means any beverage containing at least one-half of one percent (0.5%) alcohol by volume, including malt beverages, unfortified wine, fortified wine, spirituous liquor and mixed beverages.

3. Impairing Substances means any substance taken that may cause impairment, including but not limited to bath salts, inhalants, or synthetic herbs.

4. College Location means in any College building or on any College premises; in any College-owned vehicle or in any other College-approved vehicle used to transport students to and from College or College activities; and off College property at any College-sponsored or College-approved activity, event or function, such as a field trip or athletic event, where students are under the College's jurisdiction.

5. Reasonable Suspicion is the legal standard required before the College can require a student to take a drug or alcohol test. Some of the factors that constitute reasonable suspicion are: a) direct observation of drug use or possession; b) direct observation of the physical symptoms of being under the influence of drugs; c) impairment of motor functions; d) pattern of abnormal or erratic conduct or behavior; or e) reports from reliable sources or credible sources (anonymous tips may only be considered if they can be independently corroborated).

B. Student use of drugs as prescribed by a licensed physician is not a violation of Policy; however, individuals shall be held strictly accountable for their behavior while under the influence of prescribed drugs.

C. Students may be required to be tested for substances, including controlled substances or alcohol, based on individualized, reasonable suspicion. The required observations for reasonable suspicion testing shall be made by an administrator, supervisor or other trained official and the person who makes the determination that reasonable suspicion exists shall not be the same person who conducts the test. This section does not apply to law enforcement officers serving the College through the local sheriff's department. Law enforcement officers must adhere to their normal standards when conducting a search.

D. The College does not differentiate between drug users, drug pushers or sellers. Any student in violation of Section A herein will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

E. A student who violates the terms of this Policy will be subject to disciplinary action in accordance with Standards of Student Conduct policy. At his/her discretion, the Vice President for College and Community Initiatives may require any student who violates the terms of this Policy to satisfactorily participate in a drug abuse rehabilitation program or an alcoholic rehabilitation program sponsored by an approved private or governmental institution as a precondition of continued enrollment at the College.

F. Each student is required to inform the College, in writing, within five (5) days after he/she is convicted for violation of any federal, state, or local criminal drug statute or alcoholic beverage control statute where such violation occurred while on or at a College location. Failure to do so could result in disciplinary action.

G. In addition to this Policy, students employed by the College, including students employed under the College's Work Study Program, shall adhere to the requirements in Alcohol and Drugs on Campus policy.

Emergency Contact of Students

In emergencies, students may be contacted through the Student Success Center. Classes will not be disturbed to deliver personal messages except in emergencies.

Field Trips

Field trips are considered a very important aid in the communication of knowledge, ideas, and understanding to students. Instructors are encouraged to plan and make use of this teaching aid.
The following regulations should be observed:
A. Planning
1. Field trips are to be planned in advance, with pre-instruction, post-discussion and evaluation being of prime importance in the planning.
2. The industry or business visited should be engaged in practices which demonstrate something related to the subject matter being covered in the course.
3. All arrangements are to be made by the instructor in advance of the trip.
4. Transportation shall be arranged by the instructor. Students must bear the cost of transportation unless travel is being otherwise arranged by the College in advance.
5. When students on a field trip are to miss classes taught by other instructors at the College, prior approval is to be obtained from the instructors involved. Instructors may exchange class meeting times to make up hours lost if they so desire.
6. An approved Field Trip Form must be submitted and approved by the appropriate Dean and the Vice President for Instruction at least three (3) days prior to the field trip.
7. Before leaving campus, student release signatures must be obtained on the Field Trip Signature Form.

B. Use of Curriculum Area Travel Funds
1. Each curriculum division will be assigned a travel budget for the fiscal year. The Dean is responsible for coordinating and regulating the use of these funds. All requests for use of the funds should be directed to the Dean prior to the planned trip.

Requests for travel reimbursement from State funds, which do not have prior approval by the Dean and the Vice President for Instruction, will not be honored.
2. For overnight travel, out-of-state travel, or other special action, a Travel Authorization Form must be submitted along with the Field Trip Form.

C. Voluntary Educational Travel
1. The College may offer students and employees the opportunity to participate in educational travel experiences that are not a requirement of any course or degree or diploma program. The purpose of these trips is to provide educational experiences for students and employees. Student and employee participation in these trips is voluntary.
2. All voluntary educational travel must be approved by the President prior to the College soliciting staff or students to participate.
3. The College, either directly or through a third-party travel agency, may charge students and employees participating in the trip the actual cost of all travel expenses, including but not limited to: transportation, lodging, food, travel insurance, taxes, activities and tours, and administrative costs. The College shall have no obligation to refund, in whole or in part, any participant for any amount of money paid directly to the College or a third party for a trip that is cancelled or postponed for any reason. If the College collects and holds money for an authorized trip and that trip is cancelled by the College, the College shall reimburse participants any remaining funds held in the trip account.
4. All trip participants are expected to sign a waiver releasing the College from liability for any injury or loss occurring during a trip. It is recommended that participants purchase travel insurance for all international travel and all travel lasting more than three (3) days.

Final Grade Appeal

This Policy shall apply to grade appeals unrelated to issues pertaining to the Code of Student conduct. The grade appeal process applies only to final course grades. In the event a student appeals a grade that prevents progression in a program, the student will be allowed to enroll and attend the following semester pending the outcome of the appeal. For sequential classes that have a clinical component, the student will be allowed to take the academic coursework, but will not be allowed to participate in the clinical component of the class until the appeal is over. If the grade is upheld, the student's registration will be backed out of the course, and a full refund will be issued.

A. If a student is dissatisfied with his or her grade, the student must first meet with the instructor who assigned the grade within five (5) business days after the posting of that final grade in Datatel/Web Advisor. The instructor will make a written determination and provide it to the student. In cases where the student is unable to meet in person with the instructor, the student may contact the instructor by letter or email. If the instructor is no longer employed at the College, the student may proceed to step two.

B. If the student is still dissatisfied with the instructor's determination, within five (5) business days thereafter, the student may meet with the Academic Dean responsible for the program of study under which the course is taught. The student must present the instructor's written determination. In cases where the student is unable to meet in person with the Dean, the student may contact the Dean by letter or email. The Dean will make a written determination and provide it to the student. If the Dean is unavailable, then the student may appeal to the Vice President for Instruction as noted below.

C. If the student is dissatisfied with the Dean's determination, within five (5) business days thereafter, the student may meet with the Vice President for Instruction ("Vice President"). The student must present the Department Dean's written determination. In cases where the student is unable to meet in person with the Vice President, the student may contact the Vice President by letter or email. The Vice President shall make a written determination and provide it to the student. The decision of the Vice President is final.

Inclement Weather

In the event of adverse weather, students should tune in to local news outlets for the status of the College's operation. Radio stations carrying the announcement will be WKRK (1320 AM) Murphy, WCVP (600 AM) Murphy, WCVP (95.9 FM) Robbinsville, and WCNG (102.7 FM) Murphy.

Students can also hear the status of the College's operation on our answering machine by calling (828) 837-6810, checking the website at www.tricountycc.edu, or visiting the TCCC official Facebook page. Students can also sign up for text alerts by going to the TCCC website and clicking the text alert icon.

The announcement will be one of the following:
- TCCC is open and operating on a normal schedule.
- TCCC is closed.
- TCCC will operate on a delayed schedule.

In some cases, the operation status of the Graham County Center may differ from that of the main campus. Listen carefully for the announcement pertaining to the campus you attend.

If TCCC is operating on a delayed schedule, classes not affected by the delay will begin at their regularly scheduled time. The delayed hours are canceled hours. For example, if the College is delayed two hours, classes will begin at 10:00 a.m.; at 10:00 a.m. you will attend your 10:00 a.m. class. Any other scheduled class time before 10:00 a.m. is canceled. If you have a class that meets 9:00 a.m. - Noon, you will miss the first hour of that class, arriving at 10:00 a.m. Also, if you have an 8:00 or 9:00 a.m. class that only meets for an hour, it is canceled. The instructors of the canceled classes will inform you of how the time missed will be made up.

Independent Study

Students may take an independent study in a course under the following guidelines:

- The student must submit a written request detailing the reason for the independent study to the instructor and the Vice President of Instruction.
- The student must have at least a 3.0 grade point average.
- The course is needed for graduation this academic year and no other options are available to obtain the class.
- The student may have only one independent study per calendar year.
- Students who must withdraw from a class during the semester under emergency circumstances may be allowed to complete the course as an independent study with permission from the instructor and the Vice President of Instruction.

Intellectual Property

Tri-County Community College, as an institution of higher learning, has a mission of helping students succeed. This mission lies in the creation and dissemination of knowledge and is not limited to any particular medium. As part of the everyday business of the College, many forms of intellectual property may be conceived, developed, and disseminated. While most of these intellectual properties are not commercial in nature, such a possibility does exist. Thus, the purpose of this policy is to establish the rights and responsibilities concerning intellectual property for faculty, administrators, staff, and students. Clear allocation of ownership and control of intellectual property rights is necessary, especially given the increasing role of technology in the classroom and evolving legal issues concerning copyrights.

Tri-County Community College owns all rights to its logo, seal, and other related materials. The College's name and symbols may not be used in the production and marketing of items not copyrighted, patented, or otherwise approved by the College.

Title to intellectual properties developed by faculty, administrators, and staff of the College as essential course materials shall reside with the developer, but every member of the College community shall enjoy a permanent non-exclusive, royalty-free license to make all traditional and reasonable academic uses of that property.

Title to intellectual properties developed by faculty, administrators, staff, and students of the College as supplemental course materials shall reside with the developer.

Title to intellectual properties developed by individual students shall reside with the student.

Title to intellectual properties developed by faculty, administrators, staff, and students of the College as published materials in official college publications shall reside with the College.

Title to intellectual properties developed by faculty, administrators, staff, and students of the College as published materials in unofficial college publications shall reside with the developer, but a one-time non-exclusive, royalty-free license shall be granted with the College.

Title to intellectual properties developed by faculty, administrators, staff, and students of the College in a work for hire situation shall reside with the College unless a specific contract states otherwise.

Intellectual properties developed or supported by grants shall be governed by the terms and conditions contained in those grants; in the event the grant does not specify, then the above policy is to be applied.

For a copy of the complete Intellectual Property Policy, contact Student Success Center.

Instructional Evaluation

Students at Tri-County Community College are asked to evaluate their instructors in the fall and spring semesters. Results of the evaluations serve as an invaluable aid in improving instruction. All student evaluations are kept strictly confidential and may never be used against the student in any way.

NC Higher Education Complaint Policy and Procedure

I. Information About Student Complaints

The Licensure Division of the University of North Carolina General Administration serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy @ https://www.northcarolina.edu/sites/default/files/student_complaint_policy.pdf, print out and complete the Student Complaint Form and submit the complaint to:

North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina General Administration
910 Raleigh Road, Chapel Hill, NC 27515-2688

For more information, send an email to: studentcomplaint@northcarolina.edu.

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at: http://www.ncdoj.gov/complaint. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058.
If you choose to mail a complaint, please use the following address:
Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

Student Services: Curriculum Prerequisite

In certain circumstances, students may demonstrate readiness through other means. In such cases, prerequisites or co-requisites may be met or waived with appropriate approvals and/or permission of the Vice-President of Academics. Two routine ways in which prerequisite or co-requisite requirements are met are through: 1) credit by examination; or 2) transfer credit.

I. Credit by Examination

A student may petition the course instructor by written application for permission to seek course credit by examination. To obtain permission to take a credit by examination test, students should follow these steps:

A. Meet with the department chair or instructor to discuss the expectations of the examination.

B. If both parties agree to proceed, then the student should register for the appropriate section of the course. Credit by examination sections are designated with particular section numbers and are distinct from other sections of the course.

C. Complete the exam at a time scheduled with the department chair or instructor.

D. If the student passes the proficiency exam, a grade of "X" is assigned.

Credit hours will be recorded in the Total Hours Earned and will count towards hours for graduation; however, there will be no Quality Points assigned. The grade will not affect the student's GPA, and Financial Aid or Veteran's Benefits will not pay for courses in which a grade of "X" is earned.

II. Transfer Transcript Evaluation

The College recognizes the following additional opportunities for awarding transfer credits, which may be used to satisfy pre-requisite requirements:

1. College Board Advanced Placement Program ("AP"): College course credit will be granted to students who pass the AP examinations with a score of three, four or five. Students must submit an official score report from the College Board to the student services office for consideration of granting college credit.

2. College-Level Examination Program ("CLEP"): College course credit will be granted to students who participate in CLEP Subject Examinations and achieve the minimum passing score of 50 as recommended by the American Council on Education. Students must submit an official CLEP transcript to the Student Services office for consideration of granting college credit.

3. Educational Experiences in the Armed Services: Servicemen and veterans may be awarded college credit for service schools they have attended. The service schools must be accredited by a regional accrediting agency. Before applying for credit, contact the service school(s) and ask them to which regional accrediting agency they belong. Contact the Registrar for more information.

Joint Services Transcript ("JST") is an academically accepted document approved by the American Council on Education ("ACE") to validate a service member's military occupational experience and training along with the corresponding ACE college credit recommendations. When the College receives an official copy of a JST, the Registrar will review and apply appropriate course credit. The Vice President of Instruction will be consulted if there is need for further discussion regarding proposed course credit.

4. Non-curriculum to Curriculum Transfer Credit: Non-curriculum course work from the College related to curriculum instruction may be transferred or accepted for credit towards curriculum courses in specific programs. Such credit will only be awarded under specific agreements approved by the appropriate vice president and department chair. Such approval should take into account course materials, course hours, licensure exams or other external validation, and the credentials of the CE faculty.

Service Animals and Other Animals on Campus

I. Overview

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other applicable federal and state law, the College may be required to accommodate an otherwise qualified individual with a disability by making a reasonable modification in its services, programs or activities. This Policy addresses the use of Service Animals and other animals on campus by qualified individuals with disabilities or individuals authorized to provide training.

II. Definitions

A. Emotional Support Animal – an animal selected or prescribed to an individual with a disability by a healthcare or mental health professional to play a significant part in a person's treatment process (e.g., in alleviating the symptoms of that individual's disability). An emotional support animal does not assist a person with a disability with activities of daily living and does not accompany a person with a disability at all times. An emotional support animal is not a "Service Animal".

B. Service Animal – an animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a Service Animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. Service Animals may or may not have been licensed by a state or local government or a private agency. Service Animals are limited to service dogs and, in some cases, miniature horses.

C. Pets – any animal that is not an Emotional Support Animal or a Service Animal.

III. Animals on Campus

Pets are not permitted on campus and may not be left in vehicles on College property. There are occasions when a student or employee may need to bring an animal onto campus for the purpose of meeting an educational objective. Such requests should be made to the appropriate academic Dean prior to the animal being allowed onto campus. Subject to the rules set forth in section IV and V below, Emotional Support Animals and Service Animals are permitted in any area of campus where employees or students are permitted, with a few exceptions for health and safety reasons.

IV. Procedures Regarding Service and Emotional Support Animals

A. Responsibilities of the Service/Emotional Support Animal Owner/Handler

1. Registration

- Service Animals:
  Students and employees are not required to register service animals. However, they are encouraged to notify the Disability Services Office (students) or the Office of Human Resources (employees) if they intend to use a Service Animal on campus so that appropriate College officials are aware of the animal's presence and to assist with the animal's access to areas within the College's campus. Visitors with Service Animals are not required to register the animals on campus.
- Emotional Support Animals:
  After the College has made a determination that an Emotional Support Animal is allowed on campus (see Section B.2), the student or employee must register the animal with the Disability Services Office (students) or the Office of Human Resources (employees).

2. Care and Supervision

- The care and supervision of a Service/Emotional Support Animal is the responsibility of the animal's owner and/or handler. The handler must ensure the animal is in good health and has been inoculated and licensed in accordance with local regulations with the burden of proving licensure and inoculation on the person with a disability. Dogs must wear a rabies tag at all times.
- The Service/Emotional Support Animal must be under the control of the handler at all times and may not be left alone. A Service/Emotional Support Animal must be restrained by a leash or other appropriate device that does not exceed six (6) feet in length. In situations where a leash or other device interferes with a Service Animal's ability to perform its task or service, the Service Animal must remain under the control of the handler at all times.
- The owner and handler of the Service/Emotional Support Animal is responsible for any damage of personal property or any injuries to an individual caused by the Service/Emotional Support Animal.
- The handler must ensure the animal is "housebroken" and trained and must clean up and remove all animal waste created by the animal.
- The Service/Emotional Support Animal may not disrupt the operation of the College or any class.

B. Responsibilities of the College Community

1. Service Animals

If the need for a Service Animal is obvious, College officials may not question the presence of the animal on campus. If the need for a Service Animal is not obvious, College officials are permitted to ask the handler two questions:

- Is the animal required because of a disability?
- What work or task(s) has the animal been individually trained to perform?

At no time may a College official require a Service Animal to demonstrate the tasks for which they have been trained nor may they inquire as to the nature of the individual's disability.

If another person on campus has a covered disability under the ADA and it includes an allergic reaction to animals and that person has contact with a Service Animal, a request for accommodation should be made by the individual to the Director of

Human Resources (if an employee) or the Disability Services Office (if a student). All facts surrounding the concern will be considered in an effort to resolve the concern and provide reasonable accommodation for both individuals.

2. Emotional Support Animals

The determination of whether a student or employee with a disability is allowed to have an Emotional Support Animal on campus shall be made on a case-by-case basis. Students and employees may request, as a reasonable accommodation for a disability, the need to have an Emotional Support Animal on camps. The College is not required to grant reasonable accommodations that would result in a fundamental alternation of a program or would constitute an undue burden. Any requests for a reasonable accommodation for an Emotional Support Animal shall be directed to the Disability Service Office (students) or the Office of Human Resources (employees).

In determining requests for accommodations for an Emotional Support Animal, the consideration is: 1) does the person have a disability (i.e., a physical or mental impairment that substantially limits one or more major life activities); 2) does the Emotional Support Animal perform tasks or services for the benefit of the person or provide emotional support that alleviates one or more of the identified symptoms or effects of the person's existing disability; and 3) is the request an undue burden on the College or does it fundamentally alter a College Program.

C. Removal of Service/Emotional Support Animals

The College has the authority to remove a Service/Emotional Support Animal from its facilities or properties if the Service/Emotional Support Animal becomes unruly or disruptive, unclean and/or unhealthy, and to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the College's services, programs, or activities.

It is a Class 3 misdemeanor "to disguise an animal as a service animal or service animal in training". N.C.G.S. § 168-4.5. In other words, it is a crime under North Carolina law to attempt to obtain access for an animal under the false pretense that it is a Service Animal.

Additionally, any employee or student who violates any portion of this procedure is subject to disciplinary action.

Smoke-Free Environment

The aim of Tri-County Community College is to provide an atmosphere conducive to learning and health. Smoking is prohibited in all buildings on the College campuses. Proper disposal of cigarette butts and other tobacco products in provided receptacles is expected.

Student Acceptable Use of Technology Resources

I. Purpose

The College strives to provide information technology access in an environment in which access is shared equitably among users. This access is intended to be used in support of the College's research, educational and administrative purposes. College owned or operated computer resources are for the use of College employees, students and other authorized individuals. This Policy's purpose is to protect the College's technology users and computer resources and to ensure equitable access and proper management of these resources.

II. Acceptable Use

A. Acceptable Activity - The College's information technology resources are intended for the use of its students, employees and other authorized individuals for purposes related to instruction, learning, research and campus operations. Users are expected to exercise responsible, ethical behavior when using all College computer resources. This Policy makes no attempt to articulate all required or prohibited behavior by users of the College's computer resources.

B. Unacceptable Activity - Unacceptable activity includes, but is not limited to, the following:

1. Deliberately downloading, uploading, creating or transmitting computer viruses, malware, or other software intended to harm a computer or the College's network.
2. Destroying or modifying directory structures or registries or interfering or tampering with another individual's data or files.
3. Developing programs that infiltrate a computer or computing system, harass other users and/or damage software.
4. Attempting to obtain unauthorized computer access or privileges or attempting to trespass in another individual's work.
5. Using hardware or software sniffers to examine network traffic, except by appropriate College personnel, to diagnose the network for bottlenecks or other problems.
6. Using another person's password or sharing of one's own password (users should not share their password with anyone and those who choose to do so are responsible for the outcomes resulting from the use of their password).
7. Committing any form of vandalism on equipment, communication lines, manuals or software, or attempting to defeat or circumvent any security measures or controls.
8. Consuming food and/or beverages in computer labs, computer classrooms, library or in any other areas restricted to protect systems.
9. Wastefully using finite resources such as large amounts of bandwidth including but not limited to, downloading music, television shows, software programs, and/or movies.

10. Connecting personal network devices on the College's wired network. Connecting unsanctioned products (software or hardware) to the College network or installing products for personal use. Special provisions may be made for visiting artists, lecturers, and trainers at the discretion of the Director of Information Technology. Information Technology support staff can offer assistance in gaining network access under these special circumstances, but the College cannot guarantee functionality and assumes no responsibility for configuration of or damage to non-college equipment.
11. Using the College's computer resources and Network to engage in disruptive, threatening, discriminatory or illegal behavior or behavior that violates the Code of Student and/or Employee Conduct.
12. Disclosing confidential student or personnel information to unauthorized third parties;
13. Violating copyright laws and/or fair use provisions through: 1) illegal peer-to-peer file trafficking by downloading or uploading pirated or illegal material including, but not limited to, software and music files; and 2) reproducing or disseminating Internet materials, except as permitted by law or by written agreement with the owner of the copyright;
14. Other activities that interfere with the effective and efficient operation of the College or its Network or activities that violate the College's Policies and Procedures.

III. Reservations of Rights and Limits of Liability

A. The College reserves all rights in the use and operation of its computer resources, including the right to monitor and inspect computerized files or to terminate service at any time and for any reason without notice.

B. The College makes no guarantees or representations, either explicit or implied, that user files and/or accounts are private and secure. No right of privacy exists in regard to electronic mail or Internet sessions on the College Network or College-owned hardware.

C. The College is not responsible for the accuracy, content or quality of information obtained through or stored on the College Network.

D. The College and its representatives are not liable for any damages and/or losses associated with the use of any of its computer resources or services.

E. The College reserves the right to limit the allocation of computer resources.

F. The College makes efforts to maintain computer resources in good working condition but is not liable for damages incurred by loss of service.

G. College funds may not be used to purchase personal network access or products.

H. The College shall not be liable legally, financially or otherwise for the actions of anyone using the Internet through the College's network or College's computers.

IV. Wireless Internet Access

The College provides free wireless Internet access. Users of wireless access must abide by the Wireless Internet Access Guidelines and this Policy. Connection to the wireless network at any given time is not guaranteed. The College does not accept liability for any personal equipment that is brought to the College and, therefore, may not assist with configuration, installation, trouble-shooting or support of any personal equipment.

V. Email

The College provides free electronic mail accounts to certain College employees based on job responsibilities, as determined by the employee's appropriate Vice President, and to all students who are enrolled in a curriculum program. The use of College-provided electronic mail accounts must be related to College business, including academic pursuits. Incidental and occasional personal use of these accounts is acceptable when such use does not generate a direct cost to the College or otherwise violate the provisions within this Policy.

The College will make reasonable efforts to maintain the integrity and effective operation of its electronic mail systems, but users are advised that those systems should in no way be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communication, the College cannot assure the privacy of an individual's use of the College's electronic mail resources or the confidentiality of particular messages that may be created, transmitted, received or stored.

The College does not monitor electronic mail routinely but may do so as the College deems necessary. Students and employees should not have any expectation of privacy regarding their electronic mail addresses provided by the College. Any user of the College's computer resources who makes use of an encryption device shall provide access when requested to do so by the appropriate College authority. The College reserves the right to access and disclose the contents of employees', students' and other users' electronic mail without the consent of the user. The College will do so when it believes it has a legitimate business or need including, but not limited to, the following:

A. In the course of an investigation triggered by indications of misconduct or misuse;
B. As needed to protect health and safety of students, employees or the community at large;
C. As needed to prevent interference with the College's academic mission;
D. As needed to locate substantive information required for College business that is not more readily available;
E. As needed to respond to legal actions; and
F. As needed to fulfill the College's obligations to third parties.

Electronic mail, including that of students, may constitute "educational records" as defined in the Family Educational Rights and Privacy Act ("FERPA"). Electronic mail that meets the definition of educational records is subject to the provisions of FERPA. The College may access, inspect and disclose such records under conditions set forth in FERPA.

North Carolina law provides that communications of College personnel that are sent by electronic mail may constitute "correspondence" and, therefore, may be considered public records subject to public inspection under the North Carolina Public Records Act.

Electronic files, including electronic mail, that are considered public records are to be retained, archived and/or disposed of in accordance with current guidelines established by the North Carolina Department of Cultural Resources or otherwise required by the College's policy.

VI. Private Employee Websites and Other Internet Use

When creating or posting material to a webpage or other Internet site apart from the College's website or approved ancillary external site or page, employees should remember that the content may be viewed by anyone including community members, students and parents. When posting to or creating an external website, students, faculty and staff are not permitted to use the College's name in an official capacity or use the College's marks, logos or other intellectual property.

Employees are to maintain an appropriate relationship with students at all times. Having a public personal website or social media profile, or allowing access to a private social media profile is considered a form of direct communication with students. Any employee found to have created and/or posted content on a website or profile that has a negative impact on the employee's ability to perform his/her job as it relates to working with students and the community or that otherwise disrupts the efficient and effective operation of the College may be subject to disciplinary action up to and including dismissal.

VII. Violations

Each individual is ultimately responsible for his/her own actions. For employees, failure to exercise responsible, ethical behavior will result in disciplinary action up to and including dismissal. Students may be sanctioned according to procedures described in the Code of Student Conduct and other users may be barred permanently from using College computers and network access and suspended or expelled.

Certain activities violate Federal and/or State laws governing use of computer systems and may be classified as misdemeanors or felonies. Those convicted could face fines and/or imprisonment.

Student Parking

All parking in designated areas will be on a first-come, first-serve basis. Caution must be exercised by all students entering or leaving parking areas. All students, faculty, and staff are to park in the lined off parking areas. Visitor, handicapped, and pass through areas are to be observed. Vehicles found parked in other than designated areas will be towed at the owner's expense.

Persons parking in handicapped areas must have their automobile identified with one the following: Disabled American Veteran (DAV) tag, handicapped sticker, or handicapped card on dash.

Continuing Education students, faculty, and staff who park on campus must purchase an annual parking permit. A fee will be charged per vehicle per semester for parking privileges. All curriculum students will be issued an annual parking permit upon registration and payment of their student activity fee. A parking permit is good for one year, or fraction thereof, beginning fall semester. Visitors will be issued a temporary permit when necessary.

Traffic and parking regulations remain in effect at all times on campus. Parking is allowed in designated areas only. Vehicles blocking drives and loading zones or parking on grass may be subject to tow-away at the owner's expense. Only authorized vehicles and vehicles for shop repair are allowed to park in the vocational shop areas. A work order must be displayed on the window of the vehicle for repair.

Parking stickers are available for purchase by curriculum students in the Business Office located in the Harper Building. These numbers are recorded in the Business Office and the Student Success Center for registration purposes. All administrators are responsible for enforcing the parking rules and regulations. State and local law enforcement agencies will prosecute for violations of applicable laws on campus. Copies of citations are kept on file in the Business Office. Parking fines must be paid before a student will be allowed to register for a new class or semester, graduate, or receive transcripts. Parking fines may be issued for any of the following:

- Violations
- No registration or expired sticker
- Speeding
- Parking in unauthorized areas
- Failure to yield to a pedestrian
- Failure to display permit
- Double parking/blocking vehicle
- Reckless driving
- Parking in a handicapped space

Student Records

I. Access to and Release of Student Records

Tri-County Community College, in the execution of its responsibilities to students, maintains accurate and confidential student records. The TCCC staff recognizes the rights of students in accordance with college policy and the Family Educational Rights and Privacy Act of 1974 (FERPA).

A. Student's Grades

To better ensure the privacy of all student records, grades are no longer mailed. Students may view/obtain their grades through their secure WebAdvisor accounts.

II. Types and Location of Current Student Records

A. Academic Record: Student Success Center, Harper Building - Registrar's File Room.

B. Financial Aid Record: Student Success Center, Harper Building - Financial Aid Office.

C. Nursing Students' health records and individual assessments are kept in the Nursing Department by the Director of Nursing.

III. Types and Location of Previous Student Records

A. Academic Record (complete record maintained for five years after last semester of enrollment, TCCC grades/transcripts maintained interminably) Student Success Center, Harper Building - Registrar's File Room.

B. Financial Aid Record (maintained for three years after last semester of enrollment) Student Success Center, Harper Building - Financial Aid Office.

IV. Student's Rights

A. To inspect and review the student's education records. Upon inspection, the student is entitled to an explanation of any information contained in their record.

- Copies (official or unofficial) may be obtained only with written request.
- Originals received from outside institutions are property of Tri-County Community College and will not be released to the student or sent elsewhere at his/her request.
- The procedure for exercising the right to inspect and review education records is to contact the Registrar for an appointment.

B. To seek amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. The procedures for requesting amendment of records is as follows:

- Contact the Registrar for an appointment.
- Consult the "Appeals Procedure for Academic Matters."

C. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act [FERPA] and Reg. 99.31 authorize disclosure without consent.

D. Complaints may be filed with the Department of Education concerning alleged failures by Tri-County Community College to comply with the requirements of the Act and this part.

E. Tri-County Community College permits students to request correction of the student's education records under Sec. 99.20, to obtain a hearing under 99.21(a), and to add a statement to the record under Sec. 99.21 (b)(2).

V. Release of Student Information

A. Tri-County's policy of disclosing education records under Reg. 99.31 is to disclose a student's educational records and personally identifiable information only to Tri-County Community College faculty and Student Success Center staff, and other TCCC officials who have a legitimate educational interest.

B. The official student file shall not be sent outside of Student Success Center except in circumstances specifically authorized by the Vice President for Instruction. The authorization for such special circumstances must be in writing.

C. A record of disclosures will be maintained as required by Sec. 99.32, which a student may inspect and review.

Tri-County Community College has designated the following information as Directory Information, which may be made available to the public by the College:

- Student name
- Academic Program(s)
- Enrollment Status
- Enrollment Start Date
- Enrollment End Date
- Degrees, diplomas, or certificates
- Academic honors list
- Graduation list
- Recognized student activities
- Other student honors or awards
- Special achievement

VI. Request for Privacy Flag

Any student who does not wish any information to be released to third parties must complete and submit the Request for Privacy Flag form to the Office of the Registrar to prevent the release of their Directory Information.

Information other than directory information is released only with written permission of the student. Personally identifiable information (other than that which is listed as directory information) will not be released without prior written consent of the student, except to Tri-County Community College faculty and Student Success Center staff, and other TCCC school officials who have a legitimate educational interest. Tri-County Community College is committed to protecting students' privacy and does not display full social security numbers on transcripts or registration forms. When applying for admission, students are asked for, but not required to give their social security numbers. Photo ID cards with unique identification numbers are issued to streamline students' interactions with

the Financial Aid and Business Offices, the bookstore, and the library. The ID cards will also be useful for activities requiring student identification.

The Solomon Amendment

The Solomon Amendment requires institutions to provide directory-type information on students at least 17 years of age upon request of representatives of the Department of Defense for military recruiting purposes to avoid the withdrawal of federal funding. This information, referred to as "student recruiting information," includes: student name, address, telephone listings, date and place of birth, level of education, academic major, degrees received, and the most recent previous education institution at which the student was enrolled.

To comply with this amendment, TCCC releases such information upon request of representatives of the Department of Defense, unless the student has formally requested not to have any information released under FERPA (see Request for Privacy Flag above).

Student Right to Know Act

Pursuant to the Student Right to Know and Campus Security Act (the "Act"), the College is required to publicly disclose relevant graduation and transfer rate information for its students. The Act is a consumer information report designed for public access to relevant graduation and transfer information to enable students to make informed decisions regarding their college choice. The College makes available to currently enrolled as well as prospective students the graduation and transfer rate for the most recent cohort of entering students based on a one-year reporting period.

The Acts' report is a cohort based study. The cohort is made up of students who enrolled as first-time college students who attended full-time (i.e., twelve [12] or more hours) and had declared themselves as degree seeking. The graduation and transfer rate for the cohort is calculated one year after the cohort's initial date of enrollment. These numbers can be misleading because many community college students attend part-time. Those students are not included in this report. Moreover, students with academic goals other than transfer or degree seeking students are not included in this report. Also, not included with the report are those students who leave school to serve in the armed services, an official church mission or with a recognized foreign aid service of the Federal government.

The report is updated annually and is available in the office of the Vice President for College and Community Initiatives.

Student Records and FERPA

All student records must be current and maintained with appropriate measures of security and confidentiality. The College is responsible for complying with all legal requirements pertaining to the maintenance, review and release of records retained by the College.

I. Compliance with FERPA Rights

A. The Family Educational Rights and Privacy Act ("FERPA") provides students with certain rights to privacy of their educational records and rights of access by others to their educational records. College employees are expected to fully comply with this Policy.
B. For purposes of this Policy, "student" means an individual who is or has been in attendance at the College. It does not include persons who have not been admitted, who have been admitted but did not attend the College or individuals enrolled solely in non-credit courses. "Attendance" starts when the individual matriculates or declares their intention to enroll at the College, whichever comes first.

II. Annual Notification of Rights

The College shall provide every student with an annual notice of their rights under FERPA. The Vice President for College and Community Initiatives, or his/her designee, is responsible for preparing and delivering this annual notice.

III. Right to Inspect Records

A. Students who want to inspect their education records should direct that request to the individual and within the timeframe as designated in the annual notice. Records which are available for inspection shall be provided to the student during regular business hours.

B. Students may obtain copies of their educational records if circumstances make on-site inspection impractical and the student is in good standing. When copies are provided, the student may be charged a reasonable fee for the actual copying expense.

IV. Directory Information

A. The College may release Directory Information without student consent. The College designates the following information as Directory Information:

- Student name
- Academic Program(s)
- Enrollment Start Date
- Enrollment End Date
- Enrollment Status (ie. Full-time, ¾-time, Half-time, Less-than-half-time)
- Degrees, diplomas, or certificates
- Academic honors list
- Graduation list
- Recognized student activities
- Other student honors or awards
- Special achievement

B. The College shall only release Directory Information to individuals and organizations that demonstrate, in the College's opinion, a legitimate, educational interest in the information or provide a direct service to the College; however, the College shall release

Directory Information to military recruiters in compliance with the Solomon Amendment unless the student specifically restricts the release of their Directory Information.

C. Students who do not wish to have their Directory Information released to the individuals and organizations identified above shall comply with the "opt out" provisions designated in the annual notice. A Privacy Flag will be attached to that student's record in the College's information system.

V. Release of Educational Records

A. The College will not release a student's educational records, aside from Directory Information, to any third-party unless the student consents to the release in writing or a valid, legal exception applies.

B. Disclosures may be made to school officials which include any of the following when that person has a legitimate educational interest in having access to the information: 1) any administrator, certified staff member, or support staff member (including health, medical, safety, and security staff) employed by the College; 2) a member of the College's Board of Trustees; 3) a contractor, consultant, volunteer, or other party to whom the College has outsourced services or functions, such as, but not limited to: an attorney, auditor, cloud storage provider, consultant, expert witness, hearing officer, law enforcement unit, investigator, insurer/insurance company adjuster, investigator, or any other claims representative, medical providers or consultants, or counselors/therapists, provided that the person is performing a service or function for which the College would otherwise use employees, is under the direct control of the College with respect to the use and maintenance of education records, and is subject to FERPA requirements governing the use and re-disclosure of Personally Identifiable Information from education records; and 4) a person serving on a committee appointed by the College, such as a disciplinary or grievance committee or other review committee.

C. In compliance with Title IX, the College may disclose the final results of campus disciplinary proceedings in which a student respondent is charged with a violent crime or non-forcible sex offense. Upon the request of the complainant, disclosure may be made regardless of whether the respondent was found responsible. Disclosures to third parties may be made only if the student respondent is found responsible. Disclosure in this situation is limited to the name of the violator, the type of student code violation found to have occurred, and the sanction imposed by the College.

D. FERPA allows institutions the option of allowing or not allowing parents of a dependent student access to the student's records as long as the student is listed as a dependent on the parents' current tax returns. Institutions are not required to disclose information from the student's education records to any parent of a dependent student. It is College policy to protect student's educational records and thus any release requires the student's specific written permission unless the disclosure is needed to protect the health or safety of the eligible student or other individuals in an emergency situation.

Students of any age may give the required written permission for their parents (or others) to discuss or have access to specific parts of their education records by completing the FERPA Consent to Release Student Information form. This form is required each time information is to be released.

VI. Correcting Record

A student has the right to challenge an item in his/her records believed to be inaccurate, misleading or otherwise in violation of the student's privacy rights. The student may file a grievance pursuant to Student Grievance policy beginning at Step Three. If the final decision is that the information in the record is, in the College's determination, not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Vice President for College and Community Initiatives shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the College's decision.

VII. Miscellaneous

A. Students who believe their rights have been violated may file a complaint with the Family Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington D.C. 20202. Complaint must be filed within 180 days of the date of the alleged violation or the date the student knew or should have known of the alleged violation.

B. A hold may be applied to the release of an official transcript, diploma or other information requested from an official record for a student who has an overdue indebtedness to the College. A hold may be applied for failure to comply with a disciplinary directive.

- A hold may be applied to the release of an official transcript, diploma or other information requested from an official record for a student who has an overdue indebtedness to the College.
- A hold may be applied for failure to comply with a disciplinary directive. Such a student continues to have the right to see and photocopy his official record upon request.

C. The College shall only destroy student records in accordance with federal and state laws and regulations and as allowed by the Records Retention & Disposition Schedule for North Carolina Community Colleges. The College shall not destroy student records if there is an outstanding request, grievance or legal matter related to those records.

Transcripts

The Registrar's Office develops and supplements procedures for registration and record keeping for all curriculum students. The following goals must be met in order to maintain complete and accurate student records:

- To establish a functional registration/records program which will facilitate the proper enrollment of students into classes.
- To provide accurate record keeping and timely submission of required reports to individuals and governmental agencies.
- To maintain required security of student records.
- To provide a set of approved policies and procedures for the collection and maintenance of student records which is systematic, comprehensive, and enforceable by the College.
- To safeguard the legal rights of students as to the release of information from their student record.
- Transcripts are released only with the written permission from the student.

I. Transcript Request Procedure
$5.00 per transcript (official or unofficial copies)
Steps to Complete a Transcript Request:

- Obtain the Transcript Request Form online or at either campus location
- Complete and SIGN the request form (the student's actual signature is required)
- Return Transcript Request Form
  1. Mail to 21 Campus Circle; Murphy, NC 28906
  2. Fax to (828)837-3266
  3. Attach to email (scan in or take a pic of the completed form with your smart phone) to transcripts@tricountycc.edu or hand deliver to either campus location at Harper Building at the Main Campus or the Shope Building at the Graham County Campus
- Pay the Transcript Fee $5.00 per transcript (official or unofficial copies)
  1. Attach check or Money Order payable to Tri-County Community College or
  2. Pay in person at the Business Office: 21 Campus Circle, Murphy, NC 28906
  3. Pay online using the TCCC Payment Portal

ALL steps must be completed to successfully request transcripts. If you have any questions, please contact transcripts@tricountycc.edu.
NOTE: There is no charge for transcripts being sent to another Tri-County Community College office. Students may obtain unofficial transcripts at any time by logging into their student Self-Service account.
If you have any questions, please contact:
Curriculum (College Credit) Transcripts – transcripts@tricountycc.edu
Continuing Education(non-credit) Transcripts – Lisa Hardin at (828) 835-4257 or lhardin@tricountycc.edu
GED/ABS Transcripts – Lee Beal at (828) 835-4208 or lbeal@tricountycc.edu

Visitors and Campus Tours

The College welcomes visitors to campus. All visitors must comply with the College's policies and procedures. Additionally, in the interest of safety, and to minimize disruption to classes and operations, all visitors shall adhere to the following rules:

I. Visitors
A. All visitors to instructional areas must have the instructor's prior approval. Visitors unfamiliar with the campus should report to the College's information center.

B. All visitors to laboratories, shops, or other potentially hazardous areas must be escorted by a College employee.

II. Minor Children
A. Minor children are defined as children under the age of eighteen (18).

B. Students and College employees are encouraged to make child care arrangements to reduce interruption of the educational process and avoid possible injury to a minor. Supervisors are responsible and accountable for ensuring that minor children on campus adhere to College policies and procedures. Should employees require time to resolve their childcare situation, they are required to leave work and use the appropriate leave.

C. Minor children are allowed in offices on the campus for short, occasional visitations, when accompanied by a responsible adult. In addition, instructors have the discretion to make infrequent exceptions regarding the care of minor children due to temporary, unforeseen emergencies. In these cases, minor children must remain in the classroom under their parent/guardian's direct supervision and are not allowed to sit in the hallway or be unsupervised in other locations on campus.

D. Minor children are not allowed on campus when the child has a contagious condition or is too ill to be sent to the regular childcare location or school. Minor children may not enter shops, labs or other hazards areas.

III. Removal from Campus
To ensure a safe and secure campus environment, the President, his/her designees and senior administrators (Vice Presidents) have the authority to dismiss a person from campus. Legal action for trespassing may be taken if the person does not comply.

Weapons on Campus

Students, staff, faculty and visitors are legally prohibited from carrying a weapon onto campus unless a legal exception applies. For purposes of this policy, a "weapon" includes firearms, explosives, BB guns, stun guns, air rifles or pistols, and certain types of knives or other sharp instruments (see N.C.G.S. § 14-269.2).
The prohibition does not apply if the weapon is on campus pursuant to one of the reasons listed in N.C.G.S. § 14-269.2(g). It is the individual's responsibility to know and understand the law prior to bringing any weapon onto campus. Failure to follow the law, regardless of the person's intent, will result in appropriate disciplinary action and a referral to local law enforcement.
It is permissible for an individual to bring a handgun onto campus under the following limited circumstances:

- The firearm is a handgun; AND
- The individual has a valid concealed handgun permit (or is exempt from the law requiring a permit); AND
- The handgun remains in either: a closed compartment or container within the locked vehicle of the permit holder; or a locked container securely affixed to the locked vehicle of the permit holder; AND
- The vehicle is unlocked only when the permit holder is entering or exiting the vehicle; AND
- The handgun remains in the closed compartment or container at all times except for a reasonable amount of time for the person to transfer the handgun from the closed compartment or container to his person or from his person to the closed compartment or container.

Firearms (and other weapons prohibited on campus) may not be stored or transported in College-owned or rented vehicles.

Career and Community Education

Career and Community Education

Tri-County Community College is committed to promoting lifelong learning as an essential component of contemporary adult life by offering courses covering a wide variety of occupational, academic and avocational subjects. It is also a goal of the College to serve area industries, businesses, and public agencies by providing training for existing and new employees.

The development of career and community education classes is based upon the interest shown by the community, the availability of qualified instructors, and the limitations of available equipment, space, and funds. Whenever possible, courses are developed and offered as community needs or interests are expressed. Some classes, which are in constant demand, are offered on a continuing basis, while others are started at the requests of individuals or organizations. Requests and suggestions for additional courses are always welcome.

Admission

In accordance with the "open door" policy of Tri-County Community College, any adult eighteen years of age or older – regardless of race, national origin, color, religion, sex, disability, age, or political affiliation – who is not attending public school is eligible to enroll in Career and Community Education classes. However, pursuant to 1D SBCCC 400.2 in the N.C. State Board of Community College Code, Tri-County Community College may refuse admission to any applicant where there is an articulable, imminent, and significant threat to the applicant or any other individuals. In such cases, the College shall document the following:

- Detailed facts supporting the rationale for denying admission;
- The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
- The conditions upon which the applicant that is refused would be eligible to be admitted.

Out of State Admissions for Programs Resulting in State Licensure or Certification

Students who attend the College from out of state should be aware that the College has not made a determination whether programs or courses which lead to state licensure or certification meet educational requirements outside of North Carolina. Examples of such programs are Basic Law Enforcement Training, Emergency Medical Science, CDL Truck Driver Training, and Nurse Aide classes

Career and Community 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:

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

(A) Minors shall not displace adults.

(B) Minors shall pay the registration fees associated with the course section except for cases where they meet eligibility requirements for a fee waiver.

(C) If the minor is enrolled in high school, the following restrictions apply:

(i) 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.

(ii) Colleges shall not offer Continuing Education course sections that are specifically scheduled for high school students except:

(I) Course sections that are part of an approved Workforce Continuing Education Career and College Promise Pathway (1D SBCCC 300.4 (c)(1)(D)).

(II) Self-supporting course sections.

(D) Workforce Continuing Education Career and College Promise – The purpose of Workforce Continuing Education Career and College Promise Pathways are to offer structured opportunities for qualified high school students, as determined by the high school principal or the high school principal's designee and the college's senior continuing education administrator, the chief student development administrator or the college's chief academic officer, to dually enroll in community college courses that provide pathways that lead to a State or industry-recognized credential. Career and College Promise rules applicable to curriculum programs are provided in 1D SBCCC 400.11.

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

(A) Minors less than 16 years old may enroll in self-supporting safe driving course sections during any reporting term.

(B) 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.

Registration

Early registration is recommended for all Career and Community Education courses. If interested in a particular class, a person should place his/her name on the Class Interest List by accessing the link on the College website (www.tricountycc.edu) or by calling the College. Please note, however, that registration is not secured until all appropriate registration forms are completed and fees are paid.

Students are urged to complete all required registration forms and to make payment of fees prior to the first class meeting. Classes will be filled on a first-come, first-served basis. Registration forms are available online by clicking the "Registration and Policies" link under the "Community and Business" tab at www.tricountycc.edu.

Insufficient enrollment will result in cancellation of the specific class and the registration fee, along with any other applicable fees, will be refunded to the student. For Community Enrichment classes, if the minimum number of students required is not met, total hours of class may be reduced in order to cover total cost of class or the class will be canceled and registration fees refunded.

Fees
Fees for most Career and Community Education classes are set by the North Carolina Legislature and are subject to change at any time. Fees for self-supporting Community Enrichment classes are determined by a formula in which the total costs of the class are divided by the minimum number of required students. Books, supplies, and materials for individual courses vary and are purchased by the student when necessary. In addition to the regular registration fees, some classes may include a technology fee, parking fee, insurance fee, materials fee, meeting fee and/or a lab fee. The College may refund registration fees under the following circumstances:

- If a student officially drops from the class prior to the first class session, the student will receive a 100 percent refund.
- If a class is canceled due to insufficient enrollment, the student will receive a 100 percent refund.
- After a class begins and a student officially withdraws from the class prior to or on the 10 percent point of the scheduled hours, the student will receive a 75 percent refund.

This refund is limited to the registration fee and does not include technology fee, parking fee, accident insurance, liability insurance, textbooks, or supplies.

Students may request a refund in writing, by e-mail, or by completing a Course Withdrawal Form. Course Withdrawal forms, available at the Student Success Center, must be received on or prior to the deadlines listed above before a refund can be initiated.

Career and Community Education Policies
Students must complete all classroom and clinical requirements (when applicable) prior to the end of the course. Certificates are issued in the name of Tri-County Community College.

Attendance
Students are expected to attend class regularly. Instructors are required to maintain attendance records. If there are mandated attendance policies, these will be announced during the first class meeting.

Instructors
Qualified instructors, as determined by the appropriate departmental administrators, will be employed for Career and Community Education classes. Recognized leaders from the community in civic, cultural, educational, industrial, and business fields, as well as persons skilled or knowledgeable in particular areas of interest, are used as instructors.

Class Locations
Because of the organizational flexibility of Career and Community Education courses, a wide variety of classes, lectures, seminars, workshops, and conferences can be offered at practically any location in the Tri-County Community College service area of Cherokee, Clay, and Graham counties. Most classes are scheduled on the main campus located in the Peachtree community of Murphy, the Graham County Center in Robbinsville, or the Cherokee County Center for Applied Technology in Marble. Additionally, classes have been held at local public schools, community centers, churches, industries, businesses, or wherever a suitable meeting place can be arranged. Classes may be organized in any community within our three-county service area whenever a sufficient number of prospective class members indicate an interest.

Certificates
Career and Community Education programs at Tri-County Community College are not a part of the regular academic curriculum. Therefore, the awarding of certificates for non-curriculum study areas is at the option of the Career and Community Education division. When awarded, certificates are presented to those students who have met the attendance requirements of the course and have demonstrated satisfactory progress in the best judgment of the instructor, either by examination or project completion.

Continuing Education Units
Continuing Education Units (CEUs) will be awarded to those persons satisfactorily completing any of the courses listed as offering a specified number of CEUs. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

A permanent record of each person's CEU attainments will be maintained by this institution. Transcripts are available upon written request. Transcript request forms are available online by clicking the "Registration and Policies" link under the "Community and Business" tab at www.tricountycc.edu.

All CEU-accredited courses must follow academic guidelines established by Tri-County Community College. Some Career & Community Education courses are not accredited for CEU recognition. Examples of approved course areas include: Nursing Assistant, EMT, First Aid, Computer, and all other occupational courses.

Community Enrichment Courses
This program consists of avocational, practical skills, and academic courses. Avocational courses focus on an individual's personal or leisure needs rather than his occupation, profession, or employment. Practical skills courses consist of single courses designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation but

may supplement income or may reasonably lead to employment. Academic courses consist of single courses designed to serve the academic educational needs of adult citizens, including courses in humanities, mathematics and science, and social science.

Ed2Go Online Classes
Ed2Go online classes allow students to update their job skills, discover a new talent, or create a career path at their own pace and from the comfort of home. Each course has a qualified instructor, discussions with fellow students, and plenty of practical information. The classes are six weeks in length and lessons are delivered twice a week. All courses are non-credit. Complete course listings are available online by clicking the "Ed2Go Online Classes" link under the "Community and Business" tab at www.tricountycc.edu.

Health and Public Safety
Tri-County Community College is committed to strengthening the community; therefore, the College provides critical training for health and public safety professionals in nurse assistant, fire, rescue, emergency medical service (EMS), emergency management, and law enforcement. It also serves as a certified provider of a four-hour, National Safety Council-approved class in defensive driving.

Certified Nursing Assistant
The Certified Nursing Assistant program prepares students for certification as a Nurse Aide in North Carolina. Classes are offered to meet a range of schedules and include classes in Nurse Aide I, Nurse Aide II, Medication Aide, Geriatric Aide, and Personal Home Care Aide.

Fire and Rescue Training
Tri-County Community College trains fire and rescue personnel throughout Cherokee, Clay and Graham counties. Classes are held on campus and at individual fire departments and rescue squads. Training held in local fire departments allows personnel to learn the equipment they will actually use in controlling fires. The College also has a Fire Training Center, which is a live burn training facility where instructors conduct fire and smoke exercises and simulate rescue operations. Registration fees are waived for any person who is a member in good standing of a North Carolina fire department, rescue squad, EMS, or emergency services agency that enrolls in a public safety training course designed to meet the training needs of their department. Classes offered can lead to Firefighter certification and/or Technical Rescuer certification by the North Carolina Office of State Fire Marshal (NCOSFM).

Emergency Medical Sciences
Tri-County Community College's Emergency Medical Science program offers certification and re-certification programs through the North Carolina Office of Emergency Medical Services (NCOEMS). Programs offered include Medical Responder, EMT-Basic, EMT-Intermediate, EMT-Paramedic, Anatomy and Physiology for Emergency Care, as well as Continuing Education credits and National Registry Refreshers. Classes are also offered in CPR/First Aid, CPR-Healthcare Provider, ACLS, PALS, PEPP, PHTLS and more. The TCCC EMT-Paramedic program is now accredited by the Accreditation of Allied Health Education Programs, which qualifies graduates to test for National Registry.

Law Enforcement/Detention/Telecommunications Training
Tri-County Community College offers training for law enforcement, detention, and telecommunication officers. In-service training classes for all three areas follow requirements set forth by the North Carolina Criminal Justice Education and Training Standards Commission. Topics include Career Survival, Domestic Violence, Legal Update, Firearms, and more. The Detention Officer Certification Course (DOCC) and the Telecommunicator Certification Course (TCC) certifies students who successfully complete the course as a detention or telecommunications officer under North Carolina Sheriff's Standards. Some classes are also offered online.

The College also offers the North Carolina Basic Law Enforcement Training (BLET) course, which is a state accredited program designed to prepare entry level individuals with the cognitive and physical skills to become certified police officers and deputy sheriffs.

Defensive Driving
Tri-County Community College is the certified National Safety Council Public Sub-Agency serving Cherokee, Clay, and Graham counties for the Safety and Health Council of North Carolina. The core defensive driving class offered by TCCC is the DDC-4, a four-hour National Safety Council-approved class. The DDC-4 focuses upon attitudes and actions vital to driving safely and defensively, as well as avoiding collisions and traffic citations. In cooperation with the District Attorney of the 30th Judicial District, successful completion of this class may prevent assessment of insurance points or insurance premium surcharges on your insurance policy and/or points on your North Carolina driver's license. To receive the benefit of this program, you must complete the four-hour Defensive Driving Course at least five working days before your final court date.

Students must pre-register and pre-pay since walk-ins will not be accepted for any reason. Registration should be in person at the college at least two days before the class begins and the fee can be paid only with cash, money orders or certified bank checks. This is a self-supporting class so there are no fee exemptions.

The National Safety Council is very strict that latecomers not be admitted into class, regardless of the reason, so any pre-paid student who arrives late will not only miss the class, but also forfeit their registration fees.

Economic and Workforce Development
Tri-County Community College is dedicated to enhancing the economic development of our area through training a better workforce, developing new businesses, supporting existing businesses, and more. The College's Economic and Workforce Development efforts are centered at the Cherokee County Center for Applied Technology in Marble. The Center houses workshop, classroom and office space and is the site of a wide range of training and degree programs focused on workforce and economic development.

Occupational Training
The Occupational Training program consists of courses designed for the specific purposes of training an individual for employment, upgrading skills of persons presently employed, and retraining others for new employment in occupational fields. Courses include training in computers, machining, construction, health care, and other fields.

Real Estate Licensing
The Real Estate Licensing program prepares students to become Real Estate professionals and provides required continuing education courses. Tri-County Community College is authorized by the North Carolina Real Estate Commission to offer real estate pre-licensing and post-licensing courses including the 90-hour Real Estate Provisional Broker course; 30-hour classes on Contracts and Closings, Special Topics, and Relationships and Responsibilities; Update and Elective classes; and BICAR classes.

Teacher Training
Tri-County Community College offers training for public school teachers, including Effective Teacher Training, recommended for substitute teachers, teacher assistants, and prospective new teachers, as well as continuing education courses for experienced teachers.

Human Resources Development (HRD)
This unique program provides employability skills training for unemployed and underemployed adults. The framework addresses one or all of the following core components:

1. Assessment of an individual's assets and limitations.
2. Development of a positive self-concept.
3. Development of employability skills.
4. Development of communication skills.
5. Development of problem-solving skills.
6. Awareness of the impact of information technology in the workplace job skills assessment, employment training, and career development courses.

These classes provide the knowledge and skills necessary for keeping or advancing in your job and are offered regularly by the College. In addition, all registration fees are waived for qualified students.

Customized Training
Tri-County Community College provides education and training opportunities for eligible businesses and industries through the Customized Training Program (CTP). This program offers training services to assist new and existing business and industry to remain productive, profitable, and within the State.

The program was developed in recognition of the fact that one of the most important factors for a business or industry considering locating, expanding, or remaining in North Carolina is the ability of the state to ensure the presence of a well-trained workforce. It is designed to react quickly to the needs of businesses.

Resources may support training assessment, instructional design, instructional costs, and training delivery for personnel involved in the direct production of goods and services. Production and technology support positions are also eligible for training support.

All customized training programs are based on job creation, productivity enhancement, or new technology.

Small Business Center
The Tri-County Community College (TCCC) Small Business Center (SBC), one of 58 Small Business Centers throughout North Carolina, supports the development of new businesses and the growth of existing businesses by being a community-based provider of training, counseling, and resource information. Confidential counseling services and access to resource libraries are free of charge. The TCCC Small Business Center is located at the Cherokee County Center for Applied Technology in Marble and provides:

Business Seminars and Workshops - The Small Business Center offers a wide variety of free seminars and workshops to help small businesses be successful. The offerings range from one-hour introductory seminars to several-day workshops. Topics constantly change in response to business needs.
Confidential Business Counseling - The Small Business Centers provide local, confidential, experienced counselors as advisors for new and existing businesses. Available on an as needed basis, this local confidential service acts as a sounding board for new ideas and or concerns one may have about a business. Our professional staff will help clients find solutions to challenging business questions. No question is too simple or complicated. There is no charge for this service.
Resources - A variety of reference and resource materials developed by the Small Business Center is available at no charge. Clients may refer to books, pamphlets, videos, and magazines to help research topics from demographics to export regulations. They may also use TCCC's on-site computers to develop business plans. The Small Business Center has a library of professional resources waiting to be tapped. Printed materials including books, pamphlets, magazines, and trade journals, as well as a wide variety of tapes, videos, DVDs , and CD-ROMs are available. The Center offers business-related software and free high-speed Internet access.
Business Alliance - In addition to providing training, counseling, and other resources, if needed the Small Business Center will put clients in touch with vital local business and community leaders. Contact information can be provided for local and state government agencies that will enable clients to grow their businesses. Local community organizations can offer professional networking opportunities and important business to business information. As a member of the North Carolina Business Alliance, the TCCC SBC will connect clients with other member agencies across the state.

Public Access Computers
Tri-County Community College operates several public computer access sites including numerous locations on the TCCC Main Campus in Murphy (828) 837-6810, the TCCC Graham County Center in Robbinsville (828) 479-9256, and the Cherokee Center for Applied Technology in Marble (828) 835-9564.

General Catalog

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AAS - ACCOUNTING AND FINANCE

(A25800) The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary foremployment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations. Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. 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 and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
ACC	120	Principles of Financial Accounting	3	2	4
ACA	111	College Student Success	1	0	1
CIS	111	Basic PC Literacy OR	1	2	2
CIS	110	Introduction to Computers	2	2	3
MAT	143	Quantitative Literacy OR	2	2	3
MAT	152	Statistical Methods I	3	2	4
				Total	**16/18**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ACC	121	Principles of Managerial Accounting	3	2	4
ACC	122	Principles of Financial Accounting II	3	0	3
ACC	180	Practices in Bookkeeping	3	0	3
BUS	121	Business Math	2	2	3
ENG	114	Professional Research & Reporting	3	0	3
ACC	149	Introduction to Accounting Spreadsheet	1	3	2
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ACC	129	Individual Income Taxes	2	2	3
ACC	220	Intermediate Accounting I	3	2	4
BUS	115	Business Law I	3	0	3
BUS	125	Personal Finance	3	0	3
Choose One:					
ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
				Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
ACC	130	Business Income Taxes	2	2	3
ACC	221	Intermediate Accounting II	3	2	4
ACC	225	Cost Accounting	3	0	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
Business Technologies Elective: BUS, CJC, ECO or OST			3	0	3
				Total	**19**

TOTAL HOURS **69/71**

*Please see the section titled "General Education Requirements for A.A.S programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - ACCOUNTING AND FINANCE

(D25800)

			Lecture	Lab	Credit
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
ACC	120	Principles of Financial Accounting	3	2	4
ACA	111	College Student Success	1	0	1
CIS	111	Basic PC Literacy OR	1	2	2
CIS	110	Introduction to Computers	2	2	3
MAT	143	Quantitative Literacy OR	2	2	3
MAT	152	Statistical Methods I	3	2	4
ACC	121	Principles of Managerial Accounting	3	2	4
BUS	121	Business Math	2	2	3
ACC	149	Introduction to Accounting Spreadsheet	1	3	2
ACC	129	Individual Income Taxes	2	2	3
ACC	180	Practices in Bookkeeping	3	0	3
BUS	115	Business Law I	3	0	3
BUS	125	Personal Finance	3	0	3
ACC	130	Business Income Taxes	2	2	3
Choose One:					
ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
				Total	**43/45**

CERTIFICATE - ACCOUNTING AND FINANCE

(C25800)

			Lecture	Lab	Credit
ACC	120	Principles of Financial Accounting	3	2	4
ACC	121	Principles of Managerial Accounting	3	2	4
BUS	125	Personal Finance	3	0	3
CIS	110	Introduction to Computers	2	2	3
				Total	**14**

CERTIFICATE - ACCOUNTING AND FINANCE INCOME TAX PREPARER

(C25800TP)

			Lecture	Lab	Credit
ACC	120	Principles of Financial Accounting	3	2	4
ACC	129	Individual Income Taxes	2	2	3
ACC	130	Business Income Taxes	2	2	3
CIS	110	Introduction to Computers	2	2	3
				Total	**13**

CERTIFICATE - ACCOUNTING AND FINANCE PAYROLL ACCOUNTING CLERK

(C25800PA)

			Lecture	Lab	Credit
ACC	120	Principles of Financial Accounting	3	2	4
ACC	149	Introduction to Accounting Spreadsheets	1	3	2
ACC	180	Practices in Bookkeeping	3	0	3
CIS	110	Introduction to Computers	2	2	3
				Total	**12**

AAS - AIR CONDITIONING, HEATING & REFRIGERATION TECHNOLOGY

(A35100) The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
AHR	110	Introduction to Refrigeration	2	6	5
ELC	112	DC/AC Electricity	2	6	5
ELC	117	Motors and Controls	2	6	4
				Total	**18**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
MAT	110	Math Measurement & Literacy	2	2	3
ELC	113	Residential Wiring	2	6	4
AHR	112	Heating Technology	2	4	4
AHR	113	Comfort Cooling	2	4	4
AHR	130	HVAC Controls	2	2	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ENG	114	Professional Research & Reporting	3	0	3
AHR	114	Heat Pump Technology	2	4	4
AHR	115	Refrigeration Systems	1	3	2
AHR	125	HVACR Electronics	2	2	3
AHR	133	HVAC Servicing	2	6	4
				Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
AHR	211	Residential System Design	2	2	3
AHR	212	Advanced Comfort Systems	2	6	4
AHR	213	HVACR Building Code	1	2	2
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**15**

TOTAL HOURS **67**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - AIR CONDITIONING, HEATING & REFRIGERATION TECHNOLOGY

(D35100)

			Lecture	Lab	Credit
ENG	111	Writing & Inquiry	3	0	3
AHR	110	Introduction to Refrigeration	2	6	5
ELC	112	DC/AC Electricity	2	6	5
ELC	117	Motors and Controls	2	6	4
MAT	110	Math Measurement & Literacy	2	2	3
ELC	113	Residential Wiring	2	6	4
AHR	112	Heating Technology	2	4	4
AHR	113	Comfort Cooling	2	4	4
AHR	130	HVAC Controls	2	2	3
AHR	115	Refrigeration Systems	1	3	2
				Total	**37**

CERTIFICATE - AIR CONDITIONING, HEATING & REFRIGERATION TECHNOLOGY

(C35100)

			Lecture	Lab	Credit
AHR	110	Introduction to Refrigeration	2	6	5
AHR	112	Heating Technology	2	4	4
AHR	113	Comfort Cooling	2	4	4
ELC	112	DC/AC Electricity	2	6	5
				Total	**18**

AGE - ASSOCIATE IN GENERAL EDUCATION

(A10300) 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. All courses in the program are college-level courses. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer.

Students interested in the Associate in General Education must work out a program of study with a campus advisor, which also must be approved by the Registrar no later than the end of the student's first semester at the College.

Students may be required to take one or more student support courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

That program of study must include at least 16 hours of general education core classes:

General Education Core (16 hours)

Composition (6 hours)
ENG 111 Writing & Inquiry
ENG 112 Writing/Research in the Disciplines OR
ENG 114 Professional Research and Reporting
*Humanities Gen Ed Requirement (3 hours)
*Social Science Gen Ed Requirement (3 hours)
Science/Math (4 hours)
Select one "General Education Core" course from:
MAT (143 or higher), AST, BIO, CHM, or PHY

The remaining 49 hrs must be chosen from any Comprehensive Articulation Agreement course.

NOTE: "C" or better required for every course.

TOTAL HOURS 65

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AGE - ASSOCIATE IN GENERAL EDUCATION NURSING

(A1030N) The Associate in General Education (AGE)-Nursing is designed for students who wish to begin their study toward the associate in Nursing degree and a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses. A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the AGE-Nursing courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

English Composition (6 hours)
- ENG 111 Writing and Inquiry
- ENG 112 Writing/Research in the Disciplines OR
- ENG 114 Professional Research & Reporting

Humanities (6 hours) – Choose two of the following:
- ART 111 Art Appreciation
- ART 114 Art History Survey I
- ART 115 Art History Survey II
- MUS 110 Music Appreciation
- PHI 215 Philosophical Issues
- PHI 240 Introduction to Ethics
- HUM 115 Critical Thinking

Literature (3 hours) – Choose one of the following:
- ENG 231 American Literature I
- ENG 232 American Literature II

Social/Behavioral Sciences (9 hours)
- PSY 150 General Psychology
- PSY 241 Developmental Psychology
- SOC 210 Introduction to Sociology

Social/Behavioral Sciences (3 hours) – Choose one of the following:
- SOC 213 Sociology of the Family
- SOC 220 Social Problems
- SOC 225 Social Diversity
- SOC 230 Race and Ethnic Relations
- SOC 240 Social Psychology

History (3 hours) – Choose one of the following:
- HIS 111 World Civilizations I
- HIS 112 World Civilizations II
- HIS 131 American History I
- HIS 132 American History II

Natural Sciences (14 hours)
- BIO 168 Anatomy and Physiology I
- BIO 169 Anatomy and Physiology II
- BIO 175 General Microbiology
- CHM 151 General Chemistry I

Math (7-8 hours)
- MAT 152 Statistical Methods I
- MAT 143 Quantitative Literacy OR
- MAT 171 Precalculus Algebra

Other Required Hours (8 hours)
- ACA 122 College Transfer Success
- CHM 152 General Chemistry II
- COM 231 Public Speaking

TOTAL HOURS 60

AAS - AUTOMOTIVE SYSTEMS TECHNOLOGY

(A60160) 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 course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains. Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Automotive Service Excellence Certification will not accept any hours that are over five years old. Therefore, it is the decision of the automotive department not to accept any curriculum credits for automotive classes that are over five years old.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
MAT	110	Math Measurement & Literacy	2	2	3
TRN	110	Introduction to Transport Technology	1	2	2
TRN	120	Basic Transport Electricity	4	3	5
AUT	116	Engine Repair	2	3	3
LDD	112	Intro Light-Duty Diesel	2	2	3
				Total	**17**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
AUT	141	Suspension and Steering Systems	2	3	3
AUT	151	Brake Systems	2	3	3
LDD	181	Ldd Fuel Systems	2	6	4
*Humanities Gen Ed Requirement			3	0	3
				Total	**16**

Summer Semester 1			**Lecture**	**Lab**	**Credit**
TRN	140	Transport Climate Control	1	2	2
ATT	115	Green Transportation Safety and Service	1	2	2
ATT	140	Emerging Transportation Technology	2	3	3
				Total	**7**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ENG	114	Professional Research & Reporting	3	0	3
AUT	163	Advanced Auto Electricity	2	3	3
AUT	181	Engine Performance I	2	3	3
ATT	125	Hybrid-Electric Transportation	2	4	4
HET	125	Preventive Maintenance	1	3	2
				Total	**15**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
AUT	231	Manual Trans/Axles/Drtrains	2	3	3
AUT	221	Auto Transm/Transaxles	2	3	3
AUT	281	Advance Engine Performance	2	2	3
HET	134	Diesel Fuel & Power Systems	2	3	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**15**

TOTAL HOURS **70**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - AUTOMOTIVE SYSTEMS TECHNOLOGY

(D60160)

Fall Semester 1			**Lecture**	**Lab**	**Credit**
MAT	110	Math Measurement & Literacy	2	2	3
TRN	110	Introduction to Transport Technology	1	2	2
TRN	120	Basic Transport Electricity	4	3	5
AUT	116	Engine Repair	2	3	3
LDD	112	Intro Light-Duty Diesel	2	2	3
				Total	**16**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
AUT	141	Suspension and Steering Systems	2	3	3
AUT	151	Brake Systems	2	3	3
LDD	181	Ldd Fuel Systems	2	6	4
				Total	**13**

Summer Semester 1			**Lecture**	**Lab**	**Credit**
TRN	140	Transport Climate Control	1	2	2
ATT	115	Green Transportation Safety and Service	1	2	2
ATT	140	Emerging Transportation Technology	2	3	3
				Total	**7**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
AUT	163	Advanced Auto Electricity	2	3	3
AUT	181	Engine Performance I	2	3	3
ATT	125	Hybrid-Electric Transportation	2	4	4
HET	125	Preventive Maintenance	1	3	2
				Total	**12**

TOTAL HOURS **48**

AAS - BUILDING CONSTRUCTION TECHNOLOGY

(A35140) These curriculums are designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

Building Construction Technology is a program that prepares individuals to apply technical knowledge and skills to residential and commercial building construction and remodeling. Includes instruction in construction equipment and safety; site preparation and layout; construction estimating; print reading; building codes; framing; masonry; heating, ventilation, and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing.

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.

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.

General Education Requirements			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
MAT	110	Math Measurement & Literacy	2	2	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**15**

Major Requirements			**Lecture**	**Lab**	**Credit**
CST	111	Construction I	3	3	4
CST	112	Construction II	3	3	4
CST	221	Statics/Structures	3	3	4
ARC	112	Constr Matls & Methods	3	2	4
BPR	130	Print Reading - Construction	3	0	3
CMT	120	Codes and Inspections	3	0	3
CST	241	Planning/Estimating I	2	2	3
SST	140	Green Building & Design Concepts	3	0	3
				Total	**28**

Other Major Requirements			**Lecture**	**Lab**	**Credit**
ALT	120	Renewable Energy Technology	2	2	3
BUS	110	Introduction to Buisness	3	0	3
CST	113	Construction III	3	3	4
ELC	113	Residential Wiring	2	6	4
MAS	140	Introduction to Masonry	1	2	2
PLU	111	Introduction to Basic Plumbing	1	3	2
AHR	110	Introduction to Refrigeration	2	6	5
ISC	115	Construction Safety	2	2	2
				Total	**25**

Other Requirements			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
				Total	**1**

TOTAL HOURS **69**

AAS - BUSINESS ADMINISTRATION
GENERAL BUSINESS ADMINISTRATION

(A25120BA) 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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
BUS	137	Principles of Management	3	0	3
ACC	129	Individual Income Taxes	2	2	3
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
				Total	**18/19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing & Research in the Disc	3	0	3
MAT	143	Quantitative Literacy	2	2	3
OST	136	Word Processing	2	2	3
BUS	153	Human Resource Management	3	0	3
BUS	121	Business Math	2	2	3
CTS	130	Spreadsheet OR	2	2	3
ACC	149	Introduction to Accounting Spreadsheets	1	3	2
				Total	**17/18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ACC	120	Principles of Financial Accounting	3	2	4
BUS	115	Business Law I	3	0	3
BUS	139	Entrepreneurship I	3	0	3
DBA	110	Database Concepts	2	3	3
MKT	120	Principles of Marketing	3	0	3
Choose One:					
ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
				Total	**19**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
ACC	121	Principles of Managerial Accounting	3	2	4
BUS	260	Business Communications	3	0	3
OST	286	Professional Development	3	0	3
BUS	116	Business Law II	3	0	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**19**

TOTAL HOURS **73/75**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - BUSINESS ADMINISTRATION
GENERAL BUSINESS ADMINISTRATION

(D25120BA)

			Lecture	Lab	Credit
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
BUS	137	Principles of Management	3	0	3
ACC	129	Individual Income Taxes	2	2	3
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
ENG	112	Writing & Research in the Disciplines	3	0	3
MAT	143	Quantitative Literacy	2	2	3
OST	136	Word Processing	2	2	3
BUS	121	Business Math	2	2	3
ACC	120	Principles of Financial Accounting	3	2	4
BUS	115	Business Law I	3	0	3
MKT	120	Principles of Marketing	3	0	3
BUS	260	Business Communications	3	0	3
Choose One:					
ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
				Total	**46/47**

AAS - BUSINESS ADMINISTRATION
HUMAN RESOURCE MANAGEMENT

(A25120HR) Human Resources Management is a concentration under the curriculum title of Business Administration. The curriculum is designed to meet the demands of business and service agencies. The objective is the development of generalists and specialists in the administration, training, and management of human resources.

Course work includes studies in management, interviewing, placement, needs assessment, planning, compensation and benefits, and training techniques. Also included are topics such as people skills, learning approaches, skills building, and development of instructional and training materials.

Graduates from this program will have a sound business educational base for life-long learning. Students will be prepared for employment opportunities in personnel, training, and other human resources development areas.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
BUS	137	Principles of Management	3	0	3
ACC	120	Principles of Financial Accounting	3	2	4
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
				Total	**19/20**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing & Research in the Disc	3	0	3
MAT	143	Quantitative Literacy	2	2	3
OST	136	Word Processing	2	2	3
ACC	121	Principles of Managerial Accounting	3	2	4
CTS	130	Spreadsheet OR	2	2	3
ACC	149	Introduction to Accounting Spreadsheets	1	3	2
BUS	217	Employment Law and Regs	3	0	3
				Total	**18/19**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
BUS	115	Business Law I	3	0	3
MKT	120	Principles of Marketing	3	0	3
BUS	258	Compensation and Benefits	3	0	3
BUS	234	Training and Development	3	0	3
BUS	256	Recruit, Selection & Personnel Plan	3	0	3
ACC	140	Payroll Accounting	1	3	2
				Total	**17**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
BUS	260	Business Communications	3	0	3
BUS	259	HRM Applications	3	0	3
OST	286	Professional Development	3	0	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
Choose One:					
ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
				Total	**18**

TOTAL HOURS **72/74**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

CERTIFICATE - BUSINESS ADMINISTRATION HUMAN RESOURCE MANAGEMENT

(C25120HR)

			Lecture	Lab	Credit
BUS	234	Training and Development	3	0	3
BUS	217	Employment Law and Regulations	3	0	3
BUS	256	Recruit, Selection & Personnel Plan	3	0	3
BUS	258	Compensation and Benefits	3	0	3
BUS	259	HRM Applications	3	0	3
				Total	**15**

AAS - BUSINESS ADMINISTRATION
MARKETING AND RETAILING

(A25120MR) Marketing and Retailing is a concentration under the curriculum title of Business Administration. This curriculum is designed to provide students with fundamental skills in marketing and retailing.

Course work includes marketing, retailing, merchandising, selling, advertising, computer technology, and management.

Graduates should qualify for marketing positions within manufacturing, retailing, and service organizations. Graduates from this program will have a sound business educational base for life-long learning. Students will be prepared for employment opportunities in personnel, training, and other human resources development areas.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
BUS	137	Principles of Management	3	0	3
MKT	120	Principles of Marketing	3	0	3
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
				Total	**18/19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing & Research in the Disc	3	0	3
MAT	143	Quantitative Literacy	2	2	3
OST	136	Word Processing	2	2	3
MKT	225	Marketing Research	3	0	3
BUS	121	Business Math	2	2	3
MKT	223	Customer Service	3	0	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ACC	120	Principles of Financial Accounting	3	2	4
BUS	115	Business Law I	3	0	3
MKT	220	Advertising & Sales Promotion	3	0	3
DBA	110	Database Concepts	2	3	3
CTS	130	Spreadsheet OR	2	2	3
ACC	149	Introduction to Accounting Spreadsheets	1	3	2
Choose One:					
ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
				Total	**18/19**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
MKT	232	Social Media Marketing	3	2	4
BUS	260	Business Communications	3	0	3
MKT	227	Marketing Applications	3	0	3
OST	286	Professional Development	3	0	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**19**

TOTAL HOURS **73/75**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

CERTIFICATE - BUSINESS ADMINISTRATION MARKETING AND RETAILING

(C25120MR)

			Lecture	Lab	Credit
MKT	120	Principles of Marketing	3	0	3
MKT	220	Advertising & Sales Promotion	3	0	3
MKT	225	Marketing Research	3	0	3
MKT	232	Social Media Marketing	3	2	4
MKT	223	Customer Service	3	0	3
				Total	**16**

AAS - BUSINESS ADMINISTRATION
OPERATIONS MANAGEMENT

(A251200M) Operations Management is a concentration under the curriculum title of Business Administration. The curriculum is designed to provide students with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy, with a focus on operations and quality control in the manufacturing and warehousing industries. Emphasis is placed on preparing students for a management career in a manufacturing environment.

Upon completion of concentration coursework, students should be able to apply concepts of operations project planning and management, select appropriate practices in the management of projects and operations, and apply accepted quality assurance and control and lean initiatives.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
BUS	137	Principles of Management	3	0	3
MKT	120	Principles of Marketing	3	0	3
ACC	120	Principles of Financial Accounting	3	2	4
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
				Total	**19/20**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
BUS	153	Human Resource Management	3	0	3
MAT	143	Quantitative Literacy	2	2	3
ISC	121	Envir Health & Safety	3	0	3
ISC	210	Operation and Food Planning	3	0	3
ENG	112	Writing & Research in the Disc OR	3	0	3
ENG	114	Professional Research and Reporting	3	0	3
CTS	130	Spreadsheet OR	2	2	3
ACC	149	Introduction to Accounting Spreadsheets	1	3	2
				Total	**17/18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ECO	251	Principles of Microeconomics	3	0	3
BUS	115	Business Law I	3	0	3
DBA	110	Database Concepts	2	3	3
BUS	234	Training and Development	3	0	3
OMT	112	Materials Management	3	0	3
ISC	130	Intro to Quality Control	3	0	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
BUS	217	Employment Law and Regs	3	0	3
BUS	253	Leadership and Mangement Skills	3	0	3
BUS	240	Business Ethics	3	0	3
BUS	260	Business Communications	3	0	3
OMT	260	Issues in Operations Management	3	0	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**21**

TOTAL HOURS 75/77

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - BUSINESS ADMINISTRATION
PUBLIC ADMINISTRATION

(A25120PA) Public Administration is a concentration under the curriculum title of Business Administration. The curriculum is focused on preparing students for a career in government and public service organizations.

Coursework includes public finance and budgeting, public policy analysis, ethics in government, and grant writing.

Upon completion, graduates should qualify for careers in the public sector and non-profit organizations.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
BUS	110	Introduction to Business	3	0	3
BUS	137	Principles of Management	3	0	3
MKT	120	Principles of Marketing	3	0	3
PAD	151	Introduction to Public Administration	3	0	3
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
				Total	**18/19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	114	Professional Research and Reporting	3	0	3
BUS	153	Human Resource Management	3	0	3
MAT	143	Quantitative Literacy	2	2	3
PAD	252	Public Policy Analysis	3	0	3
MKT	223	Customer Service	3	0	3
CTS	130	Spreadsheet OR	2	2	3
ACC	149	Introduction to Accounting Spreadsheets	1	3	2
				Total	**17/18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ACC	120	Principles of Financial Accounting	3	2	4
BUS	115	Business Law I	3	0	3
DBA	110	Database Concepts	2	3	3
PAD	152	Ethics in Government	3	0	3
PAD	254	Grant Writing	3	0	3
OST	136	Word Processing	3	0	3
				Total	**19**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
ECO	252	Principles of Macroeconomics	3	0	3
PAD	251	Public Finance & Budgeting	3	0	3
BUS	260	Business Communications	3	0	3
BUS	217	Employment Law and Regs	3	0	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**18**

TOTAL HOURS **72/74**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

COLLEGE TRANSFER

In 2014, the North Carolina Community College System (NCCCS) and the North Carolina University System (UNC) completed a new Comprehensive Articulation Agreement (CAA) that provides a number of options and opportunities for students interested in completing coursework at Tri-County Community College to transfer to a public university. This CAA is founded on four principles:

• Universities have agreed to a list of Universal General Education Transfer Courses that are guaranteed to transfer for general education equivalency credit to each of the 16 constituent institutions.

• Universities will publish four-year degree plans and crosswalk lower division courses with the NC Community College System Combined Course Library to provide pathways leading to completion of the associates degree, admission to the major, and completion of the baccalaureate degree.

• NC Community College System college transfer students will select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major and elective courses will be selected based on a student's intended major and transfer institution.

• Completion of the A.A. or A.S. college transfer degree guarantees completion of undergraduate general education and pre-major courses and transfer of 60 semester hours of college credit, if the student is admitted into the transfer institution and major.

COLLEGE TRANSFER DEGREE OPTIONS

The degree options for transfer are listed below, along with their associated articulation agreements.

Degree	Degree Title	Associated Articulation Agreement	Designed For...
Associate in Arts (A.A.)	Comprehensive Articulation Agreement	Students who want to pursue four-year degrees in areas of study that require a strong across-the-board academic background.	Students who wish to pursue a four-year degree in areas such as English, history, education, psychology, the social sciences, or professional programs requiring a strong across-the-board academic background.
Associate in Science (A.S.)	Comprehensive Articulation Agreement	Students who want to pursue four-year degrees in areas of study such as mathematics, the sciences, computer science, engineering, or professional programs that require a strong mathematics and science background.	Students who wish to pursue an engineering degree in a NC public university's Bachelor of Science in Engineering program.
Associate in Fine Arts (A.F.A.)	Uniform Articulation Agreement for the Associate of Fine Arts in Visual Arts	Students who wish to transfer into a Bachelor of Fine Arts (B.F.A.) program in a visual arts-related program at a university.	
Associate in Engineering (A.E.)	Uniform Articulation Agreement for the Associate in Engineering	Students who wish to transfer to a Bachelor of Engineering program at a university.	
Associate in Arts in Teacher Preparation (A.A.T.P.)	Uniform Articulation Agreement in Teacher Preparation	Students who wish to obtain a four-year degree in education to teach in the public schools in fields that require a strong across-the-board academic background.	
Associate in Science in Teacher Preparation (A.S.T.P.)	Uniform Articulation Agreement in Teacher Preparation	Students who wish to obtain a four-year degree in education to teach math and/or science in the public schools.	

More information about transfer articulation agreements can be found on the North Carolina Community College System's website at https://www.nccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements.

Students who elect to pursue the A.A. or A.S. degree must complete all course requirements as outlined in the General Catalog and Student Handbook. Upon completion of the A.A. or A.S. degree, students are guaranteed acceptance at a senior UNC institution under the following conditions:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from a North Carolina community college with an Associate in Arts or Associate in Science degree.
- Students must meet all requirements of the CAA.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all CAA courses.
- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

If these conditions are met, students are not required to take more general education classes after transfer unless these courses are necessary to pursue their chosen major or those courses are considered specific graduation requirements at the university.

Associate in Engineering Degree

The A.E. to B.S.E. Uniform Articulation Agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College A.E. programs and apply to B.S.E. programs at constituent institutions of The University of North Carolina. Please note that the completion of the A.E. degree does not guarantee admission into a NC university engineering program.

To be eligible for transfer of credits under the A.E. to B.S.E. Uniform Articulation Agreement, students must meet these criteria:

- Students must have earned an A.E. degree from an approved community college.
- Students must have a GPA of at least 2.5 and a grade of C or better in all A.E. courses.
- Students should follow the prescribed A.E. course list.

The A.E. to B.S.E. Uniform Articulation Agreement includes these benefits for students who successfully complete the A.E. under the above criteria:

- Students will complete a common list of courses that meet the entrance requirements at all B.S.E. programs at the constituent institutions of The University of North Carolina. (However, because engineering program admissions are competitive, no student is guaranteed admission to an engineering program.)
- All courses in the Universal General Education Transfer Component will transfer with course equivalency to fulfill General Education requirements for the B.S.E.
- Students will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

Associate in Fine Arts

The AFAVA to BFA AA establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AFA in Visual Arts programs and apply to BFA [visual arts] programs at constituent institutions of The University of North Carolina. The AFAVA to BFA AA does not address admission to a specific institution or BFA program within an institution.

1. Eligibility

To be eligible for the transfer of credits under the AFAVA to BFA AA, an applicant must enter a community college AFA in Visual Arts program on or after the effective date of this agreement and must earn an AFA in Visual Arts degree in a North Carolina Community College with a GPA of at least 2.0 and a grade of C or better in all transfer courses.

In order to use the AFAVA to BFA AA effectively, students should follow the prescribed AFA in Visual Arts course list (see page 104).

2. Procedures governing transfer of Associate in Fine Arts in Visual Arts into Bachelor of Fine Arts

a. The AFAVA to BFA AA enables students who have graduated from North Carolina community college AFA in Visual Arts programs to complete a common list of courses that meet the entrance requirements at all of the BFA in visual arts programs at the constituent institutions of The University of North Carolina. However, because visual arts program admissions are competitive, no student is guaranteed admission to a visual arts program. In addition to meeting entrance requirements transfer students may also be required to submit a portfolio of their creative work, depending on the portfolio requirements for each institution.

b. A student who completes an AFA in Visual Arts with a GPA of at least 2.0 and a grade of C or better in the AFAVA to BFA AA courses listed in Appendix E will have fulfilled the BFA program entry requirements, and all courses in the Universal General Education Transfer Component will transfer with course equivalency to fulfill General Education requirements for the BFA.

c. These students will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

3. Certification of the Associate of Fine Arts in Visual Arts degree completion

Certification of completion of the Associate of Fine Arts in Visual Arts degree in is the responsibility of the community college at which the courses were completed. Transcript identification of the Universal General Education Transfer Component Courses is also the responsibility of the community college at which the courses were completed.

4. Transfer of Courses not originated at North Carolina community colleges

Transfer courses that do not originate in a North Carolina Community College or UNC institution may be used under the AFAVA to BFA AA with the following stipulations:

a. Courses must be completed at a regionally accredited institution of higher education;

b. Courses must meet general education requirements; and

c. Courses may total no more than 14 hours of general education course credit.

d. If the courses are used to complete the AFAVA degree, the courses will transfer as a part of the degree.

5. Transfer of Advanced Placement (AP) course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed AFAVA degree under the AFAVA to BFA AA.

Associate in Arts in Teacher Preparation / Associate in Science in Teacher Preparation

The Uniform Articulation Agreement in Teacher Preparation is currently pending approval. Updates will be posted at https://www.nccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements.

COLLEGE TRANSFER NON-DEGREE OPTIONS

Universal Course-by-Course Transfer

The transcripts of students who transfer before completing the A.A./A.S./A.E./A.F.A. degree will be evaluated on a course-by-course basis by the receiving universities. The courses that provide the core of Tri-County Community College's College Transfer programs are considered Universal General Education Transfer Courses (UGETC) courses and are designated as such in the programs of study below. Provided a student earns a "C" or better in these courses, these UGETC courses will transfer as specific general education requirements at the university. Other CAA courses transfer as either general education, pre-major, or elective courses, depending on the senior institution.

The Comprehensive Articulation Agreement can be found at http://www.nccommunitycolleges.edu/academic-programs/comprehensive-articulation-agreement-caa.

Transfer to Non-CAA Institutions

Students interested in transferring to a private or out-of-state university should discuss options with one of our College Transfer advisors as well as officials at the university they wish to attend.

College Transfer- Associate in Arts – Overview

(A10100) The Associate in Arts degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in areas of study that require a strong across-the-board academic background. Transfer Agreements: The Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Choose one	COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
Humanities/Fine Arts/Communication (3 credits) – Choose one	ART 111 Art Appreciation (3) ART 114 Art History Survey I (3) ART 115 Art History Survey II (3) COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3) DRA 111 Theatre Appreciation (3) ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3) MUS 110 Music Appreciation (3) MUS 112 Introduction to Jazz (3) PHI 215 Philosophical Issues (3) PHI 240 Introduction to Ethics (3)
History (3 credits) – Choose one	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3)
Social/Behavioral Science – Choose two of the following courses. (3 credits)	ECO 251 Principles of Microeconomics (3) ECO 252 Principles of Macroeconomics (3) POL 120 American Government (3) PSY 150 General Psychology (3) SOC 210 Introduction to Sociology (3)
Mathematics – Choose one of the following courses (3-4 credits)	MAT 143 Quantitative Literacy (3) MAT 152 Statistical Methods I (4) MAT 171 Precalculus Algebra (4)
Science – Choose two of the following courses with their accompanying lab marked with an A (if applicable). At least one course should be UGETC (marked with an *). (8 credits)	*AST 111-111A Descriptive Astronomy and Lab (4) *AST 151- 151A General Astronomy I and Lab (4) AST 152-152A General Astronomy II and Lab (4) *BIO 110 Principles of Biology (4) *BIO 111 General Biology I (4) BIO 112 General Biology II (4) BIO 120 Introductory Botany (4) BIO 130 Introductory Zoology (4) BIO 140-140A Environmental Biology and Lab (4) CHM 131-131A Introduction to Chemistry and Lab (4) CHM 132 Organic and Biochemistry (4) CHM 135 Survey of Chemistry I (4) CHM 136 Survey of Chemistry II (4) *CHM 151 General Chemistry I (4) CHM 152 General Chemistry II (4) *GEL 111 Geology (4) *PHY 110-110A Conceptual Physics and Lab (4) PHY 151 College Physics I (4) PHY 152 College Physics II (4) PHY 251 General Physics I (4) PHY 252 General Physics II (4)
Computer App (3 credits) – Required Course	CIS 110 Introduction to Computers (3)
Health (3 credits) – Required course	HEA 110 Personal Health/Wellness (3)
Additional General Education – 7 Credits	For class choices, see full list of detailed course options for A.A. Additional General Education.
Elective/Premajor Credits – Choose 11 credits	Any excess credits earned in the Additional General Education category above the required amount may be applied to this category. For class choices, see full list of detailed course options for A.A. Elective/Premajor Credits.
Total Credits Required for A.A.	60-61 credits

COLLEGE TRANSFER - ASSOCIATE OF ARTS - Detailed Course Options

(A10100) The Associate in Arts degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in areas of study that require a strong across-the-board academic background.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status. Community college graduates must obtain a grade of "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.

Total Credits Required: 60

		Lecture	Lab	Credits
English Composition – Both courses required (6 credits)				
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
Communication – Choose one of the following courses (3 credits)				
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
Literature – Choose one of the following courses (3 credits)				
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
Humanities/Fine Arts/Communication – Choose one of the following courses (3 credits)				
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	Introduction to Interpersonal Communication	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
History – Choose one of the following courses (3 credits)				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
Social/Behavioral Science – Choose two of the following courses. At least one course must be from a discipline other than HIS. (6 credits)				
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations 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

Mathematics – Choose one of the following courses (3-4 credits)				
MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4
Science – Choose two of the following courses with their accompanying lab marked with an A (if applicable). At least one course should be a UGETC (marked with an *). (8 credits)				
*AST 111	Descriptive Astronomy	3	0	3
*AST 111A	Descriptive Astronomy Lab	0	2	1
*AST 151	General Astronomy I	3	0	3
*AST 151A	General Astronomy I Lab	0	2	1
AST 152	General Astronomy II	3	0	3
AST 152A	General Astronomy II Lab	0	2	1
*BIO 110	Principles of Biology	3	3	4
*BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 132	Organic and Biochemistry	3	3	4
CHM 135	Survey of Chemistry I	3	2	4
CHM 136	Survey of Chemistry II	3	2	4
*CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4
*GEL 111	Geology	3	2	4
*PHY 110	Conceptual Physics	3	0	3
*PHY 110A	Conceptual Physics Lab	0	2	1
PHY 151	College Physics I	3	2	4
PHY 152	College Physics II	3	2	4
PHY 251	General Physics I	3	3	4
PHY 252	General Physics II	3	3	4
Computer Applications – Required course (3 credits)				
CIS 110	Introduction to Computers	2	2	3

Additional General Education – Take 6-7 credits. Students who took a 3-credit math course (MAT 143) should complete 7 credits in this section; students who took a 4-credit math course (MAT 152 or MAT 171) should complete 6 credits. Any credits over the 6-7 needed for this section can be applied as Elective/Premajor Credits.

Any courses listed in previous categories not already completed		**Varies**		
ANT 210	General Anthropology	3	0	3
ANT 221	Comparative Cultures	3	0	3
ANT 240	Archaeology	3	0	3
CIS 115	Introduction to Programming and Logic	2	3	3
COM 110	Introduction to Communication	3	0	3
COM 140	Introduction to Intercultural Communication	3	0	3
ECO 151	Survey of Economics	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 243	Major British Writers	3	0	3
ENG 251	Western World Literature I	3	0	3
ENG 252	Western World Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
FRE 111	Elementary French I	3	0	3
FRE 112	Elementary French II	3	0	3
GEO 111	World Regional Geography	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HUM 110	Technology and Society	3	0	3

HUM 115	Critical Thinking	3	0	3
HUM 120	Cultural Studies	3	0	3
HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 150	American Women's Studies	3	0	3
HUM 160	Introduction to Film	3	0	3
HUM 161	Advanced Film Studies	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
HUM 220	Human Value and Meaning	3	0	3
ITA 111	Elementary Italian I	3	0	3
ITA 112	Elementary Italian II	3	0	3
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
MUS 113	American Music	3	0	3
MUS 114	Introduction to World Music	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 230	Introduction to Logic	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 210	Comparative Government	3	0	3
POL 220	International Relations	3	0	3
PSY 237	Social Psychology	3	0	3
PSY 239	Psychology of Personality	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3
SOC 225	Social Diversity	3	0	3
SOC 240	Social Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

Student Success – Required course (1 credit)

ACA 122	College Transfer Success	2	0	1

Health – Required course (3 credits)

HEA 110	Personal Health/Wellness	3	0	3

Elective/Premajor Credits – Take 11 credits. Any excess credits earned in the Additional General Education category above the required amount may be applied to this category.

Any courses listed in previous categories not already completed		**Varies**		
ACC 120	Principles of Financial Accounting	3	2	4
ACC 121	Principles of Managerial Accounting	3	2	4
ART 121	Two-Dimensional Design	0	6	3
ART 122	Three-Dimensional Design	0	6	3
ART 131	Drawing I	0	6	3
ART 132	Drawing II	0	6	3
ART 171	Digital Design I	0	6	3
ART 231	Printmaking I	0	6	3
ART 232	Printmaking II	0	6	3
ART 240	Painting I	0	6	3

ART 241	Painting II	0	6	3
ART 245	Metals I	0	6	3
ART 246	Metals II	0	6	3
ART 251	Weaving I	0	6	3
ART 252	Weaving II	0	6	3
ART 264	Digital Photography I	0	6	3
ART 265	Digital Photography II	0	6	3
ART 266	Videography I	0	6	3
ART 267	Videography II	0	6	3
ART 271	Digital Design II	0	6	3
ART 275	Introduction to Graphic Design	0	6	3
ART 281	Sculpture I	0	6	3
ART 282	Sculpture II	0	6	3
ART 283	Ceramics I	0	6	3
ART 284	Ceramics II	0	6	3
ART 288	Studio	0	6	3
BIO 145	Ecology	3	3	4
BIO 155	Nutrition	3	0	3
BIO 163	Basic Anatomy & Physiology	4	2	5
BIO 168	Anatomy and Physiology I	3	3	4
BIO 169	Anatomy and Physiology II	3	3	4
BIO 175	General Microbiology	2	2	3
BIO 224	Local Flora Spring	1	2	2
BIO 242	Natural Resource Conservation	3	0	3
BIO 243	Marine Biology	3	3	4
BIO 271	Pathophysiology	3	0	3
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
CJC 111	Introduction to Criminal Justice	3	0	3
CJC 112	Criminology	3	0	3
CJC 121	Law Enforcement Operations	3	0	3
CJC 141	Corrections	3	0	3
CJC 212	Ethics & Comm Relations	3	0	3
COM 130	Nonverbal Communication	3	0	3
COM 150	Introduction to Mass Communication	3	0	3
COM 251	Debate I	3	0	3
CSC 134	C++ Programming	2	3	3
CSC 139	Visual BASIC Programming	2	3	3
CSC 151	JAVA Programming	2	3	3
CTS 115	Info Sys Business Concepts	3	0	3
DFT 170	Engineering Graphics	2	2	3
DRA 170	Play Production I	0	9	3
EDU 216	Foundations of Education	3	0	3
EGR 120	Eng and Design Graphics	2	2	3
EGR 150	Intro to Engineering	1	2	2
ENG 114	Professional Research & Reporting	3	0	3
ENG 125	Creative Writing I	3	0	3
ENG 126	Creative Writing II	3	0	3
ENG 272	Southern Literature	3	0	3
ENG 273	African-American Literature	3	0	3
ENG 274	Literature by Women	3	0	3
ENG 275	Science Fiction	3	0	3
HEA 112	First Aid & CPR	1	2	2
HIS 141	Genealogy & Local History	3	0	3
HIS 151	Hispanic Civilization	3	0	3
HIS 162	Women and History	3	0	3
HIS 163	The World Since 1945	3	0	3
HIS 165	Twentieth-Century World	3	0	3
HIS 212	Medieval History	3	0	3

HIS 221	African-American History	3	0	3
HIS 226	The Civil War	3	0	3
HIS 227	Native American History	3	0	3
HIS 228	History of the South	3	0	3
HIS 231	Recent American History	3	0	3
HIS 233	History of Appalachia	3	0	3
HIS 234	Cherokee History	3	0	3
HIS 236	North Carolina History	3	0	3
HIS 262	Middle East History	3	0	3
HIS 275	History of Terrorism	3	0	3
HUM 123	Appalachian Culture	3	0	3
HUM 170	The Holocaust	3	0	3
HUM 180	International Cultural Explor	2	3	3
HUM 230	Leadership Development	3	0	3
JOU 110	Intro to Journalism	3	0	3
JOU 216	Writing for Mass Media	2	2	3
JOU 217	Feature/Editorial Writing	2	2	3
MAT 167	Discrete Mathematics	3	0	3
MAT 252	Statistical Methods II	3	2	4
MAT 285	Differential Equations	2	2	3
MUS 131	Chorus I	0	2	1
MUS 132	Chorus II	0	2	1
MUS 141	Ensemble I	0	2	1
MUS 142	Ensemble II	0	2	1
PED 110	Fit and Well for Life	1	2	2
PED 111	Physical Fitness I	0	3	1
PED 121	Walk, Jog, Run	0	3	1
PED 122	Yoga I	0	2	1
PED 123	Yoga II	0	2	1
PED 128	Golf-Beginning	0	2	1
PED 129	Golf-Intermediate	0	2	1
PED 142	Lifetime Sports	0	2	1
PED 143	Volleyball-Beginning	0	2	1
PED 144	Volleyball-Intermediate	0	2	1
PED 145	Basketball-Beginning	0	2	1
PED 146	Basketball-Intermediate	0	2	1
PED 171	Nature Hiking	0	2	1
PSY 215	Positive Psychology	3	0	3
SOC 215	Group Processes	3	0	3
SOC 250	Sociology of Religion	3	0	3
SOC 254	Rural and Urban Sociology	3	0	3

Total Credits Required = 60

College Transfer - Associate in Science – Overview

(A10400) The Associate in Science degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in areas of study such as mathematics, engineering, computer science, the sciences, or professional programs that require a strong mathematics and science background.
Transfer Agreements: The Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Choose one	COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
History (3 credits) – Choose one	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3)
Social/Behavioral Science – Choose one of the following courses. (3 credits)	ECO 251 Principles of Microeconomics (3) ECO 252 Principles of Macroeconomics (3) POL 120 American Government (3) PSY 150 General Psychology (3) SOC 210 Introduction to Sociology (3)
Mathematics – Choose two of the following courses (8 credits)	MAT 171 Precalculus Algebra (4) MAT 172 Precalculus Trigonometry (4) MAT 263 Brief Calculus (4) MAT 271 Calculus I (4) MAT 272 Calculus II (4)
Science – Choose one of the following two-course sequences (8 credits)	BIO 111 General Biology I (4) and BIO 112 General Biology II (4) CHM 151 General Chemistry I (4) and CHM 152 General Chemistry II (4) PHY 151 College Physics I (4) and PHY 152 College Physics II (4) PHY 251 General Physics I (4) and PHY 252 General Physics II (4)
Computer Applications (3 credits) – Required Course	CIS 110 Introduction to Computers (3)
Additional General Education – Choose 8 credits.	For class choices, see full list of detailed course options for A.S. Additional General Education.
Health (3 credits) – Required course	HEA 110 Personal Health/Wellness (3)
Additional STEM Courses – Choose 8 credits.	For class choices, see full list of detailed course options for A.S. Additional STEM Courses.
Elective/Premajor Credits – Choose 4 credits	Any excess credits earned in the Additional General Education category above the required amount may be applied to this category. For class choices, see full list of detailed course options for A.S. Elective/ Premajor Credits.
Total Credits Required for A.S.	61 credits

COLLEGE TRANSFER - ASSOCIATE OF SCIENCE - Detailed Course Options

(A10400) The Associate in Science degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in areas of study such as mathematics, engineering, computer science, the sciences, or professional programs that require a strong mathematics and science background.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status. Community college graduates must obtain a grade of "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.

Total Credits Required: 61

		Lecture	Lab	Credit
English Composition – Both courses required (6 credits)				
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
Communication – Choose one of the following courses (3 credits)				
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
Literature – Choose one of the following courses (3 credits)				
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
History – Choose one of the following courses (3 credits)				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
Social/Behavioral Science – Choose one of the following courses (3 credits)				
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	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
Mathematics – Choose two of the following courses (8 credits)				
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
Science – Choose one of the following two-course sequences. (8 credits)				
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
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

Computer Applications – Required course (3 credits)				
CIS 110	Introduction to Computers	2	2	3
Additional General Education – Take 8 credits				
Any courses listed in previous categories not already completed		**Varies**		
ANT 210	General Anthropology	3	0	3
ANT 221	Comparative Cultures	3	0	3
ANT 240	Archaeology	3	0	3
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
AST 111	Descriptive Astronomy	3	0	3
AST 111A	Descriptive Astronomy Lab	0	2	1
AST 151	General Astronomy I	3	0	3
AST 151A	General Astronomy I Lab	0	2	1
AST 152	General Astronomy II	3	0	3
AST 152A	General Astronomy II Lab	0	2	1
BIO 110	Principles of Biology	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 132	Organic and Biochemistry	3	3	4
CHM 135	Survey of Chemistry I	3	2	4
CHM 136	Survey of Chemistry II	3	2	4
CIS 115	Introduction to Programming and Logic	2	3	3
COM 110	Introduction to Communication	3	0	3
COM 140	Introduction to Intercultural Communication	3	0	3
DRA 111	Theatre Appreciation	3	0	3
ECO 151	Survey of Economics	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 243	Major British Writers	3	0	3
ENG 251	Western World Literature I	3	0	3
ENG 252	Western World Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
FRE 111	Elementary French I	3	0	3
FRE 112	Elementary French II	3	0	3
GEL 111	Geology	3	2	4
GEO 111	World Regional Geography	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HUM 110	Technology and Society	3	0	3
HUM 115	Critical Thinking	3	0	3
HUM 120	Cultural Studies	3	0	3
HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 150	American Women's Studies	3	0	3
HUM 160	Introduction to Film	3	0	3
HUM 161	Advanced Film Studies	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
HUM 220	Human Value and Meaning	3	0	3
ITA 111	Elementary Italian I	3	0	3
ITA 112	Elementary Italian II	3	0	3
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
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
MUS 113	American Music	3	0	3
MUS 114	Introduction to World Music	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 230	Introduction to Logic	3	0	3
PHI 240	Introduction to Ethics	3	0	3
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
POL 110	Introduction to Political Science	3	0	3
POL 210	Comparative Government	3	0	3
POL 220	International Relations	3	0	3
PSY 237	Social Psychology	3	0	3
PSY 239	Psychology of Personality	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3
SOC 225	Social Diversity	3	0	3
SOC 240	Social Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

Student Success – Required course (1 credit)

ACA 122	College Transfer Success	2	0	1

Health – Required course (3 credits)

HEA 110	Personal Health/Wellness	3	0	3

Additional STEM Courses – Take 8 credits

Any courses listed in previous categories not already completed		**Varies**		
BIO 145	Ecology	3	3	4
BIO 155	Nutrition	3	0	3
BIO 163	Basic Anatomy & Physiology	4	2	5
BIO 168	Anatomy and Physiology I	3	3	4
BIO 169	Anatomy and Physiology II	3	3	4
BIO 175	General Microbiology	2	2	3
BIO 224	Local Flora Spring	1	2	2
BIO 242	Natural Resource Conservation	3	0	3
BIO 243	Marine Biology	3	3	4
BIO 271	Pathophysiology	3	0	3
CSC 134	C++ Programming	2	3	3
CSC 139	Visual BASIC Programming	2	3	3
CSC 151	JAVA Programming	2	3	3
CTS 115	Info Sys Business Concepts	3	0	3
DFT 170	Engineering Graphics	2	2	3
EGR 120	Eng and Design Graphics	2	2	3
EGR 150	Intro to Engineering	1	2	2
MAT 167	Discrete Mathematics	3	0	3
MAT 252	Statistical Methods II	3	2	4
MAT 285	Differential Equations	2	2	3

Elective/Premajor Credits – Take 4 credits				
Any courses listed in previous categories not already completed		**Varies**		
ACC 120	Principles of Financial Accounting	3	2	4
ACC 121	Principles of Managerial Accounting	3	2	4
ART 121	Two-Dimensional Design	0	6	3
ART 122	Three-Dimensional Design	0	6	3
ART 131	Drawing I	0	6	3
ART 132	Drawing II	0	6	3
ART 171	Digital Design I	0	6	3
ART 231	Printmaking I	0	6	3
ART 232	Printmaking II	0	6	3
ART 240	Painting I	0	6	3
ART 241	Painting II	0	6	3
ART 245	Metals I	0	6	3
ART 246	Metals II	0	6	3
ART 251	Weaving I	0	6	3
ART 252	Weaving II	0	6	3
ART 264	Digital Photography I	0	6	3
ART 265	Digital Photography II	0	6	3
ART 266	Videography I	0	6	3
ART 267	Videography II	0	6	3
ART 271	Digital Design II	0	6	3
ART 275	Introduction to Graphic Design	0	6	3
ART 281	Sculpture I	0	6	3
ART 282	Sculpture II	0	6	3
ART 283	Ceramics I	0	6	3
ART 284	Ceramics II	0	6	3
ART 288	Studio	0	6	3
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
CJC 111	Introduction to Criminal Justice	3	0	3
CJC 112	Criminology	3	0	3
CJC 121	Law Enforcement Operations	3	0	3
CJC 141	Corrections	3	0	3
CJC 212	Ethics & Comm Relations	3	0	3
COM 130	Nonverbal Communication	3	0	3
COM 150	Introduction to Mass Communication	3	0	3
COM 251	Debate I	3	0	3
DRA 170	Play Production I	0	9	3
EDU 216	Foundations of Education	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
ENG 125	Creative Writing I	3	0	3
ENG 126	Creative Writing II	3	0	3
ENG 272	Southern Literature	3	0	3
ENG 273	African-American Literature	3	0	3
ENG 274	Literature by Women	3	0	3
ENG 275	Science Fiction	3	0	3
HEA 112	First Aid & CPR	1	2	2
HIS 141	Genealogy & Local History	3	0	3
HIS 151	Hispanic Civilization	3	0	3
HIS 162	Women and History	3	0	3
HIS 163	The World Since 1945	3	0	3
HIS 165	Twentieth-Century World	3	0	3
HIS 212	Medieval History	3	0	3
HIS 221	African-American History	3	0	3
HIS 226	The Civil War	3	0	3
HIS 227	Native American History	3	0	3
HIS 228	History of the South	3	0	3

HIS 231	Recent American History	3	0	3
HIS 233	History of Appalachia	3	0	3
HIS 234	Cherokee History	3	0	3
HIS 236	North Carolina History	3	0	3
HIS 262	Middle East History	3	0	3
HIS 275	History of Terrorism	3	0	3
HUM 123	Appalachian Culture	3	0	3
HUM 170	The Holocaust	3	0	3
HUM 180	International Cultural Explor	2	3	3
HUM 230	Leadership Development	3	0	3
JOU 110	Intro to Journalism	3	0	3
JOU 216	Writing for Mass Media	2	2	3
JOU 217	Feature/Editorial Writing	2	2	3
MUS 131	Chorus I	0	2	1
MUS 132	Chorus II	0	2	1
MUS 141	Ensemble I	0	2	1
MUS 142	Ensemble II	0	2	1
PED 110	Fit and Well for Life	0	2	1
PED 111	Physical Fitness I	0	3	1
PED 121	Walk, Jog, Run	0	3	1
PED 122	Yoga I	0	2	1
PED 123	Yoga II	0	2	1
PED 128	Golf-Beginning	0	2	1
PED 129	Golf-Intermediate	0	2	1
PED 142	Lifetime Sports	0	2	1
PED 143	Volleyball-Beginning	0	2	1
PED 144	Volleyball-Intermediate	0	2	1
PED 145	Basketball-Beginning	0	2	1
PED 146	Basketball-Intermediate	0	2	1
PED 171	Nature Hiking	0	2	1
PSY 215	Positive Psychology	3	0	3
SOC 215	Group Processes	3	0	3
SOC 250	Sociology of Religion	3	0	3
SOC 254	Rural and Urban Sociology	3	0	3

Total Credits Required: 61

College Transfer - Associate in Engineering – Overview

(A10500) The Associate in Engineering degree program includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs.
Transfer Agreement: Uniform Articulation Agreement for the Associate in Engineering

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Required course	COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
Economics (3 credits) – Required course	ECO 251 Principles of Microeconomics (3)
Social/Behavioral Science – Choose one of the following courses. (3 credits)	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3) POL 120 American Government (3) PSY 150 General Psychology (3) SOC 210 Introduction to Sociology (3)
Mathematics – All of the following courses are required (12 credits)	MAT 271 Calculus I (4) MAT 272 Calculus II (4) MAT 273 Calculus III (4)
Science – All of the following courses are required. (12 credits)	CHM 151 General Chemistry I (4) PHY 251 General Physics I (4) PHY 252 General Physics II (4)
Other General Education – Choose one course (3 credits)	BIO 111 General Biology I (4) COM 110 Intro to Communication (3) CHM 152 General Chemistry II (4) HUM 110 Technology and Society (3) ECO 252 Principles of Macroeconomics (3) GEL 111 Geology (4) PHI 240 Introduction to Ethics (3)
Engineering – Required course (2 credits)	EGR 150 Introduction to Engineering (2)
Other Required Hours – Choose 12 credits	BIO 111 General Biology I (4) CHM 152 General Chemistry II (4) COM 110 Intro to Communication (3) CSC 134 C++ Programming (3) CSC 151 JAVA Programming (3) DFT 170 Engineering Graphics (3) ECO 252 Principles of Macroeconomics (3) EGR 210 Intro to Elec/Comp Eng Lab (2) EGR 212 Logic System Design I (3) EGR 215 Network Theory I (3) EGR 216 Logic and Network Lab (1) EGR 220 Engineering Statics (3) EGR 225 Engineering Dynamics (3) EGR 228 Intro to Solid Mechanics (3) GEL 111 Geology (4) HUM 110 Technology and Society (3) MAT 280 Linear Algebra (3) MAT 285 Differential Equations (3) PED 110 Fit and Well for Life (2)
Total Credits Required for A.E.	60 credits

COLLEGE TRANSFER - ASSOCIATE OF ENGINEERING - Detailed Course Options

(A10500) The Associate in Engineering (AE) degree includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses.

Admission to Engineering programs is highly competitive and admission is not guaranteed. To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

Total Credits Required: 60

		Lecture	Lab	Credit
English Composition – Both courses required (6 credits)				
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
Communication – The following course is required (3 credits)				
COM 231	Public Speaking	3	0	3
Literature – Choose one of the following courses (3 credits)				
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
Economics – The following course is required (3 credits)				
ECO 251	Principles of Microeconomics	3	0	3
Social/Behavioral Science – Choose one of the following courses (3 credits)				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations 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
Mathematics – All of the following courses are required (12 credits)				
MAT 271	Calculus I	3	2	4
MAT 272	Calculus II	3	2	4
MAT 273	Calculus III	3	2	4
Natural Sciences – All of the following courses are required (12 credits)				
CHM 151	General Chemistry I	3	3	4
PHY 251	General Physics I	3	3	4
PHY 252	General Physics II	3	3	4
Other General Education – Choose one course (3 credits)				
BIO 111	General Biology I	3	3	4
COM 110	Introduction to Communication	3	0	3
CHM 152	General Chemistry II	3	3	4
ECO 252	Principles of Macroeconomics	3	0	3
GEL 111	Geology	3	2	4
HUM 110	Technology and Society	3	0	3
PHI 240	Introduction to Ethics	3	0	3
Student Success – Required course (1 credit)				
ACA 122	College Transfer Success	2	0	1

Engineering – Required course (2 credits)				
EGR 150	Introduction to Engineering	1	2	2
Other Required Hours – Take 12 credits				
BIO 111	General Biology I	3	3	4
CHM 152	General Chemistry II	3	3	4
COM 110	Introduction to Communication	3	0	3
CSC 134	C++ Programming	2	3	3
CSC 151	JAVA Programming	2	3	3
DFT 170	Engineering Graphics	2	2	3
ECO 252	Principles of Macroeconomics	3	0	3
EGR 210	Intro to Elec/Comp Eng Lab	1	3	2
EGR 212	Logic System Design I	3	0	3
EGR 215	Network Theory I	3	0	3
EGR 216	Logic and Network Lab	0	3	1
EGR 220	Engineering Statics	3	0	3
EGR 225	Engineering Dynamics	3	0	3
EGR 228	Intro to Solid Mechanics	3	0	3
GEL 111	Geology	3	2	4
HUM 110	Technology and Society	3	0	3
MAT 280	Linear Algebra	2	2	3
MAT 285	Differential Equations	2	2	3
PED 110	Fit and Well for Life	1	2	2

Total Credits Required: 60

College Transfer - Associate in Fine Arts in Visual Arts – Overview

(A10600) The Associate in Fine Arts in Visual Arts degree program provides general and art education to students who wish to transfer into a Bachelor of Fine Arts (B.F.A.) program at a university.

Transfer Agreement: Associate in Fine Arts in Visual Arts to Bachelor of Fine Arts Uniform Articulation Agreement

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Choose one	COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
History (3 credits) – Choose one	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3)
Social/Behavioral Science – Choose one of the following courses. (3 credits)	ECO 251 Principles of Microeconomics (3) ECO 252 Principles of Macroeconomics (3) POL 120 American Government (3) PSY 150 General Psychology (3) SOC 210 Introduction to Sociology (3)
Mathematics – Choose one of the following courses (3-4 credits)	MAT 143 Quantitative Literacy (3) MAT 152 Statistical Methods I (4) MAT 171 Precalculus Algebra (4)
Science – Choose one of the following courses with their accompanying lab marked with an A (if applicable). (4 credits)	AST 111-111A Descriptive Astronomy and Lab (4) AST 151- 151A General Astronomy I and Lab (4) BIO 110 Principles of Biology (4) BIO 111 General Biology I (4) CHM 151 General Chemistry I (4) GEL 111 Geology (4) PHY 110-110A Conceptual Physics and Lab (4)
Art Core – All courses are required (15 credits)	ART 114 Art History Survey I (3) ART 115 Art History Survey II (3) ART 121 Two-Dimensional Design (3) ART 122 Three-Dimensional Design (3) ART 131 Drawing I (3)
Art Electives – Choose any two of the following (6 credits)	ART 132 Drawing II (3) ART 264 Digital Photography I (3) ART 265 Digital Photography II (3) ART 275 Introduction to Graphic Design (3) ART 281 Sculpture I (3) ART 282 Sculpture II (3) ART 283 Ceramics I (3) ART 284 Ceramics II (3) ART 288 Studio (3)
Other Required Hours – Choose 12-13 credits.	Students who took a 3-credit math course (MAT 143) should complete 13 credits in this section; students who took a 4-credit math course (MAT 152 or MAT 171) should complete 12 credits. For class choices and recommendations, see full list of detailed course options for A.F.A. Other Required Hours
Total Credits Required for A.F.A.	60 credits

COLLEGE TRANSFER - ASSOCIATE IN FINE ARTS IN VISUAL ARTS
Detailed Course Options

(A10600) The Associate in Fine Arts in Visual Arts degree program provides general and art education to students who wish to transfer into a Bachelor of Fine Arts (B.F.A.) program at a university.
Transfer of the A.F.A. degree is governed by the Associate in Fine Arts in Visual Arts to Bachelor of Fine Arts Articulation Agreement (AFAVA to BFA AA) is an a which is an agreement jointly created by the North Carolina Community College System and the University of North Carolina BFA visual arts programs. The AFAVA to BFA AA is focused on developing seamless transfer for students who begin visual arts studies at a community college and then transfer to one of the UNC BFA visual arts programs. Details governing this agreement are provided in the introductory section to College Transfer in this catalog, and the agreement can be read in full at https://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/uniform_art_agree_afa-va_09.20.19.pdf

Total Credits Required: 60

Academic Transition (1 credit)		
ACA 122	College Transfer Success	3
UGETC Core		
Composition (6 credits)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing/Research in the Disciplines	3
Communication (3 credits) – Choose ONE of the following:		
COM 120	Intro to Interpersonal Communication	3
COM 231	Public Speaking	3
Literature (3 credits) – Choose ONE of the following:		
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
History (3 credits) – Choose ONE of the following:		
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 131	American History I	3
HIS 132	American History II	3
Social/Behavioral Sciences (3 credits) – Choose ONE of the following:		
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
POL 120	American Government	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
Math (3-4 credits) – Choose ONE of the following:		
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Precalculus Algebra	4
MAT 271	Calculus I	4
Natural Sciences (4 credits) –		
Choose ONE of the following courses and its accompanying lab:		
AST 111 and 111A	Descriptive Astronomy & Descriptive Astronomy Lab	4
AST 151 and 151A	General Astronomy I & General Astronomy I Lab	4
BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
CHM 151	General Chemistry I	4
GEL 111	Geology	4
PHY 110 and 110A	Conceptual Physics and Conceptual Physics Lab	4

Art Core (15 credits)

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

Art Electives (6 credits)
Choose any TWO of the following:

ART 132	Drawing II	3
ART 264	Digital Photography I	3
ART 265	Digital Photography II	3
ART 275	Introduction to Graphic Design	3
ART 281	Sculpture I	3
ART 282	Sculpture II	3
ART 283	Ceramics I	3
ART 284	Ceramics II	3
ART 288	Studio	3

Other Required Hours (12-13 credits)
These courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

The following courses are recommended in this category for students who plan to transfer into a B.F.A. program at a North Carolina public university:

Social Science UGETC Course		3
Natural Science General Education Course		4
CIS 110	Introduction to Computers	3
HEA 110	Personal Health/Wellness	3

Total Credits Required: 60

College Transfer - Associate in Arts in Teacher Preparation – Overview

(A1010T) The Associate in Arts degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in education.

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Choose one	COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
Humanities/Fine Arts/Communication (3 credits) – Choose one	ART 111 Art Appreciation (3) ART 114 Art History Survey I (3) ART 115 Art History Survey II (3) COM 120 Intro Interpersonal Comm. (3) COM 231 Public Speaking (3) DRA 111 Theatre Appreciation (3) ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3) MUS 110 Music Appreciation (3) MUS 112 Introduction to Jazz (3) PHI 215 Philosophical Issues (3) PHI 240 Introduction to Ethics (3)
History (3 credits) – Choose one	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3)
Social/Behavioral Science – Choose one of the following courses. (3 credits)	ECO 251 Principles of Microeconomics (3) ECO 252 Principles of Macroeconomics (3) POL 120 American Government (3) PSY 150 General Psychology (3) SOC 210 Introduction to Sociology (3)
Mathematics – Choose one of the following courses (3-4 credits)	MAT 143 Quantitative Literacy (3) MAT 152 Statistical Methods I (4) MAT 171 Precalculus Algebra (4)
Science – Choose two of the fol-lowing courses with their accom-panying lab marked with an A (if applicable). At least one course should be UGETC (marked with an *). (8 credits)	*AST 111-111A Descriptive Astronomy and Lab (4) *AST 151- 151A General Astronomy I and Lab (4) AST 152-152A General Astronomy II and Lab (4) *BIO 110 Principles of Biology (4) *BIO 111 General Biology I (4) BIO 112 General Biology II (4) BIO 120 Introductory Botany (4) BIO 130 Introductory Zoology (4) BIO 140-140A Environmental Biology and Lab (4) CHM 131-131A Introduction to Chemistry and Lab (4) CHM 132 Organic and Biochemistry (4) CHM 135 Survey of Chemistry I (4) CHM 136 Survey of Chemistry II (4) *CHM 151 General Chemistry I (4) CHM 152 General Chemistry II (4) *GEL 111 Geology (4) *PHY 110-110A Conceptual Physics and Lab (4) PHY 151 College Physics I (4) PHY 152 College Physics II (4) PHY 251 General Physics I (4) PHY 252 General Physics II (4)
Computer Applications (3 credits) – Required Course	CIS 110 Introduction to Computers (3)
Social Diversity (3 credits) – Required course	SOC 225 Social Diversity (3)
Additional General Education – Choose 7 credits.	For class choices, see full list of detailed course options for A.A.T.P. Additional General Education.
Education Courses – All courses are required (14 credits)	EDU 187 Teaching and Learning for All (4) EDU 216 Foundations of Education (3) EDU 250 Teacher Licensure Preparation (3) EDU 279 Literacy Development and Instruction (4)
Total Credits Required for A.A.T.P.	60-61 credits

COLLEGE TRANSFER - ASSOCIATE OF ARTS - TEACHER PREPARATION
Detailed Course Options

(A1010T) The Associate in Arts in Teacher Preparation degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in education.
The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Total Credits Required: 60

		Lecture	Lab	Credit
English Composition – Both courses required (6 credits)				
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
Communication – Choose one of the following courses (3 credits)				
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
Literature – Choose one of the following courses (3 credits)				
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
Humanities/Fine Arts/Communication – Choose one of the following courses (3 credits)				
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	Introduction to Interpersonal Communication	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
History – Choose one of the following courses (3 credits)				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
Social/Behavioral Science – Choose one of the following courses (3 credits)				
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	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
Mathematics – Choose one of the following courses (3-4 credits)				
MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4

Science – Choose two of the following courses with their accompanying lab marked with an A (if applicable). At least one course should be a UGETC course (marked with an *). (8 credits)				
*AST 111	Descriptive Astronomy	3	0	3
*AST 111A	Descriptive Astronomy Lab	0	2	1
*AST 151	General Astronomy I	3	0	3
*AST 151A	General Astronomy I Lab	0	2	1
AST 152	General Astronomy II	3	0	3
AST 152A	General Astronomy II Lab	0	2	1
*BIO 110	Principles of Biology	3	3	4
*BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 132	Organic and Biochemistry	3	3	4
CHM 135	Survey of Chemistry I	3	2	4
CHM 136	Survey of Chemistry II	3	2	4
*CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4
*GEL 111	Geology	3	2	4
*PHY 110	Conceptual Physics	3	0	3
*PHY 110A	Conceptual Physics Lab	0	2	1
PHY 151	College Physics I	3	2	4
PHY 152	College Physics II	3	2	4
PHY 251	General Physics I	3	3	4
PHY 252	General Physics II	3	3	4
Computer Applications – Required course (3 credits)				
CIS 110	Introduction to Computers	2	2	3
Social Diversity – Required course (3 credits)				
SOC 225	Social Diversity	3	0	3
Additional General Education – Take 7-8 credits. Students who took a 3-credit math course (MAT 143) should complete 8 credits in this section; students who took a 4-credit math course (MAT 152 or MAT 171) should complete 7 credits.				
Any courses listed in previous categories that are not already completed		**Varies**		
ANT 210	General Anthropology	3	0	3
ANT 221	Comparative Cultures	3	0	3
ANT 240	Archaeology	3	0	3
CIS 115	Introduction to Programming and Logic	2	3	3
COM 110	Introduction to Communication	3	0	3
COM 140	Introduction to Intercultural Communication	3	0	3
ECO 151	Survey of Economics	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 243	Major British Writers	3	0	3
ENG 251	Western World Literature I	3	0	3
ENG 252	Western World Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
FRE 111	Elementary French I	3	0	3
FRE 112	Elementary French II	3	0	3
GEO 111	World Regional Geography	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HUM 110	Technology and Society	3	0	3
HUM 115	Critical Thinking	3	0	3
HUM 120	Cultural Studies	3	0	3

HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 150	American Women's Studies	3	0	3
HUM 160	Introduction to Film	3	0	3
HUM 161	Advanced Film Studies	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
HUM 220	Human Value and Meaning	3	0	3
ITA 111	Elementary Italian I	3	0	3
ITA 112	Elementary Italian II	3	0	3
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
MUS 113	American Music	3	0	3
MUS 114	Introduction to World Music	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 230	Introduction to Logic	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 210	Comparative Government	3	0	3
POL 220	International Relations	3	0	3
PSY 237	Social Psychology	3	0	3
PSY 239	Psychology of Personality	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3
SOC 240	Social Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

Student Success – Required course (1 credit)

ACA 122	College Transfer Success	2	0	1

Education Courses – All courses are required (14 credits)

EDU 187	Teaching and Learning for All	3	3	4
EDU 216	Foundations of Education	3	0	3
EDU 250	Teacher Licensure Preparation	3	0	3
EDU 279	Literacy Development and Instruction	3	3	4

Total Credits Required = 60-61

College Transfer - Associate in Science in Teacher Preparation – Overview

A1040T) The Associate in Arts degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in science or math education.

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Choose one	COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
History (3 credits) – Choose one	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3)
Mathematics – Choose two of the following courses (8 credits)	MAT 171 Precalculus Algebra (4) MAT 172 Precalculus Trigonometry (4) MAT 263 Brief Calculus (4) MAT 271 Calculus I (4) MAT 272 Calculus II (4)
Science – Choose one of the following two-course sequences (8 credits)	BIO 111 General Biology I (4) and BIO 112 General Biology II (4) CHM 151 General Chemistry I (4) and CHM 152 General Chemistry II (4) PHY 151 College Physics I (4) and PHY 152 College Physics II (4) PHY 251 General Physics I (4) and PHY 252 General Physics II (4)
Computer Applications (3 credits) – Required Course	CIS 110 Introduction to Computers (3)
Social Diversity (3 credits) – Required course	SOC 225 Social Diversity (3)
Additional General Education – Choose 8 credits	For class choices, see full list of detailed course options for A.S.T.P. Additional General Education.
Education Courses – All courses are required (14 credits)	EDU 187 Teaching and Learning for All (4) EDU 216 Foundations of Education (3) EDU 250 Teacher Licensure Preparation (3) EDU 279 Literacy Development and Instruction (4)
Total Credits Required for A.S.T.P.	60 credits

COLLEGE TRANSFER - ASSOCIATE OF SCIENCE - TEACHER PREPARATION
Detailed Course Options

(A1040T) The Associate in Science in Teacher Preparation degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in science or math education.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Total Credits Required: 60

		Lecture	Lab	Credit
English Composition – Both courses required (6 credits)				
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
Communication – Choose one of the following courses (3 credits)				
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
Literature – Choose one of the following courses (3 credits)				
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
History – Choose one of the following courses (3 credits)				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
Mathematics – Choose two of the following courses (8 credits)				
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
Science – Choose one of the following two-course sequences (8 credits)				
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
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
Computer Applications – Required course (3 credits)				
CIS 110	Introduction to Computers	2	2	3
Social Diversity – Required course (3 credits)				
SOC 225	Social Diversity	3	0	3

Additional General Education – Take 8 credits				
Any courses listed in previous categories that are not already completed		**Varies**		
ANT 210	General Anthropology	3	0	3
ANT 221	Comparative Cultures	3	0	3
ANT 240	Archaeology	3	0	3
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
AST 111	Descriptive Astronomy	3	0	3
AST 111A	Descriptive Astronomy Lab	0	2	1
AST 151	General Astronomy I	3	0	3
AST 151A	General Astronomy I Lab	0	2	1
AST 152	General Astronomy II	3	0	3
AST 152A	General Astronomy II Lab	0	2	1
BIO 110	Principles of Biology	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 132	Organic and Biochemistry	3	3	4
CHM 135	Survey of Chemistry I	3	2	4
CHM 136	Survey of Chemistry II	3	2	4
CIS 115	Introduction to Programming and Logic	2	3	3
COM 110	Introduction to Communication	3	0	3
COM 140	Introduction to Intercultural Communication	3	0	3
DRA 111	Theatre Appreciation	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 243	Major British Writers	3	0	3
ENG 251	Western World Literature I	3	0	3
ENG 252	Western World Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
FRE 111	Elementary French I	3	0	3
FRE 112	Elementary French II	3	0	3
GEL 111	Geology	3	2	4
GEO 111	World Regional Geography	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HUM 110	Technology and Society	3	0	3
HUM 115	Critical Thinking	3	0	3
HUM 120	Cultural Studies	3	0	3
HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 150	American Women's Studies	3	0	3
HUM 160	Introduction to Film	3	0	3
HUM 161	Advanced Film Studies	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
HUM 220	Human Value and Meaning	3	0	3
ITA 111	Elementary Italian I	3	0	3
ITA 112	Elementary Italian II	3	0	3
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
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
MUS 113	American Music	3	0	3
MUS 114	Introduction to World Music	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 230	Introduction to Logic	3	0	3
PHI 240	Introduction to Ethics	3	0	3
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
POL 110	Introduction to Political Science	3	0	3
POL 120	American Government	3	0	3
POL 210	Comparative Government	3	0	3
POL 220	International Relations	3	0	3
PSY 150	General Psychology	3	0	3
PSY 237	Social Psychology	3	0	3
PSY 239	Psychology of Personality	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3
SOC 225	Social Diversity	3	0	3
SOC 240	Social Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

Student Success – Required course (1 credit)

ACA 122	College Transfer Success	2	0	1

Education Courses – All courses are required (14 credits)

EDU 187	Teaching and Learning for All	3	3	4
EDU 216	Foundations of Education	3	0	3
EDU 250	Teacher Licensure Preparation	3	0	3
EDU 279	Literacy Development and Instruction	3	3	4

Total Credits Required: 60

AAS - COMPUTER INTEGRATED MACHINING

(A50210) The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

Coursework may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examination. Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
MAC	111	Machining Technology I	2	12	6
MEC	111	Machine Processes	1	4	3
BPR	111	Blueprint Reading	1	2	2
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
MAT	110	Math Measurement & Literacy	2	2	3
				Total	**19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
BPR	121	Blueprint Reading: Mechanical	1	2	2
MAC	112	Machining Technology II	2	12	6
MEC	110	Introduction to CAD/CAM	1	2	2
MAC	121	Introduction to CNC	2	0	2
ATR	112	Introduction to Automation	2	3	3
				Total	**16**

Summer Semester 1			**Lecture**	**Lab**	**Credit**
MAC	122	CNC Turning	1	3	2
MAC	124	CNC Milling	1	3	2
MAC	151	Machining Calculations	1	2	2
*Humanities Gen Ed Requirement			3	0	3
				Total	**9**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
MAC	114	Introduction to Metrology	2	0	2
MAC	113	Machining Technology III	2	12	6
MAC	222	Advanced CNC Turning	1	3	2
MAC	224	Advanced CNC Milling	1	3	2
				Total	**12**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
ATR	280	Robotics Fundamentals	3	2	4
ENG	112	Writing/Research in the Disc	3	0	3
MAC	229	CNC Programming	2	0	2
MAC	152	Advanced Calculations	1	2	2
*Social Science Gen Ed Requirement			3	0	3
				Total	**14**

TOTAL HOURS **70**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - COMPUTER INTEGRATED MACHINING

(D50210)

			Lecture	Lab	Credit
MAC	111	Machining Technology I	2	12	6
BPR	111	Blueprint Reading	1	2	2
ENG	111	Writing & Inquiry	3	0	3
BPR	121	Blueprint Reading: Mechanical	1	2	2
MAC	112	Machining Technology II	2	12	6
MEC	110	Introduction to CAD/CAM	1	2	2
MAC	122	CNC Turning	1	3	2
MAC	124	CNC Milling	1	3	2
MAT	110	Math Measurement & Literacy	2	2	3
MAC	113	Machining Technology III	2	12	6
MAC	222	Advanced CNC Turning	1	3	2
MAC	224	Advanced CNC Milling	1	3	2
				Total	**38**

CERTIFICATE - COMPUTER INTEGRATED MACHINING

(C50210)

			Lecture	Lab	Credit
MAC	111	Machining Technology I	2	12	6
BPR	111	Blueprint Reading	1	2	2
MEC	110	Introduction to CAD/CAM	1	2	2
MAC	114	Introduction to Metrology	2	0	2
ATR	112	Introduction to Automation	2	3	3
MAC	121	Introduction to CNC	2	0	2
				Total	**17**

AAS - COSMETOLOGY

(A55140) The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and as skin/nail specialists, platform artists, and related businesses.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

The North Carolina State Board of Cosmetic Art will not accept any hours that are over five years old. Therefore, it is the decision of the cosmetology department not to accept any curriculum credits for cosmetology classes that are over five years old.

Students who attend the College from out of state should be aware that the College has not made a determination whether programs or courses which lead to state licensure or certification meet educational requirements outside of North Carolina. Examples of such programs are Basic Law Enforcement Training, Cosmetology, Emergency Medical Science, Esthetics, Nursing, and Therapeutic Massage.

General Education Requirements			Lecture	Lab	Credit
ENG	111	Writing & Inquiry	3	0	3
ENG	114	Professional Research and Reporting OR	3	0	3
COM	120	Intro Interpersonal Communication	3	0	3
PSY	118	Interpersonal Psychology OR	3	0	3
PSY	150	General Psychology	3	0	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
*Humanities Gen Ed Requirement: ART, DRA, HUM, MUS, PHI, or REL			3	0	3
				Total	**15**

Major Requirements			Lecture	Lab	Credit
BUS	110	Introduction to Business	3	0	3
CIS	110	Introduction to Computers	2	2	3
COS	111	Cosmetology Concepts I	4	0	4
COS	112	Salon I	0	24	8
COS	113	Cosmetology Concepts II	4	0	4
COS	114	Salon II	0	24	8
COS	115	Cosmetology Concepts III	4	0	4
COS	116	Salon III	0	12	4
COS	117	Cosmetology Concepts IV	2	0	2
COS	118	Salon IV	0	21	7
COS	130	State Board Exam Prep	2	0	2
				Total	**49**

Other Requirements			Lecture	Lab	Credit
ACA	111	College Student Success	1	0	1
				Total	**1**

TOTAL HOURS **65**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.. (Does not include ENG.)

DIPLOMA - COSMETOLOGY

(D55140)

			Lecture	Lab	Credit
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
MAT	110	Math Measurement & Literacy	2	2	3
COS	111	Cosmetology Concepts I	4	0	4
COS	112	Salon I	0	24	8
COS	113	Cosmetology Concepts II	4	0	4
COS	114	Salon II	0	24	8
COS	115	Cosmetology Concepts III	4	0	4
COS	116	Salon III	0	12	4
COS	117	Cosmetology Concepts IV	2	0	2
COS	118	Salon IV	0	21	7
				Total	**48**

CERTIFICATE - COSMETOLOGY INSTRUCTOR

(C55160) 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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

The North Carolina State Board of Cosmetic Art will not accept any hours that are over five years old. Therefore, it is the decision of the cosmetology department not to accept any curriculum credits for cosmetology classes that are over five years old.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
COS	271	Instructor Concepts I	5	0	5
COS	272	Instructor Practicum I	0	21	7
				Total	**12**
Spring Semester 1			**Lecture**	**Lab**	**Credit**
COS	273	Instructor Concepts II	5	0	5
COS	274	Instructor Practicum II	0	21	7
				Total	**12**
TOTAL HOURS		**24**			

AAS - CRIMINAL JUSTICE TECHNOLOGY

(A55180) The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored.

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

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

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
CJC	111	Introduction to Criminal Justice	3	0	3
CJC	112	Criminology	3	0	3
ENG	111	Writing & Inquiry	3	0	3
PSY	150	General Psychology	3	0	3
CJC	Criminal Justice Elective		1-3	0-2	2-3
				Total	**17/19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing/Research in the Disciplines OR		3	0 3
ENG	114	Professional Research & Reporting	3	0	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
CJC	113	Juvenile Justice	3	0	3
CJC	131	Criminal Law	3	0	3
CJC	221	Investigative Principles	3	2	4
				Total	**16**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
SOC	210	Introduction to Sociology	3	0	3
CJC	121	Law Enforcement Operations	3	0	3
CJC	132	Court Procedure & Evidence	3	0	3
CJC	141	Corrections	3	0	3
CJC	231	Constitutional Law	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
POL	120	American Government	3	0	3
CJC	212	Ethics & Community Relations	3	0	3
CJC	213	Substance Abuse	3	0	3
CJC	222	Criminalistics	3	0	3
CJC	Criminal Justice Elective		1-3	0-2	2-3
				Total	**14/15**

TOTAL HOURS **67/68**

*Please see the section titled "General Education Requirements for A.A.S programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

Choice of Programs Electives must result in the completion of at least 67 Credit Hours.

AAS - CULINARY ARTS

(A55150) The Culinary Arts curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice and health care facilities.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

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

Fall Semester 1			**Lecture**	**Lab**	**WrkExp**	**Credit**
ACA	111	College Student Success	1	0	0	1
CIS	111	Basic PC Literacy	1	2	0	2
ENG	111	Writing & Inquiry	3	0	0	3
MAT	110	Math Measurement & Literacy	2	2	0	3
CUL	110	Sanitation and Safety	2	0	0	2
CUL	140	Culinary Skills I	2	6	0	5
CUL	130	Menu Design	2	0	0	2
					Total	**18**

Spring Semester 1			**Lecture**	**Lab**	**WrkExp**	**Credit**
ENG	114	Professional Research & Reporting	3	0	0	3
CUL	160	Baking I	1	4	0	3
CUL	260	Baking II	1	4	0	3
CUL	240	Culinary Skills II	1	8	0	5
CUL	135	Food & Beverage Service	2	0	0	2
CUL	112	Nutrition for Foodservice	3	0	0	3
					Total	**19**

Summer Semester 1			**Lecture**	**Lab**	**WrkExp**	**Credit**
WBL	112	Work Based Learning	0	0	20	2
					Total	**2**

Fall Semester 2			**Lecture**	**Lab**	**WrkExp**	**Credit**
*Social Science Gen Ed Requirement			3	0	0	3
CUL	230	Global Cuisines	1	8	0	5
CUL	170	Garde Manger I	1	4	0	3
CUL	270	Garde Manger II	1	4	0	3
HRM	220	Cost Control - Food & Beverage	3	0	0	3
					Total	**17**

Spring Semester 2			**Lecture**	**Lab**	**WrkExp**	**Credit**
*Humanities Gen Ed Requirement			3	0	0	3
COM	231	Public Speaking	3	0	0	3
HRM	245	Human Resources Mgmt-Hospitality	3	0	0	3
CUL	273	Career Development	1	0	0	1
CUL	245	Contemporary Cuisines	1	8	0	5
					Total	**15**

TOTAL HOURS **71**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - CULINARY ARTS

(D55150)

			Lecture	Lab	Credit
ENG	111	Writing & Inquiry	3	0	3
MAT	110	Math Measurement & Literacy	2	2	3
CUL	110	Sanitation and Safety	2	0	2
CUL	140	Culinary Skills I	2	6	5
CUL	160	Baking I	1	4	3
CUL	240	Culinary Skills II	1	8	5
CUL	135	Food & Beverage Service	2	0	2
CUL	112	Nutrition for Foodservice	3	0	3
CUL	170	Garde Manger I	1	4	3
HRM	220	Cost Control - Food & Beverage	3	0	3
				Total	**32**

EDUCATION ACADEMY

In its Education Academy, Tri-County Community College offers a variety of program options in the field of education in order for students to choose an educational path that will prepare them for the particular careers in the field of education. These include options for students who wish to work with young children (Early Childhood Education), children of school age (School Age Education), or students who wish to complete the first two years of a bachelor's degree in teaching (which allows employment at all levels of public K-12 education).

Early Childhood Education

Early Childhood Education is "a program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/ social/ health/ physical/ language/ communication, approaches to play and learning, working with diverse families, and related observations/student teaching experiences." Options in the program include:

Early Childhood Career Path (Associate Degree):

This option prepares individuals to work with children from birth through eight in diverse learning environments. 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.

Early Childhood Birth-Kindergarten Transfer Path (Associate Degree):

The option is designed for those who are interested in transferring to a 4-year University to obtain a Bachelor of Science in Birth-Kindergarten Education.

Licensure Track

The licensure track prepares individuals to be recommended for a North Carolina Professional Educator Initial License. This licensure is required for individuals who want to teach in a birth-Kindergarten classroom in NC Public Schools

Non-Licensure Track

The non-licensure track prepares candidates to be highly effective in providing optimal quality childcare in non-public school settings.

School Age Education

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers. Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

School Age Education Career Path (Associate Degree)

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions or Instructional Assistant in public/private schools, recreational centers, and other programs that work with school-age populations.

Associate in Arts or Associate in Science in Teacher Preparation

The Associate in Arts in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) 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, as well as pre-major education courses.

The Uniform Articulation Agreement in Teacher Preparation governs the transfer of these degrees to participating colleges and universities. This articulation agreement describes a progression degree plan that includes required teacher education degree plans and pre-major courses that are acceptable to all state-funded teacher-education program options. Students who follow the progression degree plan will have 60 hours applied to constituent institutions of the University of North Carolina System.

This agreement does not guarantee student acceptance into any bachelor program at University of North Carolina (UNC) institutions. Teacher Preparation students must meet applicable admissions criteria and policies designated by, and earn admission into, the UNC constituent institution of their choice. These criteria and admissions requirements may include (but are not limited to) minimum GPA and Praxis scores and their associated timelines, as published by each university's Bachelor Degree in Teacher Education-related programs.

For more information about the Uniform Articulation Agreement in Teacher Preparation, please visit https://www.nccommunitycolleges.edu/uniform-articulation-agreement-teacher-preparation-between-university-north-carolina.

Program Path	Career Goal	Diploma or Certificate Available	Designed to Transfer
Early Childhood Career Path	To obtain employment in child care programs, Preschools, Headstart and school-age programs	AAS	No
Early Childhood B-K Licensure Path	To transfer to a NC University to obtain a Bachelor of Science in Birth-Kindergarten in order to be a Pre-Kindergarten or Kindergarten teacher in a public or private school setting.	AAS	Yes
Early Childhood B-K Non-licensure Path	To transfer to a NC University to obtain a Bachelor of Science in Birth-Kindergarten in order to provide optimal quality childcare in non-public school settings.	AAS	Yes
School Age Education	To obtain employment as an Instructional Assistant in a Public/Private school setting.	AAS	No
Associate of Arts in Teacher Preparation	To obtain a four-year degree in education to teach in the public schools in fields that require a strong across-the-board academic background.	AATP (associate degree)	Yes*
Associate in Science in Teacher Preparation	To obtain a four-year degree in education to teach math and/or science in the public schools	ASTP (associate degree)	Yes*

AAS - EARLY CHILDHOOD EDUCATION (Transfer Path)

(A55220) 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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Admissions Criteria: (1) Completed College Application Form; (2) Evidence of High School Graduation or GED; (3) Evidence of current TB test (within first month of enrollment); (4) Before enrolling in an Internship/Capstone class a Criminal Background Check must be obtained.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success OR	1	0	1
ACA	122	College Transfer Success	0	2	1
ENG	111	Writing & Inquiry	3	0	3
SOC	210	Introduction to Sociology	3	0	3
EDU	119	Introduction to Early Childhood Education	4	0	4
EDU	144	Child Development I	3	0	3
EDU	151	Creative Activities	3	0	3
EDU	153	Health Safety & Nutrition	3	0	3
				Total	**20**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
COM	231	Public Speaking	3	0	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
EDU	131	Child, Family & Community	3	0	3
EDU	145	Child Development II	3	0	3
EDU	146	Child Guidance	3	0	3
EDU	221	Children with Exceptionalities	3	0	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
ENG	112	Writing/Research in the Disciplines OR		3	0 3
ENG	114	Professional Research & Reporting	3	0	3
BIO	110	Principles of Biology OR	3	3	4
BIO	111	General Biology	3	3	4
*Humanities Gen Ed Requirement			3	0	3
EDU	234	Infant, Toddlers & Twos	3	0	3
Choose One Group					
(1)EDU	216	Foundations of Education	3	0	3
(1)EDU	250	Teacher Licensure Preparation **OR**	3	0	3
(2)EDU	261	Early Chilhood Admin I	3	0	3
(2)EDU	262	Early Childhood Admin II	3	0	3
				Total	**19**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
CHM	151	General Chemisty I	3	3	4
PSY	150	General Psychology	3	0	3
EDU	280	Language & Literacy Experience	3	0	3
EDU	284	Early Child Capstone Practicum	1	9	4
EDU	222	Learners With Behavior Disorders OR	3	0	3
EDU	259	Curriculum Planning	3	0	3
				Total	**17**

TOTAL HOURS **74**

AAS - EARLY CHILDHOOD EDUCATION (Career Path)

(A55220CP) 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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Admissions Criteria: (1) Completed College Application Form; (2) Evidence of High School Graduation or GED; (3) Evidence of current TB test (within first month of enrollment); (4) Before enrolling in an Internship/Capstone class a Criminal Background Check must be obtained.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
ENG	111	Writing & Inquiry	3	0	3
EDU	119	Introduction to Early Childhood Education	4	0	4
EDU	144	Child Development I	3	0	3
EDU	151	Creative Activities	3	0	3
EDU	153	Health Safety & Nutrition	3	0	3
				Total	**17**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
MAT	143	Quantitative Literacy	2	2	3
EDU	131	Child, Family & Community	3	0	3
EDU	145	Child Development II	3	0	3
EDU	146	Child Guidance	3	0	3
EDU	221	Children with Exceptionalities	3	0	3
				Total	**15**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
COM	231	Public Speaking	3	0	3
*Humanities Gen Ed Requirement			3	0	3
EDU	234	Infant, Toddlers & Twos	3	0	3
EDU	261	Early Chilhood Admin I	3	0	3
EDU	222	Learners With Behavior Disorders	3	0	3
SOC	210	Intro to Sociology	3	0	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
PSY	150	General Psychology	3	0	3
EDU	259	Curriculum Planning	3	0	3
EDU	262	Early Childhood Admin II	3	0	3
EDU	280	Language & Literacy Experience	3	0	3
EDU	284	Early Child Capstone Practicum	1	9	4
				Total	**16**

TOTAL HOURS **66**

AAS - SCHOOL AGE EDUCATION

(A55440) This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation. Admissions criteria same as for Early Childhood Education.

Fall Semester 1			**Lecture**	**Lab**	**Credit**	
ACA	111	College Student Success OR	1	0	1	
ACA	122	College Transfer Success	0	2	1	
ENG	111	Writing & Inquiry	3	0	3	
EDU	144	Child Development I	3	0	3	
EDU	118	Principles and Practices of Inst Asst OR		3	0	3
EDU	216	Foundations of Education	3	0	3	
EDU	131	Child, Family & Community	3	0	3	
EDU	163	Classroom Management & Instruction	3	0	3	
				Total	**16**	

Spring Semester 1			**Lecture**	**Lab**	**Credit**
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
COM	231	Public Speaking	3	0	3
EDU	145	Child Development II	3	0	3
EDU	146	Child Guidance	3	0	3
EDU	271	Educational Technology	2	2	3
EDU	281	Instructional Strategies in Reading & Writing	2	2	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
PSY	150	General Psychology	3	0	3
EDU	153	Health, Safety & Nutrition	3	0	3
EDU	235	School Age Development & Programs	3	0	3
EDU	187	Teaching and Learning for All	3	3	4
*Humanities Gen Ed Requirement (ART, DRA, HUM, MUS, PHI or REL)			3	0	3
				Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
EDU	221	Children with Exceptionalities	3	0	3
EDU	252	Math & Science Activities	3	0	3
EDU	243	Learning Theory	3	0	3
EDU	285	Internship Experiences-School Age	1	9	4
EDU	222	Learners w/Behavior Disorders	3	0	3
EDU	289	Advanced Issues/School Age	2	0	2
				Total	**18**

TOTAL HOURS **68**

*Please see the section titled "General Education Requirements for A.A.S programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

College Transfer - Associate in Arts in Teacher Preparation – Overview

(A1010T) The Associate in Arts degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in education.

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Choose one	COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
Humanities/Fine Arts/Communication (3 credits) – Choose one	ART 111 Art Appreciation (3) ART 114 Art History Survey I (3) ART 115 Art History Survey II (3) COM 120 Intro Interpersonal Comm. (3) COM 231 Public Speaking (3) DRA 111 Theatre Appreciation (3) ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3) MUS 110 Music Appreciation (3) MUS 112 Introduction to Jazz (3) PHI 215 Philosophical Issues (3) PHI 240 Introduction to Ethics (3)
History (3 credits) – Choose one	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3)
Social/Behavioral Science – Choose one of the following courses. (3 credits)	ECO 251 Principles of Microeconomics (3) ECO 252 Principles of Macroeconomics (3) POL 120 American Government (3) PSY 150 General Psychology (3) SOC 210 Introduction to Sociology (3)
Mathematics – Choose one of the following courses (3-4 credits)	MAT 143 Quantitative Literacy (3) MAT 152 Statistical Methods I (4) MAT 171 Precalculus Algebra (4)
Science – Choose two of the fol-lowing courses with their accom-panying lab marked with an A (if applicable). At least one course should be UGETC (marked with an *). (8 credits)	*AST 111-111A Descriptive Astronomy and Lab (4) *AST 151- 151A General Astronomy I and Lab (4) AST 152-152A General Astronomy II and Lab (4) *BIO 110 Principles of Biology (4) *BIO 111 General Biology I (4) BIO 112 General Biology II (4) BIO 120 Introductory Botany (4) BIO 130 Introductory Zoology (4) BIO 140-140A Environmental Biology and Lab (4) CHM 131-131A Introduction to Chemistry and Lab (4) CHM 132 Organic and Biochemistry (4) CHM 135 Survey of Chemistry I (4) CHM 136 Survey of Chemistry II (4) *CHM 151 General Chemistry I (4) CHM 152 General Chemistry II (4) *GEL 111 Geology (4) *PHY 110-110A Conceptual Physics and Lab (4) PHY 151 College Physics I (4) PHY 152 College Physics II (4) PHY 251 General Physics I (4) PHY 252 General Physics II (4)
Computer Applications (3 credits) – Required Course	CIS 110 Introduction to Computers (3)
Social Diversity (3 credits) – Required course	SOC 225 Social Diversity (3)
Additional General Education – Choose 7 credits.	For class choices, see full list of detailed course options for A.A.T.P. Additional General Education.
Education Courses – All courses are required (14 credits)	EDU 187 Teaching and Learning for All (4) EDU 216 Foundations of Education (3) EDU 250 Teacher Licensure Preparation (3) EDU 279 Literacy Development and Instruction (4)
Total Credits Required for A.A.T.P.	60-61 credits

COLLEGE TRANSFER - ASSOCIATE OF ARTS - TEACHER PREPARATION
Detailed Course Options

Total Credits Required: 60

		Lecture	Lab	Credit
English Composition – Both courses required (6 credits)				
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
Communication – Choose one of the following courses (3 credits)				
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
Literature – Choose one of the following courses (3 credits)				
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
Humanities/Fine Arts/Communication – Choose one of the following courses (3 credits)				
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	Introduction to Interpersonal Communication	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
History – Choose one of the following courses (3 credits)				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
Social/Behavioral Science – Choose one of the following courses (3 credits)				
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	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
Mathematics – Choose one of the following courses (3-4 credits)				
MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4
Science – Choose two of the following courses with their accompanying lab marked with an A (if applicable). At least one course should be a UGETC course (marked with an *). (8 credits)				
*AST 111	Descriptive Astronomy	3	0	3
*AST 111A	Descriptive Astronomy Lab	0	2	1
*AST 151	General Astronomy I	3	0	3
*AST 151A	General Astronomy I Lab	0	2	1
AST 152	General Astronomy II	3	0	3
AST 152A	General Astronomy II Lab	0	2	1
*BIO 110	Principles of Biology	3	3	4

*BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 132	Organic and Biochemistry	3	3	4
CHM 135	Survey of Chemistry I	3	2	4
CHM 136	Survey of Chemistry II	3	2	4
*CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4
*GEL 111	Geology	3	2	4
*PHY 110	Conceptual Physics	3	0	3
*PHY 110A	Conceptual Physics Lab	0	2	1
PHY 151	College Physics I	3	2	4
PHY 152	College Physics II	3	2	4
PHY 251	General Physics I	3	3	4
PHY 252	General Physics II	3	3	4

Computer Applications – Required course (3 credits)

CIS 110	Introduction to Computers	2	2	3

Social Diversity – Required course (3 credits)

SOC 225	Social Diversity	3	0	3

Additional General Education – Take 7-8 credits. Students who took a 3-credit math course (MAT 143) should complete 8 credits in this section; students who took a 4-credit math course (MAT 152 or MAT 171) should complete 7 credits.

Any courses listed in previous categories that are not already completed		**Varies**		
ANT 210	General Anthropology	3	0	3
ANT 221	Comparative Cultures	3	0	3
ANT 240	Archaeology	3	0	3
CIS 115	Introduction to Programming and Logic	2	3	3
COM 110	Introduction to Communication	3	0	3
COM 140	Introduction to Intercultural Communication	3	0	3
ECO 151	Survey of Economics	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 243	Major British Writers	3	0	3
ENG 251	Western World Literature I	3	0	3
ENG 252	Western World Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
FRE 111	Elementary French I	3	0	3
FRE 112	Elementary French II	3	0	3
GEO 111	World Regional Geography	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HUM 110	Technology and Society	3	0	3
HUM 115	Critical Thinking	3	0	3
HUM 120	Cultural Studies	3	0	3
HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 150	American Women's Studies	3	0	3
HUM 160	Introduction to Film	3	0	3
HUM 161	Advanced Film Studies	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
HUM 220	Human Value and Meaning	3	0	3

ITA 111	Elementary Italian I	3	0	3
ITA 112	Elementary Italian II	3	0	3
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
MUS 113	American Music	3	0	3
MUS 114	Introduction to World Music	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 230	Introduction to Logic	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 210	Comparative Government	3	0	3
POL 220	International Relations	3	0	3
PSY 237	Social Psychology	3	0	3
PSY 239	Psychology of Personality	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3
SOC 240	Social Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

Student Success – Required course (1 credit)

ACA 122	College Transfer Success	2	0	1

Education Courses – All courses are required (14 credits)

EDU 187	Teaching and Learning for All	3	3	4
EDU 216	Foundations of Education	3	0	3
EDU 250	Teacher Licensure Preparation	3	0	3
EDU 279	Literacy Development and Instruction	3	3	4

Total Credits Required: 60

College Transfer - Associate in Science in Teacher Preparation – Overview

(A1040T) The Associate in Science in Teacher Preparation degree program parallels the freshman and sophomore years of a four-year college or university for students who want to pursue four-year degrees in science or math education.

Student Success (1 credit) – Required course	ACA 122 College Transfer Success (1)
English Composition (6 credits) – Both courses required	ENG 111 Writing and Inquiry (3) ENG 112 Writing/Research in the Disciplines (3)
Communication (3 credits) – Choose one	COM 120 Intro Interpersonal Comm (3) COM 231 Public Speaking (3)
Literature (3 credits) – Choose one	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3)
History (3 credits) – Choose one	HIS 111 World Civilizations I (3) HIS 112 World Civilizations II (3) HIS 131 American History I (3) HIS 132 American History II (3)
Mathematics – Choose two of the following courses (8 credits)	MAT 171 Precalculus Algebra (4) MAT 172 Precalculus Trigonometry (4) MAT 263 Brief Calculus (4) MAT 271 Calculus I (4) MAT 272 Calculus II (4)
Science – Choose one of the following two-course sequences (8 credits)	BIO 111 General Biology I (4) and BIO 112 General Biology II (4) CHM 151 General Chemistry I (4) and CHM 152 General Chemistry II (4) PHY 151 College Physics I (4) and PHY 152 College Physics II (4) PHY 251 General Physics I (4) and PHY 252 General Physics II (4)
Computer Applications (3 credits) – Required Course	CIS 110 Introduction to Computers (3)
Social Diversity (3 credits) – Required course	SOC 225 Social Diversity (3)
Additional General Education – Choose 8 credits	For class choices, see full list of detailed course options for A.S.T.P. Additional General Education.
Education Courses – All courses are required (14 credits)	EDU 187 Teaching and Learning for All (4) EDU 216 Foundations of Education (3) EDU 250 Teacher Licensure Preparation (3) EDU 279 Literacy Development and Instruction (4)
Total Credits Required for A.S.T.P.	60 credits

COLLEGE TRANSFER - ASSOCIATE OF SCIENCE - TEACHER PREPARATION
Detailed Course Options

Total Credits Required: 60

		Lecture	Lab	Credit
English Composition – Both courses required (6 credits)				
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
Communication – Choose one of the following courses (3 credits)				
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
Literature – Choose one of the following courses (3 credits)				
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
History – Choose one of the following courses (3 credits)				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
Mathematics – Choose two of the following courses (8 credits)				
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
Science – Choose one of the following two-course sequences (8 credits)				
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
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
Computer Applications – Required course (3 credits)				
CIS 110	Introduction to Computers	2	2	3
Social Diversity – Required course (3 credits)				
SOC 225	Social Diversity	3	0	3
Additional General Education – Take 8 credits				
Any courses listed in previous categories that are not already completed		**Varies**		
ANT 210	General Anthropology	3	0	3
ANT 221	Comparative Cultures	3	0	3
ANT 240	Archaeology	3	0	3
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
AST 111	Descriptive Astronomy	3	0	3
AST 111A	Descriptive Astronomy Lab	0	2	1
AST 151	General Astronomy I	3	0	3
AST 151A	General Astronomy I Lab	0	2	1
AST 152	General Astronomy II	3	0	3
AST 152A	General Astronomy II Lab	0	2	1
BIO 110	Principles of Biology	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 132	Organic and Biochemistry	3	3	4
CHM 135	Survey of Chemistry I	3	2	4
CHM 136	Survey of Chemistry II	3	2	4
CIS 115	Introduction to Programming and Logic	2	3	3
COM 110	Introduction to Communication	3	0	3
COM 140	Introduction to Intercultural Communication	3	0	3
DRA 111	Theatre Appreciation	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 243	Major British Writers	3	0	3
ENG 251	Western World Literature I	3	0	3
ENG 252	Western World Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
FRE 111	Elementary French I	3	0	3
FRE 112	Elementary French II	3	0	3
GEL 111	Geology	3	2	4
GEO 111	World Regional Geography	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HUM 110	Technology and Society	3	0	3
HUM 115	Critical Thinking	3	0	3
HUM 120	Cultural Studies	3	0	3
HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 150	American Women's Studies	3	0	3
HUM 160	Introduction to Film	3	0	3
HUM 161	Advanced Film Studies	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
HUM 220	Human Value and Meaning	3	0	3
ITA 111	Elementary Italian I	3	0	3
ITA 112	Elementary Italian II	3	0	3
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
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
MUS 113	American Music	3	0	3
MUS 114	Introduction to World Music	3	0	3

PHI 215	Philosophical Issues	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 230	Introduction to Logic	3	0	3
PHI 240	Introduction to Ethics	3	0	3
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
POL 110	Introduction to Political Science	3	0	3
POL 120	American Government	3	0	3
POL 210	Comparative Government	3	0	3
POL 220	International Relations	3	0	3
PSY 150	General Psychology	3	0	3
PSY 237	Social Psychology	3	0	3
PSY 239	Psychology of Personality	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3
SOC 225	Social Diversity	3	0	3
SOC 240	Social Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

Student Success – Required course (1 credit)

ACA 122	College Transfer Success	2	0	1

Education Courses – All courses are required (14 credits)

EDU 187	Teaching and Learning for All	3	3	4
EDU 216	Foundations of Education	3	0	3
EDU 250	Teacher Licensure Preparation	3	0	3
EDU 279	Literacy Development and Instruction	3	3	4

Total Credits Required: 60

AAS - ELECTRICAL ENGINEERING TECHNOLOGY

(A40180) The Electrical Engineering Technology curriculum is designed to provide training for entry-level technicians desiring a career in electrical maintenance and management or in the design, planning, construction, development, and installation of electrical systems, machines, and power generating equipment.

Beginning with electrical fundamentals, course work progressively introduces electronics, electrical machines and controls, and electrical power systems. Other course work includes the study of various fields associated with the electrical/electronic industry.

Graduates may seek employment as technicians, engineering assistants, technical managers, or salespersons in electrical generation/distribution, industrial maintenance, electronic repair, or other fields requiring a broad-based knowledge of electrical and electronic concepts.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ELC	131	Circuit Analysis I	3	3	4
ELC	131A	Circuit Analysis I Lab	0	3	1
ELC	113	Residential Wiring	2	6	4
ENG	111	Writing & Inquiry	3	0	3
				Total	**12**
Spring Semester 1			**Lecture**	**Lab**	**Credit**
ELC	115	Industrial Wiring	2	6	4
ELN	231	Industrial Controls	2	3	3
ACA	111	College Student Success	1	0	1
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	171	Precalculus Algebra	2	2	4
				Total	**11-12**
Summer Semester 1			**Lecture**	**Lab**	**Credit**
ELC	125	Diagrams and Schematics	1	2	2
EGR	150	Introduction to Engineering	1	2	2
				Total	**4**
Fall Semester 2			**Lecture**	**Lab**	**Credit**
ELC	118	National Electrical Code	1	2	2
ELC	119	NEC Calculations	1	2	2
ELC	117	Motors and Controls	2	6	4
ENG	112	Writing/Research in the Disciplines	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**14**
Spring Semester 2			**Lecture**	**Lab**	**Credit**
ELC	128	Introduction to PLC	2	3	3
ELN	131	Analog Electronics	3	3	4
CIS	110	Introduction to Computers	2	2	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**13**
Summer Semester 1			**Lecture**	**Lab**	**Credit**
ELC	215	Electrical Maintenance	2	3	3
				Total	**3**
Fall Semester 3			**Lecture**	**Lab**	**Credit**
ALT	120	Renewable Energy Tech	2	2	3
ELN	133	Digital Electronics	3	3	4
EGR	120	Engineering and Design Graphics	2	2	3
				Total	**10**

TOTAL HOURS **67/68**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - ELECTRICAL ENGINEERING TECHNOLOGY

(D40180)

			Lecture	Lab	Credit
ELC	131	Circuit Analysis I	3	3	4
ELC	131A	Circuit Analysis I Lab	0	3	1
ENG	111	Writing & Inquiry	3	0	3
ELC	115	Industrial Wiring	2	6	4
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	171	Precalculus Algebra	2	2	4
ELC	125	Diagrams and Schematics	1	2	2
EGR	150	Introduction to Engineering	1	2	2
ELC	117	Motors and Controls	2	6	4
ELC	128	Introduction to PLC	2	3	3
ELN	131	Analog Electronics I	3	3	4
ELC	215	Electrical Maintenance	2	3	3
ALT	120	Renewable Energy Tech	2	2	3
EGR	120	Engineering and Design Graphics	2	2	3
				Total	**39/40**

AAS - ELECTRICAL SYSTEMS TECHNOLOGY

(A35130) This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

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

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

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ELC	112	DC/AC Electricity	3	6	5
ELC	113	Residential Wiring	2	6	4
ENG	111	Writing & Inquiry	3	0	3
				Total	**12**
Spring Semester 1			**Lecture**	**Lab**	**Credit**
ELC	115	Industrial Wiring	2	6	4
ELN	231	Industrial Controls	2	3	3
ACA	111	College Student Success	1	0	1
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	171	Precalculus Algebra	2	2	4
				Total	**11-12**
Summer Semester 1			**Lecture**	**Lab**	**Credit**
ELC	125	Diagrams and Schematics	1	2	2
ISC	112	Industrial Safety	2	0	2
				Total	**4**
Fall Semester 2			**Lecture**	**Lab**	**Credit**
ELC	118	National Electrical Code	1	2	2
ELC	119	NEC Calculations	1	2	2
ELC	117	Motors and Controls	2	6	4
ENG	112	Writing/Research in the Disciplines	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**14**
Spring Semester 2			**Lecture**	**Lab**	**Credit**
ELC	128	Introduction to PLC	2	3	3
ELN	131	Analog Electronics	3	3	4
CIS	110	Introduction to Computers	2	2	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**13**
Summer Semester 2			**Lecture**	**Lab**	**Credit**
ELC	215	Electrical Maintenance	2	3	3
				Total	**3**
Fall Semester 3			**Lecture**	**Lab**	**Credit**
ALT	120	Renewable Energy Tech	2	2	3
ELN	133	Digital Electronics	3	3	4
ELC	127	Software for Technicians	1	3	2
				Total	**9**

TOTAL HOURS **66/67**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - ELECTRICAL SYSTEMS TECHNOLOGY

(D35130)

			Lecture	Lab	Credit
ELC	112	DC/AC Electricity	3	6	5
ELC	113	Residential Wiring	2	6	4
ENG	111	Writing & Inquiry	3	0	3
ELC	115	Industrial Wiring	2	6	4
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	171	Precalculus Algebra	2	2	4
ELC	125	Diagrams and Schematics	1	2	2
ELC	118	National Electrical Code	1	2	2
ELC	119	NEC Calculations	1	2	2
ELC	117	Motors and Controls	2	6	4
ELC	128	Introduction to PLC	2	3	3
ELC	215	Electrical Maintenance	2	3	3
ELC	127	Software for Technicians	1	3	2
				Total	**37/38**

AAS - EMERGENCY MEDICAL SCIENCE

(A45340) The Emergency Medical Science Bridging Program is designed to allow a currently certified non-degreed EMT paramedic to earn a two-year associate of applied science degree in Emergency Medical Science. Bridging Students have attained a paramedic certification through a continuing education certificate program and passed the North Carolina, National Registry, or another state certification examination.

To be eligible to complete the program the student must:

1. Meet TCCC's institutional requirements for admissions as a degree seeking student.
2. Hold current certification as an EMT-Paramedic. This can be accomplished with the completion of the Continuing Education Paramedic Program, followed by passing the State Exam. Potential students who are certified EMT-Paramedics should see the EMS Department for details. Enrollment in the EMS 280 introductory bridge course is only at the permission of the instructor, who will clarify the completion requirements of the program to prospective students and who will insure that the Paramedic license requirement has been met.
3. Must maintain active certification in the following throughout the entirety of the program...
   - Advanced Cardiac Life Support (ACLS)
   - Basic Trauma Life Support or Prehospital Trauma Life Support (BTLS-PHTLS)
   - Pediatric Advanced Life Support (PALS)

Note: After all the above requirements are satisfied and submitted to the registrar; 45 curriculum credits of EMS courses will be awarded.

Students who attend the College from out of state should be aware that the College has not made a determination whether programs or courses which lead to state licensure or certification meet educational requirements outside of North Carolina. Examples of such programs are Basic Law Enforcement Training, Cosmetology, Emergency Medical Science, Esthetics, Nursing, and Therapeutic Massage.

General Education Requirement			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
ENG	112	Writing/Research in the Disciplines OR	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
MAT	143	Quantitative Literacy	2	2	3
PSY	150	General Psychology	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**15**

Major Requirements			**Lecture**	**Lab**	**Credit**
BIO	168	Anatomy and Physiology I	3	3	4
BIO	169	Anatomy and Physiology II	3	3	4
CIS	110	Introduction to Computers	2	2	3
EMS	235	EMS Managment	2	0	2
				Total	**13**
**EMS	280	EMS Bridging Course			

**Note: EMS 280 will be utilized as a Bridge Course for CE Paramedic Students

Other Requirements			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
				Total	**1**

TOTAL HOURS **74**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - EMERGENCY MEDICAL SCIENCE

(D45910) Emergency Medical Science: A program that prepares graduates to enter the workforce as Emergency Medical Technicians or Advanced Emergency Medical Technicians.

The course of study provides the student an opportunity to acquire basic life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, and hospital/field internships.

Students progressing through the program may be eligible to apply for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

General Education Requirement			Lecture	Lab	Clinical	Credit
ENG	111	Writing & Inquiry	3	0	0	3
ENG	112	Writing/Research in the Disc OR	3	0	0	3
ENG	114	Professional Research & Reporting	3	0	0	3
MAT	143	Quantitative Literacy		2	2	3
PSY	150	General Pyschology	3	0	0	3
*Humanities Gen Ed Requirement			3	0	0	3
					Total	**15**

Major Requirements			Lecture	Lab	Clinical	Credit
EMS	110	EMT	6	6	3	9
EMS	120	Advanced EMT	4	6	0	6
EMS	121	AEMT Clinical Practicum	0	0	6	2
MED	121	Medical Terminology I	3	0	0	3
MED	122	Medical Terminology II	3	0	0	3
BIO	168	Anatomy and Physiology I	3	3	0	4
BIO	169	Anatomy and Physiology II	3	3	0	4
					Total	**31**

TOTAL HOURS **46**

*Please see the section titled "General Education Requirements for A.A.S programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - ENTREPRENEURSHIP

(A25490) The Entrepreneurship curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth as self-employed business owners.

Course work includes developing a student's ability to make informed decisions as future business owners. Courses include entrepreneurial concepts learned in innovation and creativity, business funding, and marketing. Additional course work includes computers and economics. Through these skills, students will have a sound education base in entrepreneurship for lifelong learning.

Graduates are prepared to be self-employed and open their own businesses.

Fall Semester 1		**Lecture**	**Lab**	**Credit**
BUS 139	Entrepreneurship I	3	0	3
BUS 110	Introduction to Business	3	0	3
ACA 111	College Student Success	1	0	1
MAT 143	Quantitative Literacy	2	2	3
OMT 110	Intro to Operations Management	3	0	3
CIS 110	Introduction to Computers	2	2	3
			Total	**16**

Spring Semester 1		**Lecture**	**Lab**	**Credit**
BUS 245	Entrepreneurship II	3	0	3
BUS 168	Electronic Business	2	2	3
LOG 215	Supply Chain Management	3	0	3
ENG 111	Writing and Inquiry	3	0	3
BUS 260	Business Communication	3	0	3
*Social Science General Education Requirement		3	0	3
			Total	**18**

Fall Semester 2		**Lecture**	**Lab**	**Credit**
ETR 240	Funding for Entrepreneurs	3	0	3
ACC 120	Principles of Financial Accounting	3	2	4
LOG 110	Introduction to Logistics	3	0	3
BUS 151	People Skills	3	0	3
ENG 112	Readings and Writings in the Disciplines	3	0	3
*Humanities General Education Requirement		3	0	3
			Total	**19**

Spring Semester 1		**Lecture**	**Lab**	**Credit**
BUS 220	Purchasing	3	0	3
ACC 121	Principles of Managerial Accounting	3	2	4
ETR 230	Entrepreneur Marketing	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
BUS 153	Human Resource Management	3	0	3
ETR 220	Innovation and Creativity	3	0	3
			Total	**19**

TOTAL HOURS 72

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

CERTIFICATE - ESTHETICS

(C55230) The Esthetics Technology curriculum provides competency-based knowledge, scientific/artistic principles and hands-on fundamentals associated with the art of skin care. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional Esthetics Technology, business/human relations, product knowledge, and other related topics.

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

The North Carolina State Board of Cosmetic Art will not accept any hours that are over five years old. Therefore, it is the decision of the cosmetology department not to accept any curriculum credits for cosmetology classes that are over five years old.

Students who attend the College from out of state should be aware that the College has not made a determination whether programs or courses which lead to state licensure or certification meet educational requirements outside of North Carolina. Examples of such programs are Basic Law Enforcement Training, Cosmetology, Emergency Medical Science, Esthetics, Nursing, and Therapeutic Massage.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
COS	119	Esthetics Concepts I	2	0	2
COS	120	Esthetics Salon I	0	18	6
				Total	**8**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
COS	125	Esthetics Concepts II	2	0	2
COS	126	Esthetics Salon II	0	18	6
				Total	**8**

TOTAL HOURS **16**

AAS - HUMAN SERVICES TECHNOLOGY

(A45380) The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
HSE	110	Introduction to Human Services	2	2	3
MED	121	Medical Terminology I	3	0	3
PSY	115	Stress Management	2	0	2
PSY	150	General Psychology	3	0	3
				Total	**17/18**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing/Research in the Disciplines OR		3	0 3
ENG	114	Professional Research & Reporting	3	0	3
HSE	112	Group Process I	1	2	2
HEA	110	Personal Health/Wellness	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	241	Development Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
				Total	**20**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
HSE	123	Interviewing Techniques	2	2	3
PSY	237	Social Psychology	3	0	3
PSY	255	Introduction to Exceptionality	3	0	3
PSY	281	Abnormal Psychology	3	0	3
COM	231	Public Speaking	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
HSE	125	Counseling	2	2	3
HSE	225	Crisis Intervention	3	0	3
HSE	210	Human Services Issues	2	0	2
PSY	183	Psychology of Addiction	3	0	3
PSY	239	Psychology of Personality	3	0	3
SOC	225	Social Diversity	3	0	3
				Total	**17**

TOTAL HOURS 72/73

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - HUMAN SERVICES TECHNOLOGY
ANIMAL ASSISTED INTERACTIONS

(A4538F) The Human Services Technology/Animal Assisted Interactions concentration prepares individuals for entry-level positions in service organizations providing animal interactions. The curriculum prepares students to incorporate specially selected animals in goal-directed interactions to improve human physical, social, emotional, and/or cognitive functioning.

Course work includes a history of the field of animal interventions, relevant scientific evidence regarding the benefits of interactions, theoretical models, application of animal interventions and current trends. Students gain skills in measurement methodology and in animal handling and management.

Graduates should qualify for employment in mental health, youth services, social services, rehabilitation, correction, elder, and educational agencies. Upon completion of the degree, students may be eligible for certification through national or international organizations.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
AAI	110	Animal Interactions Introduction	1	0	1
AAI	120	Animals in Human Lives	3	0	3
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
HSE	110	Introduction to Human Services	2	2	3
PSY	115	Stress Management	2	0	2
PSY	150	General Psychology	3	0	3
				Total	**18/19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
AAI	130	Animal Interactions Skills	1	4	3
ENG	112	Writing/Research in the Disciplines OR		3	0 3
ENG	114	Professional Research & Reporting	3	0	3
HSE	112	Group Process I	1	2	2
MED	121	Medical Terminology I	3	0	3
PSY	241	Development Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
				Total	**20**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
AAI	210	Interaction Methodology	2	2	3
COM	231	Public Speaking	3	0	3
HSE	123	Interviewing Techniques	2	2	3
PSY	255	Introduction to Exceptionality	3	0	3
PSY	281	Abnormal Psychology	3	0	3
HEA	110	Personal Health/Wellness	3	0	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
AAI	220	Interaction Documentation	3	0	3
HSE	125	Counseling	2	2	3
HSE	225	Crisis Intervention	3	0	3
HSE	210	Human Services Issues	2	0	2
SOC	225	Social Diversity	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**17**

TOTAL HOURS **73/74**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

CERTIFICATE - HUMAN SERVICES TECHNOLOGY ANIMAL ASSISTED INTERACTIONS

(C4538F)

			Lecture	Lab	Credit
AAI	110	Animal Interactions Introduction	1	0	1
AAI	120	Animals in Human Lives	3	0	3
AAI	130	Animal Interactions Skills	1	4	3
AAI	210	Interaction Methodology	2	2	3
AAI	220	Interaction Documentation	3	0	3
PSY	150	General Psychology	3	0	3
				Total	**16**

AAS - HUMAN SERVICES TECHNOLOGY
SOCIAL SERVICES

(A4538D) The Human Services Technology/Social Services concentration prepares students for direct service delivery work in social service agencies. The curriculum enables students to link theory and practice through interactive classroom activities developing a skill-based academic foundation.

Course work includes the history of the social service movement, ethical issues, case management, diversity issues, law in the practice of social work, and community resources. Students also gain skills in interviewing and counseling techniques.

Graduates should qualify for employment with local, county, state, and federal government social service agencies. Employment includes family and child assistance, rehabilitation health services, medical assistance, youth services, aging, and developmentally disabled programs in public and private settings.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
HSE	110	Introduction to Human Services	2	2	3
PSY	150	General Psychology	3	0	3
SWK	110	Introduction to Social Work	3	0	3
SWK	113	Working with Diversity	3	0	3
				Total	**18/19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing/Research in the Disciplines OR		3	0 3
ENG	114	Professional Research & Reporting	3	0	3
HSE	112	Group Process I	1	2	2
PSY	241	Development Psychology	3	0	3
SOC	210	Introduction to Sociology OR	3	0	3
SOC	220	Social Problems	3	0	3
SOC	225	Social Diversity	3	0	3
SWK	115	Community Resources	2	2	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
				Total	**20**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
BIO	161	Introduction to Human Biology	3	0	3
COM	231	Public Speaking	3	0	3
HSE	123	Interviewing Techniques	2	2	3
PSY	281	Abnormal Psychology	3	0	3
SWK	214	Social Work Law	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
HSE	125	Counseling	2	2	3
HSE	210	Human Services Issues	2	0	2
HSE	225	Crisis Intervention	3	0	3
POL	120	American Government	3	0	3
PSY	183	Psychology of Addiction	3	0	3
SWK	220	Social Work Issues in Client Services	3	0	3
				Total	**17**

TOTAL HOURS **73/74**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - HUMAN SERVICES TECHNOLOGY
ADDICTION AND RECOVERY STUDIES

(A4538E) The Human Services Technology/Substance Abuse concentration prepares students to assist in drug and alcohol counseling, prevention-oriented educational activities, rehabilitation with recovering clients, managing community-based programs, counseling in residential facilities, and pursuit of four-year degrees.

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

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

Fall Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
ACA	111	College Student Success	1	0	0	1
CIS	110	Introduction to Computers OR	2	2	0	3
CIS	111	Basic PC Literacy	1	2	0	2
ENG	111	Writing & Inquiry	3	0	0	3
HSE	110	Introduction to Human Services	2	2	0	3
MED	121	Medical Terminology I	3	0	0	3
PSY	150	General Psychology	3	0	0	3
SAB	110	Substance Abuse Overview	3	0	0	3
					Total	**18/19**

Spring Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
ENG	112	Writing/Research in the Disc OR	3	0	0	3
ENG	114	Professional Research & Reporting	3	0	0	3
HSE	112	Group Process I	1	2	0	2
SOC	210	Introduction to Sociology	3	0	0	3
SAB	120	Intake and Assessment	3	0	0	3
SAB	125	SA Case Management	2	2	0	3
MAT	110	Math Measurement & Literacy OR	2	2	0	3
MAT	143	Quantitative Literacy	2	2	0	3
					Total	**17**

Fall Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
HSE	123	Interviewing Techniques	2	2	0	3
PSY	281	Abnormal Psychology	3	0	0	3
COM	231	Public Speaking	3	0	0	3
SAB	135	Addictive Process	3	0	0	3
PSY	115	Stress Management	2	0	0	2
SOC	220	Social Problems	3	0	0	3
*Humanities Gen Ed Requirement			3	0	0	3
					Total	**20**

Spring Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
HSE	125	Counseling	2	2	0	3
HSE	225	Crisis Intervention	3	0	0	3
HSE	210	Human Services Issues	2	0	0	2
SAB	240	SAB Issues in Client Services	3	0	0	3
PSY	183	Psychology of Addiction	3	0	0	3
PSY	239	Psychology of Personality	3	0	0	3
					Total	**17**

In addition, the following courses are required:

WBL 111	Work-Based Learning I	0	0	10	1
WBL 115	Work-Based Learning Seminar	1	0	0	1

TOTAL HOURS **74/75**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - INDUSTRIAL SYSTEMS TECHNOLOGY

(A50240) The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners.

General Education Requirements		**Lecture**	**Lab**	**Credit**
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Readings and Writings in the Disciplines	3	0	3
MAT 110	Math Measurement and Literacy	2	2	3
*Humanities General Education Requirement		3	0	3
*Social Science General Education Requirement		3	0	3
			Total	**15**

Major Requirements		**Lecture**	**Lab**	**Credit**
HYD 110	Hydraulics / Pneumatics I	2	3	3
ELC 112	DC/AC Electricity	3	6	5
MNT 110	Introduction to Maintenance Procedures	1	3	2
ELC 125	Diagrams Schematics	1	2	2
MAC 111	Machining Technology I	2	12	6
ISC 112	Industrial Safety	2	0	2
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4
			Total	**24**

Concentration Requirements		**Lecture**	**Lab**	**Credit**
ELC 117	Motors and Circuits	2	6	4
WLD 151	Fabrication I	2	6	4
MAC 124	CNC Milling	1	3	2
MAC 229	CNC Programming	2	0	2
			Total	**12**

Major Requirements (Choose 15 Hours)		**Lecture**	**Lab**	**Credit**
AHR 110	Introduction to Refrigeration	2	6	5
AHR 133	HVAC Servicing	2	6	4
ELC 113	Residential Wiring	2	6	4
ELC 115	Industrial Wiring	2	6	4
ELC 128	Introduction to PLC	2	3	3
ELC 215	Electrical Maintenance	2	3	3
ELN 231	Industrial Controls	2	3	3
MEC 110	Intro to CAD/CAM	1	2	2
			Total	**15**

Other Requirements		**Lecture**	**Lab**	**Credit**
ACA 111	College Student Success	1	0	1
			Total	**1**

TOTAL HOURS 67

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - INFORMATION TECHNOLOGY SUPPORT

(A25590IT) 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.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers	2	2	3
ENG	111	Writing & Inquiry	3	0	3
NOS	110	Operating System Concepts	2	3	3
CTI	110	Web, Programming & Database	2	2	3
OST	130	Comprehensive Keyboarding	2	2	3
WEB	110	Internet/Web Fundamentals	2	2	3
				Total	**19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing/Research in the Disc OR	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
CIS	115	Introduction to Programming and Logic	2	3	3
MAT	143	Quantitative Literacy	2	2	3
CTS	120	Hardware/Software Support	2	3	3
OST	136	Word Processing	2	2	3
CTI	120	Network & Security Foundation	2	2	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
SEC	110	Security Concepts	2	2	3
CTS	115	Information System Business Concepts	3	0	3
CTS	130	Spreadsheet	2	3	3
DBA	110	Database Concepts	2	3	3
+CIS	Major Elective		2	2	3
NOS	230	Windows Administration I	2	2	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
CTS	285	System Analysis & Design	3	0	3
CTS	289	System Support Project	1	4	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**12**

TOTAL HOURS **67**

+ Major Electives may be selected from CIS, CTI, CTS, DBA, DME, HBI, NET, NOS, SEC and/or WEB prefixes.

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

CERTIFICATE - INFORMATION TECHNOLOGY SUPPORT

(C25590IT)

			Lecture	Lab	Credit
CIS	110	Introduction to Computers	2	2	3
CTI	110	Web, Program and Database Foundation	2	2	3
CTI	120	Network and Security Foundation	2	2	3
CTS	115	Information Systems Business Concepts	3	0	3
SEC	110	Security Concepts	2	2	3
WEB	110	Internet/Web Fundamentals	2	2	3
				Total	**18**

CERTIFICATE - INFORMATION TECHNOLOGY SUPPORT DATA CENTER TECHNOLOGIES

(C25590DC)

			Lecture	Lab	Credit
CIS	110	Introduction to Computers	2	2	3
CTI	110	Web, Program and Database Foundation	2	2	3
SEC	110	Security Concepts	2	2	3
CTI	120	Network and Security Foundation	2	2	3
NOS	110	Operating Systems Concepts	2	3	3
CTS	120	Hardware/Software Support	2	3	3
				Total	**18**

AAS - INFORMATION TECHNOLOGY SUPPORT DIGITAL MEDIA PRODUCTION

(A25590DM) 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.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers	2	2	3
ENG	111	Writing & Inquiry	3	0	3
NOS	110	Operating System Concepts	2	3	3
CTI	110	Web, Programming & Database	2	2	3
DME	110	Intro to Digital Media	2	2	3
WEB	110	Internet/Web Fundamentals	2	3	3
				Total	**19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing/Research in the Disc OR	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
CIS	115	Introduction to Programming and Logic	2	3	3
DBA	110	Database Concepts	2	3	3
CTS	120	Hardware/Software Support	2	3	3
DME	115	Graphic Design Tools	2	3	3
CTI	120	Network & Security Foundation	2	2	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
SEC	110	Security Concepts	2	2	3
CTS	115	Information System Business Concepts	3	0	3
WEB	115	Web Markup & Scripting	2	3	3
MAT	143	Quantitative Literacy	2	2	3
WEB	210	Web Design	2	2	3
				Total	**15**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
CTS	285	System Analysis & Design	3	0	3
CTS	289	System Support Project	1	4	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
DME	120	Digital Multimedia Applications	2	2	3
WEB	250	Database Driven Websites	2	2	3
				Total	**18**

TOTAL HOURS **70**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - INFORMATION TECHNOLOGY SUPPORT WEB ADMINISTRATION AND DESIGN

(A25590WB) The Information Technology (WB) 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.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers	2	2	3
ENG	111	Writing & Inquiry	3	0	3
NOS	110	Operating System Concepts	2	3	3
CTI	110	Web, Programming & Database	2	2	3
WEB	110	Internet/Web Fundamentals	2	2	3
DME	110	Intro to Digital Media	3	0	3
				Total	**19**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	112	Writing/Research in the Disc OR	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
CTS	120	Hardware Software Support	2	3	3
WEB	115	Web Markup & Scripting	2	2	3
CIS	115	Introduction to Programming and Logic	2	3	3
MAT	143	Quantitative Literacy	2	2	3
CTI	120	Network & Security Foundation	2	2	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
CTS	115	Information System Business Concepts	3	0	3
WEB	140	Web Development Tools	2	2	3
WEB	210	Web Design	2	2	3
DBA	110	Database Concepts	2	3	3
SEC	110	Security Concepts	2	2	3
NOS	230	Windows Administration I	2	2	3
				Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
CTS	285	System Analysis & Design	3	0	3
CTS	289	System Support Project	1	4	3
WEB	250	Database Driven Websites	2	2	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**15**

TOTAL HOURS 70

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - INFORMATION TECHNOLOGY SUPPORT
WEB ADMINISTRATION AND DESIGN

(D25590WB)

			Lecture	Lab	Credit
ENG	111	Writing & Inquiry	3	0	3
MAT	143	Quantitative Literacy	2	2	3
CTI	110	Web, Program, and Database Foundation	2	2	3
CTI	120	Network and Security Foundation	2	2	3
CTS	115	Information Systems Business Concepts	3	0	3
CIS	110	Introduction to Computers	2	2	3
WEB	115	Web Markup & Scripting	2	2	3
WEB	110	Internet/Web Fundamentals	2	2	3
DBA	110	Database Concepts	2	3	3
WEB	140	Web Development Tools	2	2	3
WEB	210	Web Design	2	2	3
SEC	110	Security Concepts	2	2	3
				Total	**36**

AAS - MECHATRONICS ENGINEERING TECHNOLOGY

(A40350) Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, and engineering) including laboratory and testing services, and research and development services.

The Mechatronics Engineering Technology is a course of study that prepares the students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, and other electromechanical systems. 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.

These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology. Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, industrial and technology managers, or research technicians.

General Education Requirements			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
ENG	112	Writing/Research in the Disc **OR**	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
CHOOSE ONE:					
MAT	110	Math Measurement & Literacy	2	2	3
MAT	143	Quantitative Literacy	2	2	3
MAT	121	Algebra/Trigonometry I	2	2	3
MAT	171	Precalculus Algebra	3	2	4
				Total	**15/16**

Major Requirements			**Lecture**	**Lab**	**Credit**
ATR	112	Intro to Automation	2	2	3
ELC	213	Instrumentation	3	2	4
ELC	112	DC/AC Electricity	3	6	5
HYD	110	Hydraulics/Pneumatics I	2	3	3
ELC	117	Motors and Contrls	2	6	4
ELC	128	Intro to PLC	2	3	3
PHY	131	Physics-Mechanics	3	2	4
MEC	130	Mechanisms	2	2	3
ELC	132	Electrical Drawings	1	3	2
CIS	110	Introduction to Computers	2	2	3
ISC	112	Industrial Safety	2	0	2
				Total	**36**

Other Major Requirements			**Lecture**	**Lab**	**Credit**
EGR	120	Eng and Design Graphics	2	2	3
ATR	115	Introduction to Mechatronics	3	3	4
ATR	211	Robot Programming	2	3	3
MEC	180	Engineering Materials	2	3	3
				Total	**13**

Other Requirements			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
				Total	**1**

TOTAL HOURS **65/66**

AAS - MEDICAL ASSISTING

(A45400) The Medical Assisting curriculum prepares multi-skilled care professionals qualified to perform administrative and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration, and ethical/legal issues associated with patient care.

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments and hospitals.

Individuals desiring a career as a medical assistant should take biology, mathematics and typing courses prior to entering the program. Field trips or their equivalent will be required for first- and second-year students. Students must earn a grade of C or better in all MED classes and maintain a 2.0 GPA to continue in the program. Any grade below a C in MED classes will not fulfill degree requirements. Students who do not maintain a 2.0 GPA will be put on probation from the Medical Assisting program until the average is regained.

Admission to the Medical Assisting Program**
The following requirements for admission are required for the Medical Assisting Program:
1. All applicants must complete the admission process to Tri-County Community College.
2. All applicants must have taken the College Placement Test within the last five years.
3. All applicants as a result of the College Placement Tests must place into ENG 111 and MAT 110 or pass ENG 095 and MAT 070 with a grade of C or better.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**WrkExp**	**Credit**
ACA	111	College Student Success	1	0	0	1
BIO	161	Introduction to Human Biology	3	0	0	3
CIS	111	Basic PC Literacy	1	2	0	2
ENG	111	Writing & Inquiry	3	0	0	3
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
OST	130	Comprehensive Keyboarding	2	2	0	3
					Total	**18**

Spring Semester 1			**Lecture**	**Lab**	**WrkExp**	**Credit**
ENG	114	Professional Research & Reporting	3	0	0	3
MAT	110	Math Measurements & Literacy	2	2	0	3
MED	122	Medical Terminology II	3	0	0	3
MED	131	Administrative Office Procedures II**	1	2	0	2
OST	149	Medical Legal Issues	3	0	0	3
PSY	118	Interpersonal Psychology OR	3	0	0	3
PSY	150	General Psychology	3	0	0	3
					Total	**17**

Fall Semester 2			**Lecture**	**Lab**	**WrkExp**	**Credit**
ACC	115	College Accounting**	3	2	0	4
BUS	137	Principles of Management**	3	0	0	3
MED	150	Laboratory Procedures I**	3	4	0	5
MED	272	Drug Therapy**	3	0	0	3
OST	148	Medical Insurance and Billing**	3	0	0	3
					Total	**18**

Spring Semester 2			**Lecture**	**Lab**	**WrkExp**	**Credit**
MED	140	Exam Room Procedures I**	3	4	0	5
MED	260	Medical Clinical Externship**	0	0	15	5
MED	262	Clinical Perspectives**	1	0	0	1
MED	270	Symptomatology**	2	2	0	3
*Humanities Gen Ed Requirement			3	2	0	3
					Total	**17**

TOTAL HOURS 70

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

** Those courses followed by two asterisks are only offered in the listed semester (Fall or Spring)

AAS - MEDICAL OFFICE ADMINISTRATION

(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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
OST	130	Comprehensive Keyboarding	2	2	3
CIS	111	PC Literacy	1	2	2
MED	121	Medical Terminology I	3	0	3
MED	130	Admin Office Procedures I OR	1	2	2
OST	181	Office Procedures	2	2	3
ENG	111	Writing & Inquiry	3	0	3
OST	136	Word Processing	2	2	3
				Total	**17/18**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
ENG	114	Professional Research & Reporting	3	0	3
MED	122	Medical Terminology II	3	0	3
PSY	150	General Psychology OR	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
OST	286	Professional Development	3	0	3
WEB	110	Internet/Web Fundamentals	2	2	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
OST	134	Text Entry & Formatting	2	2	3
OST	148	Medical Insurance and Billing	3	0	3
ACC	115	College Accounting OR	3	2	4
ACC	120	Principle of Accounting	3	2	4
BIO	161	Introduction to Human Biology	3	0	3
OST	164	Office Editing	3	0	3
				Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
ACC	180	Practices in Bookkeeping	3	0	3
OST	284	Emerging Technologies	1	2	2
OST	122	Office Computations	2	2	3
OST	149	Medical Legal Issues	3	0	3
OST	289	Office Admin Capstone	2	2	3
OST	236	Advanced Word Processing	2	2	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**19**

TOTAL HOURS **71/72**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study
section for specific courses that fulfill these requirements.

CERTIFICATE - MEDICAL OFFICE ADMINISTRATION

(C25310)

			Lecture	Lab	Credit
OST	130	Comprehensive Keyboarding	2	2	3
OST	149	Medical Legal Issues	3	0	3
OST	148	Medical Insurance and Billing	3	0	3
MED	121	Medical Terminology I	3	0	3
MED	130	Admin Office Procedures I OR	1	2	2
OST	181	Office Procedures	2	2	3
OST	134	Text Entry & Formatting	2	2	3
				Total	**17/18**

AAS - NURSING

(A45110) The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Students seeking admission to the Associate Degree Nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements will include but are not limited to a criminal background check, drug screen, CPR and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to licensure as a Registered Nurse. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Fall Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
NUR	111	Introduction to Health Concepts	4	6	6	8
NUR	117	Pharmacology	1	3	0	2
PSY	150	General Psychology	3	0	0	3
					Total	**13**

Spring Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
NUR	112	Health-Illness Concepts	3	0	6	5
NUR	114	Holistic Health Concepts	3	0	6	5
NUR	118	Nutrition /Diet Therapy	2	0	0	2
PSY	241	Developmental Psychology	3	0	0	3
					Total	**15**

Students eligible to apply for CNA II listing on the North Carolina Board of Nursing Registry

Summer Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
NUR	113	Family Health Concepts	3	0	6	5
					Total	**5**

Fall Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
BIO	175	General Microbiology	2	2	0	3
ENG	112	Writing/Research in the Disc	3	0	0	3
NUR	211	Health Care Concepts	3	0	6	5
NUR	212	Health System Concepts	3	0	6	5
					Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
NUR	213	Complex Health Concepts	4	3	15	10
*Humanities Gen Ed Requirement:			3	0	0	3
ART-111, ART-114, ART-115, MUS-110, MUS-112,						
PHI-215, PHI-240 or HUM-115					**Total**	**13**

TOTAL HOURS 62

Note: Tri-County Community College will be utilizing NUR-214 for RN Completers (LPN's to RN's)

RN Completers. (LPN's to RN's)

AAS - NURSING

Region A Nursing Consortium: Admission Criteria and Points Scale

Applications will only be accepted October 1, 2022, through January 31, 2023.

Students seeking admission to the associate degree nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements may include but are not limited to, a criminal background check, drug screen, CPR and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to a licensure as a Registered Nurse. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Requirements for Phase I:

- Submit Application for Region A Nursing Consortium.
- Submit Official High School Transcripts or Official Scores for the High School Equivalency Diploma.
- Evidence of a cumulative GPA of 2.8 or greater on a 4-point scale. The most recent transcript with at least six (6) college-level credit hours will be used for those students attending more than one college.
- Completion of BIO-168 Anatomy and Physiology I and ENG-111 Writing and Inquiry with a grade of "C" or better.

The above minimum requirements must be satisfied by January 31, 2023, to be considered for the Fall 2023 nursing class. Once the application deadline has passed, all qualified applicants will progress to Phase II.

Requirements for Phase II:

- Hold a documented, current, unrestricted credential as Nurse Aide I (NAI) from the North Carolina Nurse Aide Registry; https://www.ncnar.org/index1.jsp and the Division of Health Service Regulation. (A copy of the current listing on the NC DHSR Nurse Aide Registry Website by May 15, 2023, will be acceptable documentation.)
- Completion of the TEAS (Test of Essential Academic Skills VI) test with a minimum allowable TEAS score of 60 for admission into the Nursing Program.
- Completion of BIO-169 Anatomy & Physiology II and MAT-143 Quantitative Literacy or higher mathematics course with a grade of "C" or better or currently enrolled during Spring 2023 semester and will complete with a grade of "C" or better by May 15, 2023.
- If all requirements for Phase II are not completed by May 15, 2023, the student's slot may be offered to another student.

The TEAS test may be administered to students who have met all the requirements of Phase I. Students may purchase the TEAS (Test of Essential Academic Skills VI) test at the campus of scheduled testing and will be administered during the first week of March 2023. The cost of the TEAS test will be made public to the students when scheduling the TEAS test. Specific requirements for the TEAS test may be obtained from the Office of Enrollment Management. A TEAS score is valid for three years from the date taken. The highest Total Score in the three-year period will be used in the ranking system. Students may use the TEAS score if previously taken at another higher institution. Official score must be requested, purchased, and sent to the Office of Enrollment Management. These scores must be submitted by April 1, 2023.

Scoring Criteria:

At the completion of Phase I and Phase II, students will be awarded points based on the following scoring criteria, and the top 38 applicants will be accepted into the program for Fall 2023. Upon acceptance, students must submit documentation of drug screen, criminal background check, physical, and state health and immunizations before the first day of fall semester.

1. Score from the TEAS test
2. Points for grade point average:
   - 2.8-2.99 = 10 points
   - 3.00-3.50 = 12 points
   - 3.51-3.99 = 14 points
   - 4.00 = 16 points
3. Points for other:
   - Health Occupations I or Allied Health Science I = 1 point
   - Health Occupations II or Allied Health Science II = 1 point
   - High School Fundamentals of Nursing = 2 points
   - Diploma level degree = 3 points
   - Associate level degree = 4 points
   - Bachelor level degree = 5 points
   - Masters level degree or higher = 6 points

Please note, students will only receive points for the highest coursework or degree completed.

4. Additional Points will be awarded for successful completion of BIO-168 Anatomy & Physiology I. Points will be assigned to the letter grade on the student's transcript.
   - A= 5 points
   - B = 3 points
   - C = 1 point

Provisional acceptance to the nursing program will be offered to the top 38 point earners from Phase II at each campus. A student that is provisionally accepted will need to complete state health and immunization forms.

Enrollment in NUR prefix courses is not allowed until students are accepted into the nursing program. Admission to the nursing program is based on a competitive process, see above for complete information. It is strongly recommended that students seeking to enter the ADN nursing program complete all their required general education courses before enrolling in the nursing program.

AAS - NURSING: RN COMPLETER

Applications will only be accepted May 16, 2022, through October 15, 2022.
Students seeking admission to the associate degree nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements will include but are not limited to a criminal background check, drug screen, CPR, and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to licensure as a Registered Nurse.

The RN completer track is designed to allow currently Licensed Practical Nurses (LPN) to become a registered nurse without repeating the entire nursing curriculum. Upon completion, students will be awarded an Associate in Applied Science Nursing Degree (A45110).

Graduates are able to apply to take the National Council Licensure Examination (NCLEX-RN). Successful completion of the program does not guarantee licensure. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Applicants to the program will receive credit for NUR-111, NUR-112, NUR-114, and NUR-117 based on coursework completed in the LPN curriculum upon successful completion of NUR-214.

Admissions Requirements:

- Submit Application enter RN Completer Track
- Apply to the College and fulfill all admissions criteria
- Submit Official High School Transcripts or Official Scores for the High School Equivalency Diploma and all relevant Official College Transcripts
- Evidence of a cumulative GPA of 2.8 or greater on a 4-point scale. The most recent transcript with at least six (6) college-level credit hours will be used for those students attending more than one college.
- Provide documentation of successful completion of a NC approved LPN program which includes theory, lab, and clinical components. (A copy of an official college transcript or a notarized course completion certificate will be acceptable documentation.)
- Hold a documented, current, unrestricted credential as LPN from the North Carolina Board of Nursing (NCBON); http://www.ncbon.com or from a nursing compact state recognized by the NCBON. A copy of the current listing on the NCBON Registry Website by October 15, 2022 will be acceptable documentation.
- Completion of the following courses with a "C" or better:
- ENG-111 Writing and Inquiry, and MAT-143 Quantitative Literacy or higher mathematics course,
- BIO-168 Anatomy and Physiology I, BIO-169 Anatomy and Physiology II,
- PSY-150 General Psychology and PSY-241 Developmental Psychology
- Completion of TEAS (Test of Essential Academic Skills VI) test with a minimum allowable TEAS score of 60 for admission into the Nursing program.

Students may purchase the TEAS (Test of Essential Academic Skills VI) test at the campus of scheduled testing. The cost of the TEAS test will be made public to the students when scheduling the TEAS test. Specific requirements for the TEAS test may be obtained from the Office of Enrollment Management. A TEAS score is valid for three years from the date taken. The highest Total Score in the three-year period will be used in the ranking system. Students may use the TEAS score if previously taken at another higher institution. If taken at another institution, an official score must be requested, purchased, and sent to the Office of Enrollment Management. These scores must be submitted by October 15, 2022.
The top 10 applicants will be accepted into the RN Completer Track each spring. Students will be awarded points based on the following scoring criteria.

Scoring Criteria:

1. Scores from the TEAS test.
2. Points for grade point average:
   - 2.8-2.99 = 10 points
   - 3.00-3.50 = 12 points
   - 3.51-3.99 = 14 points
   - 4.00 = 16 points
3. Additional points will be awarded for successful completion of BIO-168 Anatomy & Physiology I. Points will be assigned to the letter grade on the student's transcript.
   - A= 5 points
   - B = 3 points
   - C = 1 point

Provisional acceptance to the Nursing program will be offered to the top 10 point earners at each campus. A student that is provisionally accepted will need to complete state health and immunizations forms and attend a Nursing Orientation Session to become fully accepted into the Nursing program. If all requirements are not completed by December 15, 2022, the student's slot may be offered to another student.

Enrollment in NUR prefix courses is not allowed until students are accepted into the Nursing program.

AAS - NURSING: RN COMPLETER

(A45110AP) Students who attend the College from out of state should be aware that the College has not made a determination whether programs or courses which lead to state licensure or certification meet educational requirements outside of North Carolina. Examples of such programs are Basic Law Enforcement Training, Cosmetology, Emergency Medical Science, Esthetics, Nursing, and Therapeutic Massage.

Spring Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
NUR	118	Nutrition/Diet Therapy	2	0	0	2
NUR	214	Nursing Transition Concepts	3	0	3	4
					Total	**6**
Summer Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
NUR	113	Family Health Concepts	3	0	6	5
					Total	**5**
Fall Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
BIO	175	General Microbiology	2	2	0	3
ENG	112	Writing/Research in the Disc	3	0	0	3
NUR	211	Health Care Concepts	3	0	6	5
NUR	212	Health System Concepts	3	0	6	5
					Total	**16**
Spring Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
NUR	213	Complex Health Concepts	4	3	15	10
*Humanities Gen Ed Requirement: ART-111 ART-114 ART-115, MUS-110, MUS-112 PHI-215, PHI-240 or HUM-115			3	0	0	3
					Total	**13**
TOTAL HOURS		**40**				

AAS - GENERAL OFFICE ADMINISTRATION

(A253700A) The Office Administration curriculum prepares individuals for positions in administrative support careers. The program 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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
OST	136	Word Processing	2	2	3
OST	181	Office Procedures	2	2	3
ACA	111	College Student Success	1	0	1
				Total	**18**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
OST	286	Professional Development	3	0	3
OST	122	Office Computations	2	2	3
ENG	114	Professional Research & Reporting	3	0	3
DBA	110	Database Concepts	2	3	3
CTS	130	Spreadsheet	2	2	3
				Total	**15**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
OST	134	Text Entry & Formatting	2	2	3
OST	164	Office Editing	3	0	3
ACC	120	Principles of Financial Accounting OR	3	2	4
ACC	115	College Accounting	3	2	4
WEB	110	Internet/Web Fundamentals	2	2	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
OST	233	Office Publication Design	2	2	3
OST	236	Advanced Word Processing	2	2	3
OST	289	Office Admin Capstone	2	2	3
ACC	180	Practices in Bookkeeping	3	0	3
OST	284	Emerging Technologies	1	2	2
BUS	260	Business Communication	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**20**

TOTAL HOURS **69**

*Please see the section titled "General Education Requirements for A.A.S programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - GENERAL OFFICE ADMINISTRATION

(D253700A)

			Lecture	Lab	Credit
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
OST	181	Office Procedures	2	2	3
ACA	111	College Student Success	1	0	1
OST	122	Office Computations	2	2	3
ENG	114	Professional Research & Reporting	3	0	3
DBA	110	Database Concepts	2	3	3
OST	134	Text Entry & Formatting	2	2	3
OST	136	Word Processing	2	2	3
OST	164	Office Editing	3	0	3
ACC	120	Principles of Financial Accounting	3	2	4
OST	289	Office Admin Capstone	2	2	3
				Total	**40**

CERTIFICATE - GENERAL OFFICE ADMINISTRATION

(C253700A)

			Lecture	Lab	Credit
OST	134	Text Entry and Formatting	2	2	3
OST	181	Office Procedures	2	2	3
OST	130	Comprehensive Keyboarding	2	2	3
OST	136	Word Processing	2	2	3
CTS	130	Spreadsheet	2	2	3
OST	164	Office Editing	3	0	3
				Total	**18**

AAS - OFFICE ADMINISTRATION - LEGAL

(A25370L0) Legal is a concentration under the curriculum title of Office Administration. This curriculum prepares individuals for entry-level positions in legal or government-related offices and provides professional development for the currently employed.

Course work includes terminology, operational procedures, preparation and transcription of documents, computer software, and court-related functions as they relate to the legal office profession. Emphasis is placed on the development of accuracy, organizational skills, discretion, and professionalism.

Graduates should qualify for employment in corporate legal departments; private practices, including real estate and estate planning; and city, state, and federal government offices. With appropriate work experience, graduates may apply for certification as a Professional Legal Secretary (PLS).

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
BUS	115	Business Law	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
OST	136	Word Processing	2	2	3
ACA	111	College Student Success	1	0	1
				Total	**18**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
OST	286	Professional Development	3	0	3
OST	122	Office Computations	2	2	3
OST	155	Legal Terminology	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
CTS	130	Spreadsheets	2	2	3
BUS	260	Business Communication	3	0	3
				Total	**18**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
OST	134	Text Entry and Formatting	2	2	3
OST	164	Office Editing	3	0	3
ACC	115	College Accounting OR	3	2	4
ACC	120	Principles of Financial Accounting I	3	2	4
OST	252	Legal Transcription I	2	2	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
OST	156	Legal Office Procedures	2	2	3
OST	236	Advanced Word Processing	2	2	3
OST	289	Office Admin Capstone	2	2	3
ACC	180	Practices in Bookkeeping	3	0	3
OST	284	Emerging Technologies	1	2	2
*Humanities Gen Ed Requirement			3	0	3
				Total	**17**

TOTAL HOURS **69**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study
section for specific courses that fulfill these requirements.

CERTIFICATE - OFFICE ADMINISTRATION - LEGAL

(C25370L0)

			Lecture	Lab	Credit
OST	130	Comprehensive Keyboarding	2	2	3
OST	155	Legal Terminology	3	0	3
OST	134	Text Entry and Formatting	2	2	3
BUS	115	Business Law	3	0	3
OST	252	Legal Transcription I	2	2	3
OST	156	Legal Office Procedures	2	2	3
				Total	**18**

AAS - OFFICE ADMINISTRATION - VIRTUAL OFFICE

(A25370V0) The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

Fall Semester 1			**Lecture**	**Lab**	**Credit**
CIS	111	Basic PC Literacy	1	2	2
ENG	111	Writing & Inquiry	3	0	3
OST	130	Comprehensive Keyboarding	2	2	3
OST	136	Word Processing	2	2	3
OST	181	Office Procedures	2	2	3
ACA	111	College Student Success	1	0	1
*Humanities Gen Ed Requirement			3	0	3
				Total	**18**

Spring Semester 1			**Lecture**	**Lab**	**Credit**
OST	122	Office Computations	2	2	3
ENG	114	Professional Research & Reporting	3	0	3
MKT	232	Social Media Marketing	3	2	4
OST	134	Text Entry and Formatting	2	2	3
SEC	110	Security Concepts	2	2	3
OST	171	Intro to Virtual Office	2	2	3
				Total	**19**

Fall Semester 2			**Lecture**	**Lab**	**Credit**
OST	271	Office Web Technologies	2	2	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	143	Quantitative Literacy	2	2	3
OST	164	Office Editing	3	0	3
ACC	120	Principles of Financial Accounting I	3	2	4
WEB	110	Web Development Fundamentals	2	2	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**19**

Spring Semester 2			**Lecture**	**Lab**	**Credit**
OST	233	Office Publications Design	2	2	3
OST	286	Professional Development	3	0	3
OST	289	Office Admin Capstone	2	2	3
OST	284	Emerging Technologies	1	2	2
CTS	130	Spreadsheet OR	2	2	3
ACC	149	Accounting Spreadsheets	1	3	2
BUS	260	Business Communications	3	0	3
CHOOSE ONE:					
WEB	115		2	3	3
WEB	140		2	3	3
CTI	110		2	2	3
				Total	**18/19**

TOTAL HOURS **74/75**

*Please see the section titled "General Education Requirements for A.A.S. programs" at the end of the Program of Study
section for specific courses that fulfill these requirements.

AAS - PUBLIC SAFTEY ADMINISTRATION

(A55480) The Public Safety Administration curriculum is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public safety and government organizations.
Course work in diverse subject areas includes public safety administration and education, interagency operations, crisis leadership, government and agency financial management, professional standards, incident management, administrative law, and supervision, while providing a streamlined pathway that recognizes the value of previously earned skillsets and credentials within the public safety sector.
Employment opportunities exist with fire or police departments, emergency management organizations, governmental agencies, industrial firms, correctional facilities, private industries, insurance organizations, educational organizations, security and protective organizations, and through self-employment opportunities.

General Education Requirements			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
ENG	112	Writing/Research in the Disc OR	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
MAT	143	Quantitative Literacy	2	2	3
POL	120	American Government	3	0	3
*Humanities Gen Ed Requirement			3	0	3
				Total	**15**

Major Requirements			**Lecture**	**Lab**	**Credit**
PAD	151	Intro to Public Admin	3	0	3
PAD	252	Public Policy Analysis	3	0	3
PAD	254	Grant Writing	3	0	3
PAD	152	Ethics in Government	3	0	3
PAD	251	Public Finance & Budgeting	3	0	3
CJC	170	Critical Incident Mgmt Public Safety	3	0	3
CHOOSE ONE GROUP:					
(1)FIP	276	Managing FIre Services	3	0	3
(1)FIP	152	Fire Protection Law	3	0	3
(1)FIP	220	Fire Fighting Strategies	3	0	3
(1)EPT	140	Emergency management	3	0	3
(2)CJC	111	Intro to Criminal Justice	3	0	3
(2)CJC	231	Constitutional Law	3	0	3
(2)CJC	225	Crisis Intervention	3	0	3
(2)CJC	121	Law Enforcement Operations	3	0	3
				Total	**30**

Other Major Requirements			**Lecture**	**Lab**	**Credit**
CJC	232	Civil Liability	3	0	3
CJC	160	Terrorism	3	0	3
BUS	137	Principles of Management	3	0	3
BUS	173	Procurement Management	3	0	3
HSE	225	Crisis Intervention	3	0	3
EMS	235	EMS Management	2	0	2
				Total	**17**

Other Requirements			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
				Total	**1**

TOTAL HOURS **63**

AAS - SUSTAINABLE AGRICULTURE

(A15410) These curriculum are designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices.
Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture. A program that focuses on agricultural principles and practices that, over the long term, enhance environmental quality, make efficient use of nonrenewable resources, integrate natural biological cycles and controls, and are economically viable and socially responsible; and that may prepare individuals to apply this knowledge to the solution of agricultural and environmental problems. Potential course work includes instruction in principles of agroecology, crop and soil sciences, entomology, horticulture, animal science, weed science and management, soil fertility and nutrient cycling, applied ecology, agricultural economics, and rangeland ecology and watershed management. Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education.

Fall Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
AGR	139	Intro to Sustainable Agriculture	3	0	0	3
AGR	160	Plant Science	2	2	0	3
AGR	170	Soil Science	2	2	0	3
AGR	111	Basic Farm Maintenance	1	3	0	2
ENG	111	Expository Writing	3	0	0	3
ACA	111	College Student Success	1	0	0	1
					Total	**16**

Spring Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
ANS	110	Animal Science	3	0	0	3
AGR	121	Biological Pest Mgmt	3	0	0	3
CIS	110	Introduction to Computers	2	2	0	3
AGR	265	Organic Crop Production: Spring	2	2	0	3
MAT	110	Math Measurement and Literacy OR	2	2	0	3
MAT	143	Quantitative Literacy	2	2	0	3
*Humanities Elective			3	0	0	3
					Total	**17**

Summer Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
WBL	111	Work Based Learning	0	0	10	1
					Total	**1**

Fall Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
AGR	262	Weed ID and Control	2	3	0	3
AGR	268	Adv Organic Crop Produce	2	6	0	4
ANS	111	Sustainable Livestock Mgt	2	2	0	3
BUS	139	Entrepreneurship I	3	0	0	3
ENG	112	Writing/Research in the Disc OR	3	0	0	3
ENG	114	Professional Research & Reporting	3	0	0	3
					Total	**16**

Spring Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
AGR	212	Farm Business Management	3	0	0	3
AGR	214	Agricultural Marketing	3	0	0	3
AGR	267	Permaculture	2	2	0	3
AGR	130	Alternative Ag Production	3	0	0	3
*Social Science Elective			3	0	0	3
					Total	**15**

TOTAL HOURS **65**

*Please see the section titled "General Education Requirements for A.A.S programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

AAS - THERAPEUTIC MASSAGE

Requirements for admission into the Therapeutic Massage Program:

- All applicants must complete the admission process to Tri-County Community College.
- Evidence of high school graduation or completion of GED certificate (High school seniors must send an interim transcript by January 31).
- Official copies of all high school and college course transcripts (High school seniors must have a final transcript sent within one month of graduation).
- All applicants must have taken the College Placement Test AND met the minimum placement test score(s) for placement into General Education courses OR completed developmental coursework with a grade of "C" or better, within the last five years. Students are asked to complete and sign the Therapeutic Massage Minimum Admission Requirements Verifications Checklist. (Available at Student Services in the Harper Building).
- Provide proof of experiencing two (2) one-hour long massage therapy sessions. The therapist(s) providing these sessions must be licensed (LMBT) by the NC Board of Massage and Bodywork Therapy. Applicants are responsible for scheduling and paying for these appointments.
- Completed a technical standard agreement and conduct agreement
- Must be in good physical health, able to stand, bend, twist to perform basic physical standards of the profession (contract signed upon program acceptance.)

All requirements for admission into the Therapeutic Massage Program are due each year by May 1, and the acceptance process will be completed no later than July 1.

Ranking of Candidates:
Therapeutic Massage is a limited enrollment program with students beginning each fall. Resources, such as facilities and faculty, as well as approval standards, limits the number of applicants accepted into the program to six. The 6 applicants with the highest numerical score will be accepted into the program, awaiting medical history forms and proof of massage sessions (noted above).

Applicants compete for admission based on quality points. Applicants earn quality points by completing the general education courses required for the program with a C or better. To calculate quality points, multiply the number of credit hours for each general education course successfully completed with a "C" or better by the quality point value assigned to the grade earned (A=4, B=3, C=2). In the event of a tie, Grade Point Average (GPA) will be used to determine ranking.

The best grade earned for general education and recommended courses is used to calculate quality points and Grade Point Average (GPA). Although quality points are not awarded for grades of D, F, or W, these grades are used to calculate GPA. Quality points are not awarded for developmental coursework completed. If seats become available in a program after notification letters are mailed, then alternates will be notified (by rank order) of their acceptance. Alternates not accepted will need to reapply every year and will compete on equal basis with all other applicants.

Applicants accepted for admission into the Therapeutic Massage program at TCCC will be required to complete and pass a criminal background check before liscensure. To become licensed in North Carolina to practice Therapeutic Massage, you must first pass the MBLEx (Massage & Bodywork Licensing Exam.) If there is anything inappropriate found in that check, the NC Board of Massage & Bodywork Therapy will deny your application.

AAS - THERAPEUTIC MASSAGE

(A45750) The Therapeutic Massage curriculum prepares graduates to work in direct client care settings to provide manipulation, methodical pressure, friction and kneading of the body for maintaining wellness or treating alterations in wellness throughout the lifespan.

Courses will include content in normal human anatomy and physiology, therapeutic massage, ethical/legal issues, business practices, nutrition and psychology.

Employment opportunities in North Carolina may be found in hospitals, rehabilitation centers, health departments, home health, medical offices, nursing homes, spas, health and sports clubs, and private practice. Graduates may be eligible to take the National Certification for Therapeutic Massage and Bodywork.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

Students who attend the College from out of state should be aware that the College has not made a determination whether programs or courses which lead to state licensure or certification meet educational requirements outside of North Carolina. Examples of such programs are Basic Law Enforcement Training, Cosmetology, Emergency Medical Science, Esthetics, Nursing, and Therapeutic Massage.

Fall Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
ACA	111	College Student Success	1	0	0	1
BIO	163	Basic Anatomy & Physiology OR	4	2	0	5
BIO	168	Anatomy and Physiology	3	3	0	4
MED	121	Medical Terminology I	3	0	0	3
MTH	110	Fundamentals of Massage	6	9	3	10
					Total	**18/19**

Spring Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
MTH	120	Therapeutic Massage Applications	6	9	3	10
MTH	125	Ethics of Massage	2	0	0	2
MTH	130	Therapeutic Massage Mgmt	2	0	0	2
MAT	110	Math Measurement & Literacy	2	2	0	3
					Total	**17**

Summer Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
CIS	111	Basic PC Literacy OR	1	2	0	2
CIS	110	Computer Concepts	2	2	0	3
*Humanities Gen Ed Requirement			3	0	0	3
					Total	**5/6**

Fall Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
ENG	111	Writing & Inquiry	3	0	0	3
PSY	118	Interpersonal Psychology OR	3	0	0	3
PSY	150	General Psychology	3	0	0	3
MTH	210	Advanced Skills of Massage	4	9	3	8
*Social Science Gen Ed Requirement			3	0	0	3
					Total	**17**

Spring Semester 2			**Lecture**	**Lab**	**Clinical**	**Credit**
ENG	114	Professional Research & Reporting	3	0	0	3
MTH	220	Outcome-Based Massage	4	6	3	7
NUT	110	Nutrition OR	3	0	0	3
HEA	110	Personal Health/Wellness	3	0	0	3
					Total	**13**

TOTAL HOURS **70/72**

*Please see the section titled "General Education Requirements for A.A.S programs" at the end of the Program of Study section for specific courses that fulfill these requirements.

DIPLOMA - THERAPEUTIC MASSAGE

(D45750)

Fall Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
BIO	163	Basic Anatomy & Physiology OR	4	2	0	5
BIO	168	Anatomy and Physiology	3	3	0	4
ENG	111	Writing & Inquiry	3	0	0	3
MED	121	Medical Terminology I	3	0	0	3
MTH	110	Fundamentals of Massage	6	9	3	10
					Total	**20/21**

Spring Semester 1			**Lecture**	**Lab**	**Clinical**	**Credit**
MTH	120	Therapeutic Massage Applications	6	9	3	10
MTH	125	Ethics of Massage	2	0	0	2
PSY	118	Interpersonal Psychology OR	3	0	0	3
PSY	150	General Psychology	3	0	0	3
MTH	130	Therapeutic Massage Mgmt	2	0	0	2
					Total	**17**

TOTAL HOURS **37/38**

AAS - WELDING TECHNOLOGY

(A50420) The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

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

Successful 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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

General Education Requirements			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
MAT	110	Math Measurement & Literacy OR	2	2	3
MAT	121	Algebra/Trigonometry I	2	2	3
*Humanities Gen Ed Requirement			3	0	3
*Social Science Gen Ed Requirement			3	0	3
				Total	**15**

Major Requirements			**Lecture**	**Lab**	**Credit**
WLD	110	Cutting Processes	1	3	2
WLD	115	SMAW Stick Plate	2	9	5
WLD	121	GMAW FCAW/Plate	2	6	4
WLD	131	GTAW (Tig) Plate	2	6	4
WLD	141	Symbols & Specifications	2	2	3
				Total	**18**

Major Electives			**Lecture**	**Lab**	**Credit**
BPR	111	Blueprint Reading	1	2	2
ISC	112	Industrial Safety	2	0	2
WLD	116	SMAW (Stick) Plate/Pipe	1	9	4
WLD	117	Industrial SMAW	1	4	3
WLD	143	Welding Metallurgy	1	2	2
WLD	151	Fabrication I	2	6	4
WLD	212	Inert Gas Welding	1	3	2
WLD	215	SMAW (Stick) Pipe	1	9	4
WLD	251	Fabrication II	1	6	3
WLD	261	Certification Practices	1	3	2
WLD	262	Inspection and Testing	2	2	3
CIS	110	Introduction to Computers OR	2	2	3
CIS	111	Basic PC Literacy	1	2	2
				Total	**33-34**

Other Requirements			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
				Total	**1**

TOTAL HOURS **67-68**

DIPLOMA - WELDING TECHNOLOGY

(D50420) The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

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

Successful 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.

Students may be required to take one or more Developmental courses as a result of pre-enrollment placement tests; therefore, the student may need more than the minimum number of contact hours listed for graduation.

General Education Requirements			**Lecture**	**Lab**	**Credit**
ENG	111	Writing & Inquiry	3	0	3
MAT	110	Math Measurement & Literacy	2	2	3
				Total	**6**

Major Requirements			**Lecture**	**Lab**	**Credit**
WLD	110	Cutting Processes	1	3	2
WLD	115	SMAW Stick Plate	2	9	5
WLD	121	GMAW FCAW/Plate	2	6	4
WLD	131	GTAW (Tig) Plate	2	6	4
WLD	141	Symbols & Specifications	2	2	3
				Total	**18**

Major Electives			**Lecture**	**Lab**	**Credit**
BPR	111	Blueprint Reading	1	2	2
ISC	112	Industrial Safety	2	0	2
WLD	116	SMAW (Stick) Plate/Pipe	1	9	4
WLD	117	Industrial SMAW	1	4	3
WLD	212	Inert Gas Welding	1	3	2
WLD	215	SMAW (Stick) Pipe	1	9	4
CIS	111	Basic PC Literacy	1	2	2
				Total	**19**

Other Requirements			**Lecture**	**Lab**	**Credit**
ACA	111	College Student Success	1	0	1
				Total	**1**

TOTAL HOURS **44**

CERTIFICATE - WELDING TECHNOLOGY

(C50420)

			Lecture	**Lab**	**Credit**
WLD	115	SMAW Stick Plate	2	9	5
WLD	121	GMAW FCAW/Plate	2	6	4
WLD	141	Symbols & Specifications	2	2	3
WLD	117	Industrial SMAW	1	4	3
				Total	**15**

Courses that Fulfill the Humanities General Education Requirement

Courses that qualify as Humanities General Education requirements contain the sentence, "This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts," in their course descriptions. Below is a list of courses that meet the Humanities General Education requirement

*ART 111	Art Appreciation	3	HUM 150	American Women's Studies	3
*ART 114	Art History Survey I	3	HUM 160	Introduction to Film	3
*ART115	Art History Survey II	3	HUM 161	Advanced Film Studies	3
DRA 111	Theatre Appreciation	3	HUM 211	Humanities I	3
*ENG 231	American Literature I	3	HUM 212	Humanities II	3
*ENG 232	American Literature II	3	HUM 220	Human Values & Meaning	3
ENG 233	Major American Writers	3	*MUS 110	Music Appreciation	3
*ENG 241	British Literature I	3	*MUS 112	Introduction to Jazz	3
*ENG 242	British Literature II	3	MUS 113	American Music	3
ENG 243	Major British Writers	3	MUS 114	Non-Western Music	3
ENG 251	Western World Literature I	3	*PHI 215	Philosophical Issues	3
ENG 252	Western World Literature II	3	PHI 220	Western Philosophy I	3
ENG 261	World Literature I	3	PHI 230	Introduction to Logic	3
ENG 262	World Literature II	3	*PHI 240	Introduction to Ethics	3
HUM 110	Technology and Society	3	REL 111	Eastern Religions	3
HUM 115	Critical Thinking	3	REL 112	Western Religions	3
HUM 120	Cultural Studies	3	REL 211	Introduction to Old Testament	3
HUM 121	The Nature of America	3	REL 212	Introduction to New Testament	3
HUM 122	Southern Culture	3	REL 221	Religion in America	3
HUM 130	Myth in Human Culture	3			

Courses that Fulfill the Social Science General Education Requirement

Courses that qualify as Social Science General Education requirements contain the sentence, "This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral science," in their course descriptions. Below is a list of courses that meet the Social Science General Education requirement.

ANT 210	General Anthropology	3	*POL 120	American Government	3
ANT 221	Comparative Cultures	3	POL 210	Comparative Government	3
ANT 240	Archaeology	3	POL 220	International Relations	3
ECO 151	Survey of Economics	3	**PSY 118	Interpersonal Psychology	3
*ECO 251	Principles of Microeconomics	3	*PSY 150	General Psychology	3
*ECO 252	Principles of Macroeconomics	3	PSY 237	Social Psychology	3
GEO 111	World Regional Geography	3	PSY 239	Psychology of Personality	3
*HIS 111	World Civilizations I	3	PSY 241	Developmental Psychology	3
*HIS 112	World Civilizations II	3	PSY 281	Abnormal Psychology	3
HIS 121	Western Civilization I	3	*SOC 210	Introduction to Sociology	3
HIS 122	Western Civilization II	3	SOC 213	Sociology of the Family	3
*HIS 131	American History I	3	SOC 220	Social Problems	3
*HIS 132	American History II	3	SOC 225	Social Diversity	3
POL 110	Introduction to Political Science	3	SOC 240	Social Psychology	3

All courses listed above in both categories are approved for general education transfer according to North Carolina's Comprehensive Articulation Agreement.

Courses marked with an asterisk (*) are Universal General Education Transfer Component (UGETC) courses. These courses have special protections upon transfer to a North Carolina public university and are therefore excellent choices for students who plan eventually to pursue a bachelor degree.

**PSY 118 is an option for Non-Transfer Majors. This course is not intended to transfer to Senior Institutions.

Course Descriptions

The following list of courses is arranged in alphabetical order by course prefix and in numerical order under the program of study. Following the title are numbers representing lecture, lab, clinical or work experience, and credit. When classes have pre- or co-requisite requirements, those are listed as well. These are noted as either State (S) or Local (L) requirements. Courses below the 100 level are considered developmental education courses and serve as prerequisites to curriculum study. Grades in all courses below the 100 level will not count as hours/credits earned and will not be used to calculate grade point averages. Courses below the 100 level are counted as hours attempted for financial aid and term course load purposes. Courses without clinical or work experience hours have three numbers listed, as in Example 1 below. Courses with clinical or work experience hours have four numbers listed, as in Example 2 below. The final sentence in some course descriptions indicates the potential transferability of the course, as in Example 3 below.

EXAMPLE 1		Lecture	Lab	Credit
PSY 118	Interpersonal Psychology	3	0	3

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. S11025

EXAMPLE 2		Lecture	Lab	Clin/Wrk	Credit
WBL 112	Work-Based Learning I	0 0	20	2	

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. S23795

EXAMPLE 3		Lecture	Lab	Credit
ENG 111	Expository Writing	3	0	3

Prerequisites: ENG 090 and RED 090 or ENG 095

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition. S13673

ANIMAL ASSISTED INTERACTIONS (AAI)

AAI 110 Animal Assisted Introduction 1 0 1
This course introduces the field of human-animal interactions, its history, agencies, roles and careers. Topics include personal/professional characteristics, animal behavioral profiles, diversity of populations served, disciplines in the field, ethical standards and major theoretical and intervention approaches. Upon completion, students should be able to clearly articulate the knowledge, skills and roles of the animal interaction specialist. S22766

AAI 120 Animals in Human Lives 3 0 3
This course covers the roles, uses and status of animals across the human life span and the regulation of animals in social spaces. Emphasis is placed on animals in the social world and individual lives, including animal and human development, animal cruelty and human violence, and cultural perspectives. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by animals in social and personal contexts. S22767

AAI 130 Animal Handling Skills 1 4 3
This course covers the capacities of different species for work with diverse goals and populations in animal interactions and introduces components critical to animals' well-being. Emphasis is placed on expanding critical thinking, and competence in animal handling and management skills necessary for development as a well-rounded, responsible animal handler. Upon completion, students should be able to demonstrate their ability to identify interaction risks, animal handling and training practices, and assess animal interaction effectiveness. S22768

AAI 210 Interaction Methodology 2 2 3
This course provides a comprehensive exposure to techniques, approaches, and experiential methodology for implementing animal interactions in all aspects of human services and education. Emphasis is placed on applying the knowledge and animal skills for creating safe and effective, goal oriented interactions within various human service and educational environments. Upon completion, students should be able to demonstrate the knowledge, judgment, safety and methodology skills appropriate for an entry-level position utilizing animal interactions. S22769

AAI 220 Interaction Documentation 3 0 3
This course covers the knowledge and skills necessary for program evaluation and outcome measurement processes used in animal interaction services. Topics include the effect of animal interactions on participant outcomes, assessment of outcome measures, and evaluation of overall program goals and objectives. Upon completion, students should be able to utilize basic concepts of outcome based evaluation processes to objectively evaluate animal interaction service within supervised settings. S22770

ACADEMIC RELATED (ACA)

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.

ACA 090 Student Success Strategies 3 0 3
This course is intended to provide students with skills and strategies to promote success in college, career, and life. Topics include the College's physical, academic, and social environment, promotes personal development, and cultivates learning strategies essential for student success. Upon completion, students should be able to manage their learning experiences to meet educational and life goals. S23846

ACA 111 College Student Success 1 0 1
This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon

completion, students should be able to function effectively within the college environment to meet their educational objectives. S13509

ACA 118 College Study Skills 1 2 2
This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan. S13503

ACA 122 College Transfer Success 0 2 1
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.S25621

ACCOUNTING (ACC)

ACC 115 College Accounting 3 2 4
This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization. S20279

ACC 120 Principles of Financial Accounting 3 2 4
This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. S20278

ACC 121 Principles of Managerial Accounting 3 2 4
Prerequisites: (S) Take ACC-120
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. S20282

ACC 122 Principles of Financial Accounting II 3 0 3
Prerequisites: (S) Take ACC-120
This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles. S20286

ACC 129 Individual Income Taxes 2 2 3
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms. S20283

ACC 130 Business Income Taxes 2 2 3
This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law relating to business organizations, electronic research and

methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms. S20277

ACC 140 Payroll Accounting 1 2 2
Prerequisites: (S) Take One: ACC-115 or ACC-120
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. S24972

ACC 149 Introduction to Accounting Spreadsheets 1 3 2
Prerequisites: (S) Take One: ACC -115 or ACC-120
This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting. S24973

ACC 150 Accounting Software Application 1 3 2
Prerequisites: (S) Take One: ACC -115 or ACC-120
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems. S24974

ACC 180 Practices in Bookkeeping 3 0 3
Prerequisites: (S) Take ACC-120
This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses. S20288

ACC 220 Intermediate Accounting I 3 2 4
Prerequisites: (S) Take ACC-120
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. S20836

ACC 221 Intermediate Accounting II 3 2 4
Prerequisites: (S) Take ACC-220
This course is a continuation of ACC-220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. S10687

ACC 225 Cost Accounting 3 0 3
Prerequisites: (S) Take ACC-121
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. S10695

AGRICULTURE (AGR)

AGR 111 Basic Farm Maintenance 1 3 2
This course covers fundamentals of maintenance and repair of farm facilities and equipment. Topics include safe use of hand tools and farm machinery, carpentry, concrete, painting, wiring, welding, plumbing, and calculating costs and materials needed. Upon completion, students should be able to answer theoretical questions on topics covered and assist with maintenance and repair of farm facilities and equipment. S12537

AGR 121 Biological Pest Mgmt 3 0 3
This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insects and diseases. S23336

AGR 130 Alternative Agricultural Production 3 0 3
This course covers the latest nontraditional enterprises in agriculture. Topics include animal production, aquaculture, and plant production. Upon completion, students should be able to identify selected enterprises and describe basic production practices. S12184

AGR 139 Intro to Sustainable Agriculture 3 0 3
This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices. S23337

AGR 160 Plant Science 2 2 3
This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems. S13746

AGR 170 Soil Science 2 2 3
This course covers the basic principles of soil management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and the impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices. S23339

AGR 212 Farm Business Management 3 0 3
This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget. S12303

AGR 214 Agricultural Marketing 3 0 3
This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product. S23340

AGR 262 Weed ID & Control 2 3 3
This course introduces the annual and perennial weeds of economic importance in the southeast. Topics include the life cycles, flowering habits, identification, and control of various weeds in the Southeast. Upon completion, students should be able to identify selected weeds and recommend methods of control. S14285

AGR 265 Organic Crop Prod: Spring 2 2 3
This course includes a study of spring organic crop production practices, including vegetables, cut flowers, and culinary and medicinal herbs. Topics include variety selection, production methods, and record keeping procedures for certification. Upon completion, students will be able to demonstrate a knowledge of organic crop production appropriate for the spring season. S13443

AGR 267 Permaculture 2 2 3
This course introduces the design of sustainable human habitats as part of a sustainable system, with emphasis placed on living systems of the temperate region. Topics include fundamentals of permaculture system design for farms, including gardens, fields, water, animals, buildings, economics, and society. Upon completion, students should be able to design a functional holistic farm system. S13481

AGR 268 Advanced Organic Crop Produce 2 6 4
Prerequisites: (S) Take One: AGR-265 or AGR-266
This course provides students with structured practical experience in managing the complexities of organic crop production. Emphasis is placed on crop management skills and decision making associated with production-related operations such as cover crop management, irrigation, and post-harvest physiology. Upon completion, students should be able to create and implement a crop management plan and demonstrate competency in the selection and efficient use of equipment. S22650

AIR CONDITIONING, HEATING and REFRIGERATION (AHR)

AHR 110 Introduction to Refrigeration 2 6 5
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. S23419

AHR 112 Heating Technology 2 4 4
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. S23421

AHR 113 Comfort Cooling 2 4 4
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 psychrometrics, manufacturer specifications, and test instruments to determine proper system operation. S23422

AHR 114 Heat Pump Technology 2 4 4
Prerequisites: (S) Take One: AHR-110 or AHR-113
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. S23423

AHR 115 Refrigeration Systems 1 3 2
Prerequisites: (S) Take: AHR-110
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. S14137

AHR 125 HVACR Electronics 2 2 3
Prerequisites: (S) Take One: AHR-111, ELC-111 or ELC-112
This course introduces the common electronic control components in HVACR systems. Emphasis is placed on identifying electronic components and their functions in HVACR systems and motor-driven control circuits. Upon completion, students should be able to identify components, describe control circuitry and functions, and use test instruments to measure electronic circuit values and identify malfunctions. S23272

AHR 130 HVAC Controls 2 2 3
Prerequisites: (S) Take One: AHR-111, ELC-111 or ELC-112
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 analyis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls. S23273

AHR 133 HVAC Servicing 2 6 4
Prerequisites: (S) Take One: AHR-112 or AHR-113
The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment. S13769

AHR 211 Residential System Design 2 2 3
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. S23445

AHR 212 Advanced Comfort Systems 2 6 4
Prerequisites: (S) Take: AHR-114
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. S23446

AHR 213 HVACR Building Code 1 2 2
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. S23447

ALTERNATIVE ENERGY TECHNOLOGY (ALT)

ALT 120 Renewable Energy Tech 2 2 3
This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydo-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. S22049

ANIMAL SCIENCE (ANS)

ANS 110 Animal Science 3 0 3
This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally. S23341

ANS 111 Substaniable Livestock Mgt 2 2 3
This course covers the integration of livestock as part of a sustainable farming system, with emphasis on small-scale production for niche markets and pasture. The course will cover appropriate breed selection, nutrition and living requirements for livestock such as goats, hogs, sheep, poultry, and bees. Upon completion, students will recognize appropriate breeds for their farm needs and demonstrate knowledge of small scale livestock production. S14265

ANTHROPOLOGY (ANT)

ANT 210 General Anthropology 3 0 3
This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. S13262

ANT 221 Comparative Cultures 3 0 3
This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. S10536

ANT 240 Archaeology 3 0 3
This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. S10965

ARCHITECTURE (ARC)

ARC 112 Constr Materials & Methods 3 2 4
This course introduces construction materials and methodologies. Topics include construction terminology, traditional and alternative materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties. S23271

ARC 132 Specifications & Contracts 2 0 2
Prerequisites: (S) Take ARC 112
This course covers the development of written specifications and the implications of different contractual arrangements. Topics include specification development, contracts, bidding material research, and agency responsibilities. Upon completion, students should be able to write a specification section and demonstrate the ability to interpret contractual responsibilities. S12627

ART (ART)

ART 111 Art Appreciation 3 0 3
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course. S10139

ART 114 Art History Survey I 3 0 3
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course. S10200

ART 115 Art History Survey II 3 0 3
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course. S10149

ART 121 Two-Dimensional Design 0 6 3
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S23014

ART 122 Three-Dimensional Design 0 6 3
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S23015

ART 131 Drawing I 0 6 3
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10812

ART 132 Drawing II 0 6 3
Prerequisites: (S) Take ART-131
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10831

ART 171 Computer Art I 0 6 3
This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals of computer literacy and design through bit-mapped image manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture, manipulate, and output images. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10922

ART 231 Printmaking I 0 6 3
This course introduces printmaking: its history, development techniques, and processes. Emphasis is placed on basic applications with investigation into image source and development. Upon completion, students should be able to produce printed images utilizing a variety of methods. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10482

ART 232 Printmaking II 0 6 3
Prerequisites: (S) Take ART-231
This course includes additional methods and printmaking processes. Emphasis is placed on the printed image as related to method, source, and concept. Upon completion, students should be able to produce expressive images utilizing both traditional and innovative methods. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10421

ART 240 Printing I 0 6 3
This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11426

ART 241 Printing II 0 6 3
Prerequisites: (S) Take ART-240
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11518

ART 245 Metals I 0 6 3
This course introduces basic metal design in traditional and contemporary art forms using brass, copper, and silver. Emphasis is placed on designing and fabricating jewelry, small sculptures, and utilitarian objects. Upon completion, students should be able to design and produce small art objects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11515

ART 246 Metals II 0 6 3
Prerequisites: (S) Take ART-245
This course provides a continuation of metal design utilizing basic methods of casting and other processes. Emphasis is placed on individualized design. Upon completion, students should be able to design and produce expressive forms. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11473

ART 251 Weaving I 0 6 3
This course provides a basic understanding of the design and production of constructed textiles. Emphasis is placed on traditional weaving techniques. Upon completion, students should be able to warp and dress the loom and use appropriate techniques for the creation of unique woven fabrics. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11152

ART 252 Weaving II 0 6 3
Prerequisites: (S) Take ART-251
This course furthers an exploration of creative design as it relates to manipulated fiber construction. Emphasis is placed on traditional and experimental methods. Upon completion, students should be able to create fiber constructions that utilize appropriate techniques for individual expressive designs. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11125

ART 264 Digital Photography I 0 6 3
This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. S24622

ART 265 Digital Photography II 0 6 3
Prerequisites: (S) Take ART-264
This course provides exploration of the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Upon completion, students should be able to produce well-executed images using a variety of photographic and photo manipulative approaches. S24620

ART 266 Videography I 0 6 3
This course introduces various aspects of basic video production including concept development, scripting, camera operation, and post-production. Emphasis is placed on creative expression, camera handling, story boarding, and editing. Upon completion, students should be able to demonstrate a basic understanding of video camera operation and production techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11306

ART 267 Videography II 0 6 3
Prerequisites: (S) Take ART-266
This course is designed to provide a framework for the production of a long-term video project. Emphasis is placed on realization of the unique creative vision. Upon completion, students should be able to produce a thematically coherent, edited video with sound and titling. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11402

ART 271 Computer Art II 0 6 3
Prerequisites: (S) Take ART-171
This course includes advanced computer imaging techniques. Emphasis is placed on creative applications of digital technology. Upon completion, students should be able to demonstrate command of computer systems and applications to express their personal vision. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10264

ART 275 Introduction to Graphic Design 0 6 3
This course introduces students to the field of graphic design. Emphasis is placed on the basic concepts of visual communication, the design process and the ability to evaluate and discuss design issues in a critical manner. Upon completion, students should be able to use contemporary design software and visual language techniques as they apply to creative visual problem-solving involving typography, image manipulation, symbolic representation and page management while being responsive to the relationship between client, designer and audience. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S24464

ART 281 Sculpture I 0 6 3
This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches. This course has

been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S16229

ART 282 Sculpture II 0 6 3
Prerequisites: (S) Take ART-281
This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S12071

ART 283 Ceramics I 0 6 3
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11998

ART 284 Ceramics II 0 6 3
Prerequisites: (S) Take ART-283
This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S12018

ART 288 Studio 0 6 3
This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S12053

ASTRONOMY (AST)

AST 111 Descriptive Astronomy 3 0 3
This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course. S10553

AST 111A Descriptive Astronomy Lab 0 2 1
Corequisites: (S) Take AST-111
The course is a laboratory to accompany AST-111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST-111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course. S13670

AST 151 General Astronomy I 3 0 3
This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course. S10092

AST 151A General Astronomy I Lab 0 2 1
Corequisites: (S) Take AST-151
The course is a laboratory to accompany AST-151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST-151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics This is a Universal General Education Transfer Component (UGETC) course. S10019

AST 152 General Astronomy II 3 0 3
Prerequisites: (S) Take AST-151
This course is a continuation of AST-151 with primary emphasis beyond the solar system. Topics include the sun, stars, galaxies, and the larger universe, including cosmology. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. S10028

AST 152A General Astronomy II Lab 0 2 1
Prerequisites: (S) Take AST-151
Corequisites: (S) Take AST-152
The course is a laboratory to accompany AST-152. Emphasis is placed on laboratory experiences which enhance the materials presented in AST-152 and which provide practical experience. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. S12436

AUTOMATION AND ROBOTICS (ATR)

ATR 112 Introduction to Automation 2 3 3
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. S23467

ATR 115 Introduction to Mechatronics 3 3 4
This course introduces the synergistic application of mechanical, electrical, electronic, and computer engineering technologies that are used for the purpose of control and maintenance of high-tech devices and equipment. Topics include automation, advanced manufacturing, sensors, actuators, process control, circuits, robotics, electromechanical equipment, hydraulics, pneumatics, electrical drives, motors, and programmable logic controllers. Upon completion, students should be able to demonstrate an understanding of the function of the components of a mechatronic system, their controlling interactions, and the overall operation of the mechatronic control system. S24646

ATR 120 Intro to Autonoumous Vehicles 2 2 3
This course introduces trends, control technologies, and applications of piloted and autonomous vehicles. Topics include the current and future trends in technology, design constraints, control systems,data transmission, programming, and the remote or autonomous piloting of vehicles. Upon completion, students should be able to identify and explain common functionality of autonomous vehicle systems, designs, programming, control systems, data transmission requirements, and remote operation. S25092

ATR 128 Autonomous Vehicle Comm 2 2 3
This course provides students with basic operational knowledge of autonomous/piloted robots, communication systems, software, sensors, and navigation. Emphasis is placed on data transmissions, navigation, programming, control, and piloting interfaces. Upon completion, students should be able to demonstrate an operation understanding of remote

communications, data transmission, navigation, and control requirements of autonomous/piloted vehicles. S25093

ATR 158 Robotic Fundamentals 1 4 3
This course provides students with the skills to assemble, maintain, and service autonomous/piloted vehicles. Emphasis is placed on routine maintenance of autonomous/piloted vehicles to include the installation of sensors, navigational controls and piloting systems. Upon completion, students should be able to assemble, service, and provide preventative maintenance on autonomous/piloted vehicles. S25094

ATR 280 Robotic Fundamentals 3 2 4
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. S12171

ATR 282 Robotics and CIM 3 2 4
This course covers robotics and computer integrated manufacturing (CIM). Topics include application, programming, and maintenance of robotic devices and the relationship between robotics and CIM. Upon completion, students should be able to safely program, operate, maintain robots and understand the relationship between robotics and CIM. S23473

ALTERNATIVE TRANSPORTATION TECH (ATT)

ATT 115 Green Transmission Safety & Service 1 2 2
This course covers workplace safety, hazardous material and environmental regulation relevant to electric, hybrid and alternative fueled vehicles. Topics include safety of high voltage vehicle systems, gaseous fuel systems and alternative liquid fuels. Upon completion, students should be able to demonstrate safe work practices, utilize appropriate shop tools and explain government regulations associated with alternative transportation.S23426

ATT 125 Hybrid-Electric Transmission 2 4 4
Prerequisites: (S) Take TRN-120
This course covers the theory and operation of hybrid-electric drive vehicles. Topics include maintenance, diagnostics, repair and safety procedures for electrically propelled and hybrid vehicles. Upon completion, students should be able to perform diagnostics, maintenance and repair hybrid-electric drive vehicles. S23428

ATT 140 Emerging Transportation Technology 2 3 3
This course covers emerging technologies in the automotive industry and diagnostic procedures associated with those technologies. Topics include exploring new technologies, diagnostic tools, methods and repairs. Upon completion, students should be able to demonstrate practical skills applicable to emerging automotive technologies. S23432

AUTOMOTIVE (AUT)

AUT 114 Safety and Emissions 1 2 2
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. S21685

AUT 114A Safety and Emissions Lab 0 2 1
Corequisites: (S) Take AUT-114
This course is an optional lab that allows students to enhance their understanding of North Carolina State Emissions Inspection failures. Topics include evaporative, positive crankcase ventilation, exhaust gas recirculation and exhaust emissions systems operation, including catalytic converter failure diagnosis. Upon completion, students should be able to employ diagnostic strategies to repair vehicle emissions failures resulting from North Carolina State Emissions inspection. S21686

AUT 116 Engine Repair 2 3 3
This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. S21687

AUT 116A Engine Repair Lab 0 3 1
Corequisites: (S) Take AUT-116
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. S21688

AUT 123 Powertrain Diagnosis & Service 1 3 2
This course covers the diagnosis, repair and service of the vehicle powertrain and related systems. Topics include fundamental operating principles of engines and transmissions and use of proper service procedures for diagnosis, service and removal and replacement of major components. Upon completion, students should be able to perform basic service and diagnosis of the powertrain and related systems, and to perform in vehicle repairs and remove and replace components. S21689

AUT 141 Suspension & Steering Systems 2 3 3
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels. S21690

AUT 141A Suspension & Steering Systems Lab 0 3 1
Corequisites: (S) Take AUT-141
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels. S21691

AUT 151 Brake Systems 2 3 3
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. S21692

AUT 151A Brake Systems Lab 0 3 1
Corequisites: (S) Take AUT-151
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. S21693

AUT 163 Advanced Automotive Electricity 2 3 3
Prerequisites: (S) Take TRN-120
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. S23604

AUT 181 Engine Performance 1 2 3 3
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. S21701

AUT 181A Engine Performance 1 Lab 0 3 1
Corequisites: (S) Take AUT-181
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/ service information. S21702

AUT 183 Engine Performance 2 2 6 4
Prerequisites: (S) Take AUT-181
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. S21703

AUT 221 Auto Transmission/Transaxles 2 3 3
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, diagnose and repair automatic drive trains. S21707

AUT 231 Manual Transmissions/Axles/Drive Trains 2 3 3
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 servicing 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. S22040

AUT 231A Manual Transmissions/Axles/Drive Trains Lab 0 3 1
Corequisites: (S) Take AUT-231
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. S21712

AUT 281 Advanced Engine Performance 2 2 3
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. S21713

BANKING AND FINANCE (BAF)

BAF 110 Principles of Banking 3 0 3
This course covers the fundamentals of bank functions in a descriptive fashion. Topics include banks and the monetary system, the relationship of banks to depositors, the payment functions, bank loans and accounting, regulations, and examinations. Upon completion, students should be able to demonstrate an understanding of the business of banking from a broad perspective. S24131

BAF 131 Fund of Bank Lending 3 0 3
Prerequisites: (S) Take ACC-120
This course introduces the basic knowledge and skills needed to be an effective lender. Topics include the functions of the loan interview and credit investigation, the "C"'s of credit, elements of loan documentation, and warning signs of problem loans. Upon completion, students should be able to demonstrate an understanding of the credit functions and regulatory issues affecting this key banking function. S24132

BAF 141 Law & Banking: Principles 3 0 3
This course provides an overview of the legal aspects of banking and the legal framework within which banks function. Topics include the court system, consumer protection, tangible and intangible property ownership, and the legalities and regulations of bank transactions. Upon completion, students should be able to discuss the non-technical aspects of the legal system and how these affect the bank's organization and operation. S24133

BAF 222 Money and Banking 3 0 3
This course provides a fundamental treatment of how money and banks function in the US and world economies. Topics include the roles of money in the US economy, the functions of the Federal Reserve Board, and the workings of monetary and fiscal policies. Upon completion, students should be able to explain how the monetary economy functions, how banks are creators of money, and the impact of the Federal Reserve. S24134

BIOLOGY (BIO)

Initialstudentplacementindevelopmentalcoursesisbasedonindividualcollegeplacementtesting policiesandprocedures.Studentsshouldbegindevelopmentalcourseworkattheappropriatelevel indicated by the college's placement test.

BIO 090 Foundations of Biology 3 2 4
Corequisites: (S) Take One: ENG-002, BSP-4002 or ENG-111
This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses. S25434

BIO 094 Concepts of Human Biology 3 2 4
Corequisites: (S) Take One: ENG-002, BSP-4002
This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses. S25436

BIO 110 Principles of Biology 3 3 4
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course. S24019

BIO 111 General Biology I 3 3 4
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able

to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course S24020

BIO 112 General Biology II 3 3 4
Prerequisites: (S) Take BIO-111
This course is a continuation of BIO-111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course. S24021

BIO 120 Introductory Botany 3 3 4
Prerequisites: (S) Take One: BIO-110 or BIO-111
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. S13789

BIO 130 Introductory Zoology 3 3 4
Prerequisites: (S) Take One: BIO-110 or BIO-111
This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. S11571

BIO 140 Environmental Biology 3 0 3
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. S14156

BIO 140A Environmental Biology Lab 0 3 1
Corequisites: (S) Take BIO-140
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. S13084

BIO 145 Ecology 3 3 4
Prerequisites: (S) Take One: BIO-110 or BIO-111
This course provides an introduction to ecological concepts using an ecosystems approach. Topics include energy flow, nutrient cycling, succession, population dynamics, community structure, and other related topics. Upon completion, students should be able to demonstrate comprehension of basic ecosystem structure and dynamics. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S14188

BIO 155 Nutrition 3 0 3
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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S12502

BIO 161 Introduction to Human Biology 3 0 3
This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology. S13523

BIO 163 Basic Anatomy & Physiology 4 2 5
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S13508

BIO 168 Anatomy and Physiology I 3 3 4
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11555

BIO 169 Anatomy and Physiology II 3 3 4
Prerequisites: (S) Take BIO-168
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11629

BIO 175 General Microbiology 2 2 3
Prerequisites: (S) Take One: BIO-110, BIO-111, BIO-163, or BIO-168
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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S20491

BIO 224 Local Flora Spring 1 2 2
This course provides an introduction to the identification of native plants. Emphasis is placed on spring wild flowers. Upon completion, students should be able to identify a variety of spring wild flowers and native plants. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S14262

BIO 242 Natural Resource Conservation 3 0 3
Prerequisites: (S) Take One Set: Set 1: BIO-112 Set 2: BIO-140 and BIO-140A
This course covers the importance of natural resources and their role in our environment. Emphasis is placed on the physical, biological, and ecological principles underlying natural resource conservation with attention to the biological consequences of human

impacts. Upon completion, students should be able to demonstrate an understanding of natural resource conservation. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S22584

BIO 243 Marine Biology 3 3 4
Prerequisites: (S) Take One: BIO-110 or BIO-111
This course covers the physical and biological components of the marine environment. Topics include major habitats, the diversity of organisms, their biology and ecology, marine productivity, and the use of marine resources by humans. Upon completion, students should be able to identify various marine habitats and organisms and to demonstrate a knowledge of their biology and ecology. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S13534

BIO 271 Pathophysiology 3 0 3
Prerequisites: (S) Take One: BIO-163, BIO-166, or BIO-169
This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S13002

BLUEPRINT READING (BPR)

BPR 111 Print Reading 1 2 2
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. S23466

BPR 121 Blueprint Reading-Mechanical 1 2 2
Prerequisites: (S) Take One: BPR-111 or MAC-131
This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing. S10436

BPR 130 Blueprint Reading-Construction 3 0 3
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. S23275

BUSINESS (BUS)

BUS 110 Introduction to Business 3 0 3
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S24149

BUS 115 Business Law I 3 0 3
This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S24153

BUS 116 Business Law II 3 0 3
Prerequisites: (S) Take BUS-115
This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer

law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. S24150

BUS 121 Business Math 2 2 3
This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business. S14289

BUS 125 Personal Finance 3 0 3
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan. S14300

BUS 137 Principles of Management 3 0 3
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S24151

BUS 139 Entrepreneurship I 3 0 3
This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs. S22030

BUS 153 Human Resource Management 3 0 3
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. S11845

BUS 168 Electronic Business 2 2 3
This course provides a survey of the world of electronic business. Topics include the definition of electronic business, current practices as they evolve using Internet strategy in business, and application of basic business principles to the world of e-commerce. Upon completion, students should be able to define electronic business and demonstrate an understanding of the benefits of e-commerce as a foundation for developing plans leading to electronic business implementation. S24152

BUS 151 People Skills 3 0 3
This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns. S11800

BUS 217 Employment Law and Regs 3 0 3
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. S24154

BUS 220 Purchasing 3 0 3
This course introduces the purchasing function and explains its role in business. Topics include the legal and ethical aspects of purchasing, quality assurance, and the application of purchasing formulas and methods for cost analysis. Upon completion, students

should be able to complete a purchase transaction incorporating legal, ethical, quality, and cost considerations. S13668

BUS 225 Business Finance 2 2 3
Prerequisites: (S) Take ACC-120
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. S13686

BUS 234 Training and Development 3 0 3
This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program. S24155

BUS 240 Business Ethics 3 0 3
This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society. S14002

BUS 245 Entrepreneurship II 3 0 3
Prerequisites: (S) Take BUS 139
This course is designed to allow the student to develop a business plan. Topics include the need for a business plan, sections of the plan, writing the plan, and how to find assistance in preparing the plan. Upon completion, students should be able to design and implement a business plan based on sound entrepreneurship principles. S21146

BUS 253 Leadership and Management Skills 3 0 3
This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness. S13328

BUS 256 Recruit Select & Per Plan 3 0 3
This course introduces the basic principles involved in managing the employment process. Topics include personnel planning, recruiting, interviewing and screening techniques, maintaining employee records; and voluntary and involuntary separations. Upon completion, students should be able to acquire and retain employees who match position requirements and fulfill organizational objectives. S24156

BUS 258 Compensation and Benefits 3 0 3
This course is designed to study the basic concepts of pay and its role in rewarding performance. Topics include wage and salary surveys, job analysis, job evaluation techniques, benefits, and pay-for-performance programs. Upon completion, students should be able to develop and manage a basic compensation system to attract, motivate, and retain employees. S24157

BUS 259 HRM Applications 3 0 3
Prerequisites: (S) Take One: BUS-217 or BUS-234
This course provides students in the Human Resource Management concentration the opportunity to reinforce their learning experiences from preceding HRM courses. Emphasis is placed on application of day-to-day HRM functions by completing in-basket exercises and through simulations. Upon completion, students should be able to determine the appropriate actions called for by typical events that affect the status of people at work. S25682

BUS 260 Business Communication 3 0 3
Prerequisites: (S) Take ENG-111
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place. S23621

BUS 270 Professional Development 3 0 3
This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job. S11540

CHEMISTRY (CHM)

Initialstudentplacementindevelopmentalcoursesisbasedonindividualcollegeplacementtesting policiesandprocedures.Studentsshouldbegindevelopmentalcourseworkattheappropriatelevel indicated by the college's placement test.

CHM 090 Chemistry Concepts 4 0 4
This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses. S13027

CHM 131 Introduction to Chemistry 3 0 3
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. S12692

CHM 131A Introduction to Chemistry Lab 0 3 1
Corequisites: (S) Take CHM-131
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. S12403

CHM 132 Organic and Biochemistry 3 3 4
Prerequisites: (S) Take One Set: Set 1: CHM-131 and CHM-131A Set 2: CHM-151
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. S20490

CHM 135 Survey of Chemistry I 3 2 4
This course provides an introduction to inorganic chemistry. Emphasis is placed on measurement, atomic structure, bonding, molecular geometry, nomenclature, reactions, the mole concept, stoichiometric calculations, states of matter, and the gas laws. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. S12720

CHM 136 Survey of Chemistry II 3 2 4
Prerequisites: (S) Take CHM-135
This course is a continuation of CHM-135 with further study of inorganic reactions and an introduction to organic, biological, and nuclear chemistry. Topics include solutions, acid-base theory, redox reactions, chemical kinetics, organic chemistry, biochemistry, and nuclear chemistry. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. S12583

CHM 151 General Chemistry I 3 3 4
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM-152. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S12258

CHM 152 General Chemistry II 3 3 4
Prerequisites: (S) Take CHM-151
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S12137

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 070 Fundamentals of Computing 0 2 1
This course covers fundamental functions and operations of the computer. Topics include identification of components, overview of operating systems, and other basic computer operations. Upon completion, students should be able to operate computers, access files, print documents and perform basic applications operations. S11239

CIS 110 Introduction to Computers 2 2 3
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative). S21058

CIS 111 Basic PC Literacy 1 2 2
This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. S21059

CIS 115 Introduction to Programming & Logic 2 3 3
Prerequisites: (S) Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DMA-040 Set 2: DMA-025 and DMA-040 Set 3: MAT-121 Set 4: MAT-171 Set 5: MAT-003 Set 6: BSP-4003
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design and implement algorithmic solutions in a programming language. This course has been approved for transfer under CAA as a general education course in Mathematics (Quantitative). S25440

CIS 126 Graphics Software Introduction 2 2 3
This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications. S10029

CIS 165 Desktop Publishing I 2 2 3
This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications. S10453

CRIMINAL JUSTICE (CJC)

CJC 111 Introduction to Criminal Justice 3 0 3
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S10631

CJC 112 Criminology 3 0 3
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. S10598

CJC 113 Juvenile Justice 3 0 3
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. S10602

CJC 114 Investigative Photography 1 2 2
This course covers the operation of digital photographic equipment and its application to criminal justice. Topics include the use of digital cameras, storage of digital images, the retrieval of digital images and preparation of digital images as evidence. Upon completion, students should be able to demonstrate and explain the role and use of digital photography, image storage and retrieval in criminal investigations. S20900

CJC 120 Interviews/Interrogations 1 2 2
This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims. S11674

CJC 121 Law Enforcement Operations 3 0 3
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11746

CJC 122 Community Policing 3 0 3
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. S11648

CJC 131 Criminal Law 3 0 3
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. S11110

CJC 132 Court Procedure & Evidence 3 0 3
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. S11046

CJC 141 Corrections 3 0 3
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S12643

CJC 160 Terrorism: Underlying Issues 3 0 3
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. S20701

CJC 170 Critical Incident Mgmt Public Safety 3 0 3
This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence. Upon completion, the student should be able to identify and discuss managerial techniques legal issues, and response procedures to critical incidents. S20591

CJC 212 Ethics & Community Relations 3 0 3
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. S10970

CJC 213 Substance Abuse 3 0 3
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities. S10983

CJC 214 Victimology 3 0 3
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs. S10951

CJC 215 Organization & Administration 3 0 3
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations. S11008

CJC 221 Investigative Principles 3 2 4
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. S12498

CJC 222 Criminalistics 3 0 3
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon

completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence. S12396

CJC 223 Organized Crime 3 0 3
This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system. S12507

CJC 225 Crisis Intervention 3 0 3
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. S12466

CJC 231 Constitutional Law 3 0 3
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts. S10090

CJC 232 Civil Liability 3 0 3
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues. S10037

CJC 241 Community-Based Corrections 3 0 3
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. S12261

CONSTRUCTION MANAGEMENT (CMT)

CMT 120 Codes and Inspections 3 0 3
This course covers building codes and the code inspections process used in the design and construction of residential and commercial buildings. Emphasis is placed on commercial, residential, and accessibility (ADA) building codes. Upon completion, students should understand the building code inspections process and apply building code principals and requirements to construction projects. S23269

COMMUNICATION (COM)

COM 110 Introduction to Communication 3 0 3
Prerequisites: (L) Take ENG-111
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Communication. S13264

COM 120 Introduction Interpersonal Communication 3 0 3
Prerequisites: (L) Take ENG-111
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Communication.
This is a Universal General Education Transfer Component (UGETC) course. S21722

COM 130 Nonverbal Communication 3 0 3
Prerequisites: (S) Take One: COM-110 or COM-120
This course introduces the contemporary study of nonverbal communication in daily life. Topics include haptics, kinesics, proxemics, facial displays, and appearance. Upon completion, students should be able to analyze/interpret nonverbal communication and demonstrate greater awareness of their own nonverbal communication habits. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S22359

COM 140 Introduction Intercultural Communication 3 0 3
This course introduces techniques of cultural research, definitions, functions, characteristics, and impacts of cultural differences in public address. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and experiences determine how one sends and receives messages. Upon completion, students should be able to demonstrate an understanding of the principles and skills needed to become effective in communicating outside one's primary culture. This course has been approved for transfer under the CAA as a general education course in Communication. S22118

COM 150 Introduction to Mass Communication 3 0 3
Prerequisites: (S) Take ENG-111
This course introduces print and electronic media and the new information technologies in terms of communication theory and as economic, political, and social institutions. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Upon completion, students should be able to demonstrate awareness of the pervasive nature of mass media and how media operate in an advanced post-industrial society. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S22466

COM 160 Small Group Communication 3 0 3
This course provides an overview of the theory, practice, and critical analysis of communication in the small group setting. Emphasis is placed on group development, conflict, and conformity; leadership skills and styles; group roles and ranks; and decision making, problem solving, and conflict resolution. Upon completion, students should be able to apply topics of gender, culture, and social-emotional functions within group settings. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S21739

COM 231 Public Speaking 3 0 3
Prerequisites: (L) Take ENG-111
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Communication.This is a Universal General Education Transfer Component (UGETC) course. S12601

COM 251 Debate I 3 0 3
This course introduces the principles of debate. Emphasis is placed on argument, refutation, research, and logic. Upon completion, students should be able to use research skills and logic in the presentation of ideas within the context of formal debate. This course has been approved

for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S12166

COSMETOLOGY (COS)

COS 111 Cosmetology Concepts I 4 0 4
Corequisites: (S) Take COS-112
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting. S12363

COS 112 Salon I 0 24 8
Corequisites: (S) Take COS-111
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services. S12316

COS 113 Cosmetology Concepts II 4 0 4
Prerequisites: (S) Take COS-111 and COS-112
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. S24638

COS 114 Salon II 0 24 8
Prerequisites: (S) Take COS-111 and COS-112
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. S24639

COS 115 Cosmetology Concepts III 4 0 4
Prerequisites: (S) Take COS-111 and COS-112
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. S24640

COS 116 Salon III 0 12 4
Prerequisites: (S) Take COS-111 and COS-112
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. S24641

COS 117 Cosmetology Concepts IV 2 0 2
Prerequisites: (S) Take COS-111 and COS-112
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. S24642

COS 118 Salon IV 0 21 7
Prerequisites: (S) Take COS-111 and COS-112
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. S24643

COS 119 Esthetics Concepts I 2 0 2
This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements. S12170

COS 120 Esthetics Salon I 0 18 6
This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting. S10851

COS 121 Manicure/Nail Technology I 4 6 6
This course covers techniques of nail technology, hand and arm surface manipulation, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, surface manipulation, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, surface manipulations, decorating and artificial applications in a salon setting. S24327

COS 125 Esthetics Concepts II 2 0 2
This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, make-up, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements. S10785

COS 126 Esthetics Salon II 0 18 6
This course provides experience in a simulated esthetics setting. Topics include machine facials, aromatherapy, surface manipulation in relation to skin care, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians. S24328

COS 130 State Board Exam Prep 2 0 2
This course is designed to prepare students to take the theory state board licensing exam for cosmetic art-related programs. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, and other related topics. Upon completion, students should be able to successfully pass the theory exam on the first attempt. S25834

COS 222 Manicure/Nail Technology II 4 6 6
Prerequisites: (S) Take COS-121
This course covers advanced techniques of nail technology and hand and arm surface manipulation. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations. S24329

COS 253 Esthetics Instructor Concepts I 6 15 11
This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, student assessment in a laboratory setting. Upon completion, students should be able to demonstrate esthetic services and instruct and objectively assess student performance in a classroom setting. S13101

COS 254 Esthetics Instructor Concepts II 6 15 11
This course covers advanced esthetic instructional concepts and skills. 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 demonstrate competencies in the areas covered by the Esthetics Instructor Licensing Examination and meet program requirements. S13008

COS 260 Design Applications 1 3 2
This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and

other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts. S11199

COS 271 Instructor Concepts I 5 0 5
Corequisites: (S) Take COS-272
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting. S11990

COS 272 Instructor Practicum I 0 21 7
Corequisites: (S) Take COS-271
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student. S12026

COS 273 Instructor Concepts II 5 0 5
Prerequisites: (S) Take All: COS-271 and COS-272
Corequisites: (S) Take COS-274
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records. S11965

COS 274 Instructor Practicum II 0 21 7
Prerequisites: (S) Take All: COS-271 and COS-272
Corequisites: (S) Take COS-273
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. This is a certificate-level course. S12083

COMPUTER SCIENCE (CSC)

CSC 134 C++ Programming 2 3 3
This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S21066

CSC 139 Visual BASIC Programming 2 3 3
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S21071

CSC 151 JAVA Programming 2 3 3
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S21076

CONSTRUCTION (CST)

CST 111 Construction I 3 3 4
This course covers standard and alternative building methods to include wall framing. Topics include safety and footings, foundations, floor framing systems, and wall framing systems commonly used in the construction industry. Upon completion, students should be able to safely erect all framing necessary to begin roof framing. S10559

CST 112 Construction II 3 3 4
This course covers building methods and materials used to dry-in a building. Topics include safety, ceiling/roof framing applications, roof finishes, windows, and exterior doors. Upon completion, students should be able to safely erect different roof types and properly install windows and exterior doors, roofing, and exterior finish materials. S10519

CSsT 113 Construction III 3 3 4
This course covers building methods and materials used to complete the interior of a structure. Topics include safety, installation of thermal and acoustical barriers, and interior finishes including millwork, cabinets, interior doors, flooring, and wall treatments. Upon completion, students should be able to safely and accurately install interior treatments including insulation, paneling, drywall, molding, doors, flooring, and cabinetry. S10538

CST 221 Statics/Structures 3 3 4
Take One Set: Set 1: ARC-112 and MAT-110 Set 2: ARC-112 and MAT-121 Set 3: ARC-112 and MAT-171 Set 4: CAR-112 and MAT-110 Set 5: CAR-112 and MAT-121 Set 6: CAR-112 and MAT-171 Set 7: CST-112 and MAT-110 Set 8: CST-112 and MAT-121 Set 9: CST-112 and MAT-171
This course covers the principles of statics and strength of materials as applied to structural building components. Topics include forces on columns, beams, girders, and footings and connection points when timber, steel, and concrete members are used. Upon completion, students should be able to accurately analyze load conditions present in structural members. S24302

CST 241 Planning/Estimating I 2 2 3
Take One: BPR-130 MAT-121 or MAT-171
This course covers the procedures involved in planning and estimating a construction/building project. Topics include performing quantity take-offs of materials necessary for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project. S23984

COMPUTER TECH INTEGRATION (CTI)

CTI 110 Web, Program & Database Foundation 2 2 3
This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table. S22510

CTI 115 Computer Systems Foundation 2 2 3
This course introduces the basic hardware components of a personal computer workstation and their operations and interactions with software. Topics include installing and updating system software, application software programs, and device drivers. Upon completion, students should be able to set up a workstation, install software, and establish network connectivity. S24347

CTI 120 Network & Security Foundation 2 2 3
This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols. S22511

CTI 130 Os and Device Foundation 4 4 6
This course covers the basic hardware and software of a personal computer, including installation, operations and interaction with popular microcomputer operating systems. Topics include components identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. S22512

CTI 131 Enterprise Hardware Foundation 2 2 3
This course introduces the hardware concepts required of the successful IT support professional. Emphasis is placed on PC and Enterprise Server Systems, Network Attached Storage (NAS), Redundant Solutions and Rack Mount Systems. Upon completion, students should have the necessary skills to support IT hardware and software for end-users and be able to work effectively in an IT support environment. S24494

CTI 135 Introduction to Green IT 2 3 3
This course provides the skills to implement environmentally sound techniques such as disposal, conservation of power, and reduction of an organization's carbon footprint. Topics include identifying Green organizations and standards, implementing virtualization on IT systems, and calculating the ROI involved in implementing green initiatives. Upon completion, students should be able to develop an environmental policy for a computer network infrastructure. S23156

CTI 140 Virtualization Concepts 1 4 3
This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines. S23205

CTI 141 Cloud & Storage Concepts 1 4 3
This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems. S23206

CTI 150 Mobile Computing Devices 2 2 3
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. S23590

CTI 175 Introduction to Wireless Technology 2 2 3
This course introduces the student to the technologies and standards of wireless telecommunications. Topics include the design, implementation, configuration, security, standards and protocols of wireless local area networks (WLAN). Upon completion, students should be able to design, implement, and administer wireless local area networks. S24495

CTI 240 Virtualization Admin I 1 4 3
This course covers datacenter virtualization concepts. Topics include data storage, virtual network configuration, virtual machine and virtual application deployment. Upon completion, students should be able to perform tasks related to virtual machine and hypervisor installation and configuration. S23207

CTI 241 Virtualization Admin II 1 4 3
This course covers administration of datacenter virtualization infrastructure. Topics include access control, fault tolerance, scalability, resource management, virtual machine migration and troubleshooting. Upon completion, students should be able to perform tasks related to virtualization security, data protection and resource monitoring. S23208

CTI 260 Data Center Troubleshooting 2 2 3
This course covers troubleshooting in a highly available, high performance, storage and computing system. Topics include provisioning, monitoring, diagnosing, and taking corrective

actions in storage environments relating to Storage Area Network (SAN), Network Attached Storage (NAS), data protection and recovery. Upon completion, students should be able to demonstrate an understanding of SAN and NAS technologies, topologies, configuration, data protection, and fault triage and remediation. S24104

CTI 270 Data Center Design & Prob Res 2 2 3
This course provides students an opportunity to complete a significant data center hardware and software design and configuration project, including disaster recovery planning. Emphasis is placed on adhering to optimal practices that can provide a highly available, stable, manageable, secure and scalable environment and maintaining it using a variety of utilities and system tools. Upon completion, students should be able to design, deploy and administer the hardware and software components of a highly available data center. S24105

CTI 289 CTI Capstone Project 1 6 3
Prerequisites: (S) Take All: CTI-110 CTI-120 and CTS-115
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. S24362

COMPUTER INFORMATION TECHNOLOGY (CTS)

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.

CTS 080 Computing Fundamentals 2 3 3
This course covers fundamental functions and operations of the computer. Topics include identification of components and basic computer operations including introduction to operating systems, the Internet, web browsers, and communication using World Wide Web. Upon completion, students should be able to operate computers, access files, print documents and perform basic applications operations. S20994

CTS 112 Windows 1 2 2
This course includes the fundamentals of the Windows software. Topics include graphical user interface, icons, directories, file management, accessories, and other applications. Upon completion, students should be able to use Windows software in an office environment. S20995

CTS 115 Information Systems Business Concept 3 0 3
The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S20996

CTS 118 IS Professional Communication 2 0 2
This course prepares the information systems professional to communicate with corporate personnel from management to end-users. Topics include information systems cost justification tools, awareness of personal hierarchy of needs, addressing these needs, and discussing technical issues with non-technical personnel. Upon completion, students should be able to communicate information systems issues to technical and non-technical personnel. S20997

CTS 120 Hardware/Software Support 2 3 3
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. S23679

CTS 125 Presentation Graphics 2 2 3
This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation. S24365

CTS 130 Spreadsheet 2 2 3
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. S24366

CTS 135 Integrated Software Introduction 2 4 4
This course instructs students in the Windows or Linux based program suites for word processing, spreadsheet, database, personal information manager, and presentation software. This course prepares students for introductory level skills in database, spreadsheet, personal information manager, word processing, and presentation applications to utilize data sharing. Upon completion, students should be able to design and integrate data at an introductory level to produce documents using multiple technologies. S24367

CTS 155 Tech Support Functions 2 2 3
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems. S21002

CTS 210 Computer Ethics 3 0 3
This course introduces the student to current legal and ethical issues in the computer/engineering field. Topics include moral reasoning, ethical standards, intellectual property, social issues, encryption, software piracy, constitutional issues, and public policy in related matters. Upon completion, students should be able to demonstrate an understanding of the moral and social responsibilities and public policy issues facing an industry. S24368

CTS 217 Computer Training/Support 2 2 3
This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users. S21004

CTS 220 Advanced Hardware/Software Support 2 3 3
Prerequisites: (S) Take CTS-120
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers. S21005

CTS 230 Advanced Spreadsheet 2 2 3
Prerequisites: (S) Take CTS-130
This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets. S21006

CTS 235 Integrated Software Advanced 2 4 4
Prerequisites: (S) Take CTS-135
This course provides strategies to perform data transfer among software programs. Emphasis is placed on data interchange among word processors, spreadsheets, presentation graphics, databases and communications products. Upon completion, students should be able to integrate data to produce documents using multiple technologies. S21007

CTS 240 Project Management 2 2 3
This course introduces computerized project management software. Topics include identifying critical paths, cost management, and problem solving. Upon completion, students should be able to plan a complete project and project time and costs accurately. S24369

CTS 250 User Support & Software Evaluations 2 2 3
This course provides an opportunity to evaluate software and hardware and make recommendations to meet end-user needs. Emphasis is placed on software and hardware evaluation, installation, training, and support. Upon completion, students should be able to present proposals and make hardware and software recommendations based on their evaluations. S24371

CTS 255 Advanced Tech Support Functions 2 2 3
Prerequisites: (S) Take CTS-155
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Topics include technical support management techniques, evaluation, and methods of deployment for technical support technologies. Upon completion, students should be able to determine the best technologies to support and solve more complex technical support problems. S21010

CTS 285 Systems Analysis & Design 3 0 3
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. S24373

CTS 286 Network Support 2 2 3
This course provides experience using CD ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware problems. S24374

CTS 287 Emerging Technologies 3 0 3
This course introduces emerging information technologies. Emphasis is placed on evolving technologies and trends in business and industry. Upon completion, students should be able to articulate an understanding of the current trends and issues in emerging technologies for information systems. S21014

CTS 288 Professional Practices in IT 2 2 3
This course provides students with the business skills needed for success in the information technology field. Topics include portfolio development, resume design, interviewing techniques and professional practices. Upon completion, students should be able to prepare themselves and their work for a career in the information technology field. S20944

CTS 289 System Support Project 1 4 3
Prerequisites: (S) Take All: CTI-110, CTI-120, and CTS-115
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation. S24375

CULINARY ARTS (CUL)

CUL 110 Sanitation & Safety 2 0 2
This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam. S22835

CUL 110A Sanitation & Safety Lab 0 2 1
Corequisites: (S) Take CUL-110
This course provides a laboratory experience for enhancing student skills in the basic principles of sanitation and safety. Emphasis is placed on personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry. S22836

CUL 112 Nutrition for Foodservice 3 0 3
This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection. S22837

CUL 130 Menu Design 2 0 2
This course introduces menu design and its relationship to foodservice operations. Topics include layout, marketing, concept development, dietary concerns, product utilization, target consumers and trends. Upon completion, students should be able to design, create and produce menus for a variety of foodservice settings.S22841

CUL 135 Food & Beverage Service 2 0 2
This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages. S22842

CUL 140 Culinary Skills I 2 6 5
Corequisites: (S) Take CUL-110
This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry. S22844

CUL 160 Baking I 1 4 3
Corequisites: (S) Take CUL-110
This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products. S22847

CUL 170 Garde Manger I 1 4 3
Corequisites: (S) Take CUL-110
This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology. S22849

CUL 230 Global Cuisines 1 8 5
Prerequisites: (S) Take All: CUL-110 and CUL-140
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. S22808

CUL 240 Culinary Skills II 1 8 5
Prerequisites: (S) Take One Set: Set 1: CUL-110 and CUL-140 Set 2: CUL-110 CUL-142 CUL-170
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. S24960

CUL 245 Contemporary Cuisines 1 8 5
Prerequisites: (S) Take All: CUL-110 and CUL-140
This course introduces students to current culinary trends which include a variety of preparation methods. Topics include current and developing trends such as adaptation of native/regional ingredients and preparation methods into contemporary cuisines. Upon completion, students should be able to demonstrate knowledge of a variety of contemporary cuisines. S22810

CUL 250 Classical Cuisine 1 8 5
Prerequisites: (S) Take All: CUL-110, CUL-140, and CUL-240
This course is designed to reinforce the classical culinary kitchen. Topics include the working Grand Brigade of the kitchen, signature dishes and classical banquets. Upon completion, students should be able to demonstrate competence in food preparation in a classical/upscale restaurant or banquet setting. S22855

CUL 260 Baking II 1 4 3
Prerequisites: (S) Take All: CUL-110 and CUL-160
This course is designed to further students' knowledge in ingredients, weights and measures, baking terminology and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, and dessert buffet production skills. S22857

CUL 270 Garde Manger II 1 4 3
Prerequisites: (S) Take All: CUL-110, CUL-140, and CUL-170
This course is designed to further students knowledge in basic cold food preparation techniques and pantry production. Topics include pâtés, terrines, galantines, decorative garnishing skills, carving, charcuterie, smoking, canapés, hors d'oeuvres, and related food items. Upon completion, students should be able to design, set up, and evaluate a catering/event display to include a cold buffet with appropriate showpieces. S22859

CUL 273 Career Development 1 0 1
This course introduces students to career planning/management practices that serve as a foundation for success in the hospitality industry. Emphasis is placed on self assessment, goal/career pathway development and employment strategies such as résumé preparation, interviewing techniques, and developing/utilizing the portfolio as a credential. Upon completion, students should be able to develop a career path leading to an effective job search. S22812

CUSTOMER SERVICE TECHNOLOGY (CSV)

CSV 110 Introduction to Customer Service 3 0 3
This course introduces the fundamentals of customer service technology. Topics include retail sales, order entry, credit, collection, authorization services, and fraud control. Upon completion, students should be able to exhibit an extensive vocabulary of customer service terminology and be prepared for advanced study in customer service technology. S14181

CSV 210 Advanced Customer Service 3 0 3
Prerequisites: (S) Take CSV-110
This course focuses on improving communication and negotiation skills within a customer service environment. Emphasis is placed on working in fast-paced operations where speed and accuracy are important. Upon completion, students should be able to respond to complex customer requirements and efficiently handle stressful situations. S13537

CSV 220 Consumer Credit 3 0 3
This course introduces the techniques and regulatory requirements of installment lending. Emphasis is placed on establishing credit, obtaining and checking credit information, servicing loans, and collecting amounts due. Upon completion, students should be able to demonstrate knowledge of the consumer lending process from application through closing and collection. S12161

CSV 221 Letters of Credit 3 0 3
This course introduces the use of letters of credit and the examination of related documents. Topics include shipping documents, mechanics of the letter of credit, payment and reimbursement, and document examination. Upon completion, students should be able to demonstrate knowledge of the documents required, processes included, and closing procedures for letters of credit. S12192

DATABASE MANAGEMENT TECHNOLOGY (DBA)

DBA 110 Database Concepts 2 3 3
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. S21017

DBA 112 Database Utilization 2 2 3
This course introduces basic database functions and uses. Emphasis is placed on database manipulation with queries, reports, forms, and some table creation. Upon completion, students should be able to enter and manipulate data from the end user mode. S24376

DBA 115 Database Applications 2 2 3
Prerequisites: (S) Take DBA-110
This course applies concepts learned in DBA-110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements. S21019

DBA 120 Database Programming I 2 2 3
This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports. S21020

DBA 210 Database Administration 2 3 3
This course covers database administration issues and distributed database concepts. Topics include: database administrator (DBA) goals and functions, backup and recovery, standards and procedures, training, and database security and performance evaluations. Upon completion, students should be able to produce functional DBA documentation and administer a database. S21021

DBA 220 Oracle DB Programming II 2 2 3
Prerequisites: (S) Take DBA-120
This course is designed to enhance programming skills developed in DBA-120. Topics include application development with GUI front-ends and embedded programming. Upon completion, students should be able to develop an Oracle DBMS application which includes a GUI front-end and report generation. S21022

DBA 221 SQL Server DB Programming II 2 2 3
Prerequisites: (S) Take DBA-120
This course is designed to enhance programming skills developed in DBA-120. Topics include application development with GUI front-ends and embedded programming. Upon completion, students should be able to develop a SQL Server DBMS application which includes a GUI front-end and report generation. S21023

DBA 223 MySQL DB Programming II 2 2 3
Prerequisites: (S) Take DBA-120
This course is designed to enhance programming skills developed in DBA 120. Topics include application development with GUI front-ends and embedded programming. Upon completion, students should be able to develop a MySQL DBMS application which includes a GUI front-end and report generation. S21025

DBA 224 SAS DB Programming II 2 2 3
Prerequisites: (S) Take DBA-120
This course is designed to enhance programming skills developed in DBA 120. Topics include application development with GUI front-ends and embedded programming. Upon completion, students should be able to develop a SAS DBMS application which includes a GUI front-end and report generation. S21026

DBA 230 Database in Corporate Environments 3 0 3
This course covers database systems as they relate to the corporate environment. Topics include knowledge-based, decision-support, and expert systems; database choices; data warehousing; and corporate structure. Upon completion, students should be able to analyze and recommend database systems needed by a corporation. S21028

DBA 240 Database Analysis/Design 2 3 3
This course is an exploration of the established and evolving methodologies for the analysis, design, and development of a database system. Emphasis is placed on business data characteristics and usage, managing database projects, prototyping and modeling, and CASE tools. Upon completion, students should be able to analyze, develop, and validate a database implementation plan. S21029

DBA 260 Oracle DBMS Administration 2 2 3
This course examines advanced Oracle database administration issues and distributed database concepts. Topics include backup and recovery, transporting of data between databases, database networking concepts, and resolution of database networking issues. Upon completion, students should be able to manage backup recovery and implement networked database solutions. S21030

DBA 261 SQL Server DBMS Administration 2 2 3
This course examines advanced SQL Server database administration issues and distributed database concepts. Topics include backup and recovery, transporting of data between databases, database networking concepts, and resolution of database networking issues. Upon completion, students should be able to manage backup recovery and implement networked database solutions. S21031

DBA 270 Oracle Performance Tuning 2 2 3
This course covers Oracle performance tuning concepts and techniques. Topics include database tuning and Oracle performance tools. Upon completion, students should be able to configure and diagnose an Oracle database for optimal performance. S24377

DBA 271 SQL Server Performance Tuning 2 2 3
This course covers SQL Server performance tuning concepts and techniques. Topics include database tuning and SQL Server performance tools. Upon completion, students should be able to configure and diagnose an SQL Server database for optimal performance. S24378

DBA 273 MySQL Performance Tuning 2 2 3
This course covers MySQL performance tuning concepts and techniques. Topics include database tuning and MySQL performance tools. Upon completion, students should be able to configure and diagnose a MySQL database for optimal performance. S24379

DBA 285 Data Warehousing & Mining 2 3 3
This course introduces data warehousing and data mining techniques. Emphasis is placed on data warehouse design, data transference, data cleansing, retrieval algorithms, and mining techniques. Upon completion, students should be able to create, populate, and mine a data warehouse. S24380

DBA 289 Database Project 1 4 3
Prerequisites: (S) Take All: CTI-110, CTI-120 and CTS-115
This course provides an opportunity to complete a significant database systems project with minimal instructor support. Emphasis is placed on written and verbal communication skills, documentation, presentation, and user training. Upon completion, students should be able to present an operational database system which they have created. S24381

DIGITAL MEDIA TECHNOLOGY (DME)

DME 110 Introduction to Digital Media 2 2 3
This course introduces students to key concepts, technologies, and issues related to digital media. Topics include emerging standards, key technologies and related design issues, terminology, media formats, career paths, and ethical issues. Upon completion, students should be able to demonstrate the various media formats that are used in digital media technology. S20550

DME 115 Graphic Design Tools 2 2 3
This course provides students with an introduction to creative expression and art/design techniques in a digital environment. Emphasis is placed on designing, creating editing and integrating visual components consisting of bit-mapped and vector-based images, drawings, banners, text, simple animations, and multiple layers. Upon completion, students should be able to design and produce a range of visual products using digital processing techniques. S20551

DME 120 Introduction to Multimedia Application 2 2 3
Prerequisites: (S) Take DME-110
This course introduces storyboarding and multimedia application design. Topics include vector and bit-mapped graphics, interactive multimedia interfaces, layering techniques, image and animation libraries, and scripting. Upon completion, students should be able to produce basic high-quality interactive multimedia applications. S20552

DME 130 Digital Animation I 2 2 3
Prerequisites: (S) Take DME-110
This course introduces concepts for planning and developing animation sequences. Emphasis will be placed on review of digital animation concepts and exploration of various animation software packages. Upon completion, students should be able to produce simple animations. S20553

DME 140 Introduction to Audio/Video Media 2 2 3
his course is designed to teach students how to manipulate digital and audio content for multimedia applications. Topics include format conversion and a review of current technologies and digital formats. Upon completion, students should be able to modify existing audio and video content to meet a range of production requirements associated with digital media applications. S25331

DME 210 User Interface Design 2 2 3
Prerequisites: (S) Take DME-110
This course covers current design approaches and emerging standards related to the design and development of user interfaces. Emphasis is placed on conducting research, and analyzing and reviewing current practices in effective interface design. Upon completion, students should be able to intelligently discuss and evaluate new and existing digital media products in terms of the user interface. S20555

DME 220 Interactive Multi-Media Programming 2 2 3
Prerequisites: (S) Take DME-120
This course is designed to build on concepts developed in DME 120 and teaches students to apply custom programming to develop advanced applications and components. Emphasis is placed on scripting language functionalities associated with a variety of software packages. Upon completion, students should be able to produce advanced, high-quality interactive multimedia applications. S20556

DME 230 Digital Animation II 2 2 3
Prerequisites: (S) Take DME-130
This course introduces state-of-the-art 3D animation techniques and concepts. Emphasis is placed on utilizing the features of current animation software. Upon completion, students should be able to produce 3D animations as components of a multimedia application. S20557

DME 240 Media Compression 2 2 3
Prerequisites: (S) Take DME-110 and DME-140
This course introduces software and usage of digital audio and video compression and streaming media technologies. Topics include compression techniques, file formats and Codecs, streaming media, streaming media services, and current and emerging trends. Upon completion, students should be able to utilize compressed media in a variety of video, web and multimedia applications. S21735

DME 260 Emerging Technology in Digital Media 2 2 3
Prerequisites: (S) Take DME-120 and DME-130
This course provides students with the latest technologies and strategies in the field of digital media. Emphasis is placed on the evaluation of emerging digital media technologies and presenting those findings to the class. Upon completion, students should be able to critically analyze emerging digital media technologies and establish informed opinions. S20558

DME 270 Professional Practices in Digital Media 2 2 3
Prerequisites: (S) Take All: DME-120 and DME-130
This course introduces students to business skills needed to succeed in the digital media workplace. Topics include portfolio development, resume design, and preparation of media contacts. Upon completion, students should be able to prepare themselves and their work for a career in the digital media workplace. S20559

DME 285 Systems Projects 2 2 3
Prerequisites: (S) Take All: DME-120 and DME-130
This course provides an opportunity to complete a significant digital media project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete, maintain and implement a digital media project. S20560

DRAFTING (DFT)

DFT 170 Engineering Graphics 2 0 3
This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices. S20734 This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

DRAMA/THEATRE (DRA)

DRA 111 Theatre Appreciation 3 0 3
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S11248

DRA 170 Play Production I 0 9 3
This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S10529

ECONOMICS (ECO)

ECO 151 Survey of Economics 3 0 3
This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems

faced by private and government sectors. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13257

ECO 251 Principles of Microeconomics 3 0 3
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S11774

ECO 252 Principles of Macroeconomics 3 0 3
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S11710

EDUCATION (EDU)

EDU 118 Princ and Prac of Inst Asst 3 0 3
This course covers the instructional assistant's role in the educational system. Emphasis is placed on history of education, professional responsibilities and ethics, culturally, linguistically, and ability diverse learners, communication skills with children, families, and colleagues, and understanding of evidenced-based instructional strategies. Upon completion, students should be able to identify professional responsibilities and ethical conduct in a school setting, describe effective communication strategies, and explain evidence-based instructional strategies based on formative assessment.S25336

EDU 119 Introduction to Early Childhood Education 4 0 4
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans. S24238

EDU 131 Child, Family, & Community 3 0 3
This course covers the development of partnerships among 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 and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. S25339

EDU 144 Child Development I 3 0 3
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. S25341

EDU 145 Child Development II 3 0 3
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. S25342

EDU 146 Child Guidance 3 0 3
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. S25343

EDU 151 Creative Activities 3 0 3
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. S25344

EDU 153 Health, Safety & Nutrition 3 0 3
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. S25348

EDU 162 Observation & Assessment in ECE 3 0 3
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. S25354

EDU 163 Classroom Management & Instruction 3 0 3
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. S25355

EDU 184 Early Childhood Introduction Practicum 1 3 2
Prerequisites: (S) Take EDU-119
This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits. S25363

EDU 187 Teaching and Learning for All 3 3 4
This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards. S25592

EDU 216 Foundations of Education 3 0 3
This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. This Course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S25368

EDU 221 Children with Exceptionalities 3 0 3
Prerequisites: (S) Take One Set: Set 1: EDU-144, EDU-145 Set 2: PSY-244, PSY-245
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. S25370

EDU 222 Learners W/ Behavior Disorders 3 0 3
Prerequisites: (S) Take One Set: Set 1: EDU-144 and EDU-145 Set 2: PSY-244, PSY-245
This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusive environments and family interventions. Topics include etiology of behavior disorders, appropriate intervention strategies, early intervention/special education referral processes, family and community partnerships, inclusive environments, and legislative mandates. Upon completion, students should be able to identify characteristics of behavior for which additional supports are needed, describe the referral processes, identify community resources, and the importance of collaboration with families/professionals, and recognize appropriate intervention strategies in inclusive environments. S25371

EDU 234 Infants, Toddlers, & Twos 3 0 3
Prerequisites: (S) Take EDU-119
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. S25373

EDU 235 School-Age Development & Programs 3 0 3
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities. S25375

EDU 243 Learning Theory 3 0 3
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. S25377

EDU 250 Teacher Licensure Preparation 3 0 3
Corequisites: (S) Take One Set: Set 1: ENG-111 and MAT-143 Set 2: ENG-111 and MAT-152 Set 3: ENG-111 and MAT-171
This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution. S25134

EDU 252 Math & Science Activities 3 0 3
This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials. S25384

EDU 256 Instructional Strategies in Social Studies 2 2 3
This course covers objectives, content, materials, and instructional approaches to social studies. Topics include the integration of history, geography, economics, and government materials; research/study techniques; and critical thinking. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate experiences as it relates to the NC Standard Course of Study. S25387

EDU 259 Curriculum Planning 3 0 3
Prerequisites: (S)Take: EDU-119
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. S25390

EDU 261 Early Childhood Administration I 3 0 3
Corequisites: (S) Take: EDU-119
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. S25391

EDU 262 Early Childhood Administration II 3 0 3
Prerequisites: (S) Take All: EDU-119 and EDU-261
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. S25392

EDU 271 Educational Technology 2 2 3
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. S25394

EDU 279 Literacy Develop and Instruct 3 3 4
This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards. S25593

EDU 280 Language/Literacy Experience 3 0 3
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. S25396

EDU 281 Instructional Strategies in Reading & Writing 2 2 3
This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study. S25398

EDU 284 Early Child Capstone Practicum 1 9 4
Prerequisites: (S) Take One Set: Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151 Set 3: EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151 Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151
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.S25400

EDU 285 Internship Experience-School Age 1 9 4
Prerequisites: (S)Take One Set: Set 1: EDU-144, EDU-145, EDU-118, EDU-163 Set 2: PSY-244, PSY-245, EDU-118, EDU-163 Set 3: PSY-244, EDU-145, EDU-118, EDU- 163 Set 4: EDU-144, PSY-245, EDU-118, EDU-163 Set 5: PSY-244, PSY-245, EDU- 216, EDU-163 Set 6: EDU-144, EDU-145, EDU-216, EDU-163 Set 7: EDU-144, PSY-245, EDU-216, EDU-163 Set 8: PSY-244, EDU-145, EDU-216, EDU-163
This course is designed to allow students to demonstrate acquired skills in a quality public or private school 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 demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors including the use of appropriate technology, as indicated by assignments and onsite faculty visits. S25401

EDU 288 Advanced Issues/Early Childhood Education 2 0 2
This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education. S25403

EDU 289 Advanced Issues in School Age 2 0 2
This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations. S25404

ENGINEERING (EGR)

EGR 110 Introduction to Engineering Technology 1 2 2
This course introduces general topics relevant to engineering technology. Topics include career assessment, professional ethics, critical thinking and problem solving, usage of college resources for study and research, and using tools for engineering computations. Upon completion, students should be able to choose a career option in engineering technology and utilize college resources to meet their educational goals. S20645

EGR 120 Engineering and Design Graphics 2 2 3
This course introduces the graphical tools for engineering and design communications. Emphasis is placed upon selecting the appropriate methods and tools and conveying ideas using sketches, orthographic views and projections, and computer graphics applications. Upon completion, students should be able to communicate essential features or two-dimensional and three-dimensional objects using the proper tools and methods. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S23536

EGR 125 Application Software for Technical Applications 1 2 2
This course introduces personal computer software and teaches students how to customize the software for technical applications. Emphasis is placed on the use of common office applications software programs such as spreadsheets, word processing, graphics, and internet access. Upon completion, students should be able to demonstrate competency in using applications software to solve technical problems and communicate the results in text and graphical formats. S20679

EGR 131 Introduction to Electronics Technology 1 2 2
This course introduces the basic skills required for electrical/electronic technicians. Topics include soldering/desoldering, safety and sustainability practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator. S23480

EGR 150 Introduction to Engineering 1 2 2
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written

and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S20709

EGR 210 Intro to Elec/Comp Eng Lab 1 3 2
Prerequisites: (S) Take All: MAT-271 and PHY-251
This course provides an overview of electrical and computer engineering, through a lecture and laboratory setting. Topics include fundamental concepts, electronic circuits, digital circuits, communication systems, and signal processing. Upon completion, students should be able to discuss the wide range of fields available to the electrical or computer engineer. S20143

EGR 212 Logic System Design I 3 0 3
Prerequisites: (S) Take All: MAT-271 and PHY-251
This course provides an introduction to digital circuits and analysis. Topics include Boolean Algebra; mixed logic; design of combinational circuits; introduction to sequential systems; and MSI building blocks. Upon completion, students should be able to analyze and design digital circuits and systems. S20145

EGR 215 Network Theory I 3 0 3
Prerequisites: (S) Take All: MAT-271 and PHY-251
Corequisites: (S) Take All: PHY-252 and MAT-273
This course provides an introduction to Kirchoff's laws and terminal equations, circuit analysis techniques and network theorems, transient and natural response, and state variable analysis. Topics include Kirchoff's laws, Ohm's law, circuit analysis techniques, Network theorems, singularity functions, transient and natural responses, power, and state variable analysis. Upon completion, students should be able to analyze electric circuits involving capacitors, inductors, and resistors to determine required parameters. S20147

EGR 216 Logic and Network Lab 0 3 1
Prerequisites: (S) Take All: MAT-272 and PHY-251
Corequisites: (S) Take EGR-215
This course provides laboratory experiments in network measurements and logic design and laboratory equipment and techniques. Topics include network measurement and applications, experimental logic design and introduction to laboratory equipment and techniques. Upon completion, students should be able to complete network measurement logic design and be able to use laboratory equipment with proper techniques. S25154

EGR 220 Engineering Statics 3 0 3
Prerequisites: (S) Take PHY 251
Corequisites: (S) Take MAT 272
This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13929

EGR 225 Engineering Dynamics 3 0 3
Prerequisite: (S) Take EGR-220
Corequisites: (S) Take MAT-273
This course introduces the concepts of engineering based on the analysis of motion in Cartesian, cylindrical, and spherical coordinate systems. Topics include the two and three dimensional motion of particles and rigid bodies, the forces associated with that motion, and relative motion between two coordinate systems. Upon completion, students should be able to solve problems which require the ability to analyze the motion and forces involved in a dynamic system. S13963

EGR 228 Intro to Solid Mechanics 3 0 3
Prerequisite: (S) Take EGR-220
This course provides an introduction to engineering theory of deformable solids and applications. Topics include stress and deformation resulting from axial, torsion, and bending

loads; shear and moment diagrams; Mohr's circle of stress; and strain and buckling of columns. Upon completion, students should be able to analyze solids subject to various forces and design systems using a variety of materials. S20151

ELECTRICITY (ELC)

ELC 111 Introduction to Electricity 2 2 3
This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment. S11841

ELC 112 DC/AC Electricity 3 6 5
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits. S23481

ELC 113 Residential Wiring I 2 6 4
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; 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. S23518

ELC 114 Commercial Wiring II 2 6 4
This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations. S23519

ELC 115 Industrial Wiring 2 6 4
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. S23520

ELC 117 Motors and Controls 2 6 4
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. S23521

ELC 118 National Electrical Code 1 2 2
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC. S11926

ELC 119 NEC Calculations 1 2 2
This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service. S11833

ELC 125 Diagrams and Schematics 1 2 2
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics. S10647

ELC 127 Software for Technicians 1 3 2
This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronics- related applications. S21592

ELC 128 Introduction to PLC 2 3 3
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs. S23522

ELC 130 Advanced Motors/Controls 2 2 3
Prerequisites: (S) Take One: ELC-111, ELC-112, or ELC-138
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 S24772

ELC 131 Circuit Analysis I 3 3 4
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.S23482

ELC 131A Circuit Analysis I Lab 0 3 1
Corequisites: (S) Take ELC-131
This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment. S23483

ELC 132 Electrical Drawings 1 3 2
This course introduces the technical documentation that is typically found or used in the industrial environment. Topics include interpretation of service manuals, freehand sketching, orthographic views and dimensions, and print reading. Upon completion, students should be able to interpret technical documents and prints and use basic drafting skills to prepare usable field drawings. S23523

ELC 135 Electrical Machines 2 2 3
This course covers magnetic circuits, transformers, DC/AC machines, and the three-phase circuit fundamentals including power factor. Topics include magnetic terms and calculations, transformer calculations based on primary or secondary equivalent circuits, and regulation and efficiency calculations. Upon completion, students should be able to perform regulation and efficiency calculations for DC/AC machine circuits. S21596

ELC 136 Electrical Machines II 3 3 4
This course covers DC/AC machine fundamentals including applications and control. Topics include control devices and induction single and polyphase AC motors, DC motors, stepper, and special purpose motors. Upon completion, students should be able to perform regulation and efficiency calculations and apply motor theory to practical control applications. S21597

ELC 215 Electrical Maintenance 2 3 3
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. S21599

ELC 220 Photovoltaic System Tech 2 3 3 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. S23449

ELC 221 Advanced PV Systems Designs 2 3 3
Prerequisites: (S) Take ELC-220
This course introduces specific elements in photovoltaic (pv) systems technologies including efficiency, modules, inverters, charge controllers, batteries, and system installation. Topics include National Electrical Code (NEC), electrical specifications, photovoltaic system components, array design and power integration requirements that combine to form a unified structure. Upon completion, students should be able to demonstrate an understanding of various photovoltaic designs and proper installation of NEC compliant solar electric power systems. S23453

ELC 228 PLC Applications 2 6 4
This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems. S21601

ELC 231 Electric Power Systems 3 2 4
This course covers the basic principles of electric power systems, including transmission lines, generator and transformer characteristics, and fault detection and correction. Emphasis is placed on line diagrams and per unit calculations for circuit performance analysis in regards to voltage regulation, power factor, and protection devices. Upon completion, students should be able to analyze simple distribution subsystems, calculate fault current, and compare different types and sizes of circuit protection devices. S21603

ELC 233 Energy Management 2 2 3
This course covers energy management principles and techniques typical of those found in industry and commercial facilities, including load control and peak demand reduction systems. Topics include load and peak demand calculations, load shedding, load balance and power factor, priority scheduling, remote sensing and control, and supplementary/alternative energy sources. Upon completion, students should be able to determine energy management parameters, calculate demand and energy use, propose energy management procedures, and implement alternative energy sources. S21604

ELECTRONICS (ELN)

ELN 131 Analog Electronics I 3 3 4
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. S23487

ELN 133 Digital Electronics 3 3 4
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. S23488

ELN 137 Electronic Devices & Circuits 4 3 5
This course covers diodes, transistors, linear integrated circuits, and IC voltage regulators. Topics include power supplies, switching circuits, amplifiers, oscillators, active filters, and other related topics. Upon completion, students should be able to analyze and troubleshoot circuits using schematic diagrams, appropriate test equipment, and manufacturer's data sheets. S21786

ELN 229 Industrial Electronics 3 3 4
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. S23525

ELN 231 Industrial Controls 2 3 3
This course introduces the fundamental concepts of control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery. S21639

EMERGENCY MEDICAL SCIENCE (EMS)

EMS 110 EMT 6 6 3 9
This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification. S25182

EMS 115 Defense Tactics for EMS 1 3 0 2
This course is designed to provide tactics that can be used for self-protection in dangerous and violent situations. Emphasis is placed on prediction, recognition, and response to dangerous and violent situations. Upon completion, students should be able to recognize potentially hostile situations and protect themselves during a confrontation. S12032

EMS 120 Advanced EMT 4 6 0 6
Prerequisites: (S) Take EMS-110
Corequisites: (S) Take EMS-121
This course is designed to provide the essential information on pre-hospital management techniques appropriate to the level of the Advanced EMT. Topics must meet current credentialing and/or regulatory guidelines for the Advanced EMT as outlined by the NC Office of EMS. Upon completion, students should be able to demonstrate competency at the Advanced EMT level. S25183

EMS 121 AEMT Clinical Practicum 0 0 6 2
Prerequisites: (S) Take EMS-110
Corequisites: (S) Take EMS-120
This course provides the hospital and field internship/clinical experiences required in preparation for the Advanced EMT certification. Emphasis is placed on performing patient assessments, treatments, and interactions appropriate at the Advanced EMT level of care. Upon completion, students should be able to demonstrate competency at the Advanced EMT skill level. S25184

EMS 122 EMS Clinical Practicum I 0 0 3 1
Prerequisites: (S) Take EMS-110
This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competency with fundamental paramedic level skills. S25185

EMS 125 EMS Instructor Methodology 2 2 0 3
This course covers the information needed to develop and instruct EMS courses. Topics include instructional methods, lesson plan development, time management skills, and theories of adult learning. Upon completion, students should be able to teach EMS courses and meet the North Carolina EMS requirements for instructor methodology. S25186

EMS 130 Pharmacology 3 3 0 4
Prerequisites: (S) Take EMS-110
This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids

and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology. S25187

EMS 131 Advanced Airway Management 1 2 0 2
Prerequisites: (S)Take EMS-110
This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance. S25188

EMS 160 Cardiology I 2 3 0 3
Prerequisites: (S) Take EMS-110
This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms. S25189

EMS 220 Cardiology II 2 3 0 3
Prerequisites: (S)Take All: EMS-122, EMS-130, and EMS-160
This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient. S25190

EMS 221 EMS Clinical Practicum II 0 0 6 2
Prerequisites: (S) Take One: EMS-121 or EMS-122
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. S25191

EMS 231 EMS Clinical Practicum III 0 0 9 3
Prerequisites: (S) Take EMS-221
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. S25192

EMS 235 EMS Management 2 0 0 2
This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems. S11658

EMS 240 Patients W/ Special Challenges 1 2 0 2
Prerequisites: (S) Take All: EMS-122 and EMS-130
This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges. S23919

EMS 241 EMS Clinical Practicum IV 0 0 12 4
Prerequisites: (S) Take EMS-231
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic. S25193

EMS 250 Medical Emergencies 3 3 0 4
Prerequisites: (S) Take All: EMS-122 and EMS-130
This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment. S23921

EMS 260 Trauma Emergencies 1 3 0 2
Prerequisites: (S) Take All: EMS-122 and EMS-130
This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care. S23922

EMS 270 Life Span Emergencies 3 3 0 4
Prerequisites: (S) Take All: EMS-122 and EMS-130
This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies. S25194

EMS 280 EMS Bridging Course 2 2 0 3
TThis course is designed to provide currently credentialed state or national Paramedic students with the most current education trends in Paramedic Practice. Emphasis is placed on transitions in healthcare. Upon completion, students should be able to integrate emerging trends in pre-hospital care. S25195

EMS 285 EMS Capstone 1 3 0 2
Prerequisites: (S)Take All: EMS-220, EMS-250, and EMS-260
This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events. S10931

ENGLISH (ENG)

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.

ENG 002 Transition English 0 6 3
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. S25125

ENG 011 Writing and Inquiry Support 1 2 2
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. S25127

ENG 101 Applied Communications I 3 0 3
This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. This is a diploma-level course. S12858

ENG 111 Writing & Inquiry 3 0 3
Prerequisites: (S) Take One Set: Set 1: DRE-097 Set 2: ENG-002 Set 3: BSP-4002
Corequisites: Take ENG-011 or Placement
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. S25433

ENG 112 Writing/Research in the Disciplines 3 0 3
Prerequisites: (S) Take ENG-111
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. S24024

ENG 114 Professional Research & Reporting 3 0 3
Prerequisites: (S) Take ENG-111
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition. S13706

ENG 125 Creative Writing I 3 0 3
Prerequisites: (S) Take ENG-111
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S16350

ENG 126 Creative Writing II 3 0 3
Prerequisites: (S) Take ENG-125
This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S12088

ENG 231 American Literature I 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.This course has been approved for transfer under

the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S24025

ENG 232 American Literature II 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S24026

ENG 233 Major American Writers 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113 or ENG-114
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13908

ENG 241 British Literature I 3 0 3
Prerequisites: (S) Take One: ENG 112, ENG 113, or ENG 114
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S11763

ENG 242 British Literature II 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S11698

ENG 243 Major British Writers 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S11728

ENG 251 Western World Literature I 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S14255

ENG 252 Western World Literature II 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course provides a survey of selected European works from the Neoclassical period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S14203

ENG 261 World Literature I 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S12708

ENG 262 World Literature II 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S12600

ENG 272 Southern Literature 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13535

ENG 273 African-American Literature 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13578

ENG 274 Literature by Women 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113, or ENG-114
This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13548

ENG 275 Science Fiction 3 0 3
Prerequisites: (S) Take One: ENG-112, ENG-113 or ENG-114
This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, worldview, and science fiction literature. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13564

EMERGENCY PREPAREDNESS (EPT)

EPT 140 Emergency Management 3 0 3
This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system. S23936

ENTREPRENEURSHIP (ETR)

ETR 215 Law for Entrepreneurs 3 0 3
This course introduces students to basic legal concepts specifically relevant to a business start-up venture. Topics include bailments and documents of title, nature and form of sales, risk and property rights, obligations and performance, business organizations, and agency and employment. Upon completion, students should be able to assess the legal responsibilities of a business start-up. S22096

ETR 220 Innovation and Creativity 3 0 3
Prerequisites: (S) Take All: BUS-139 BUS-245
This course provides a study of developing and enhancing individual and organizational creativity and innovation. Topics include that innovation needs to be applied to products, services, and processes to increase competitive advantages and add value to businesses. Upon completion, students should be able to apply innovation and creativity principles in the work place. S22099

ETR 230 Entrepreneur Marketing 3 0 3
This course covers the techniques to correctly research and define the target market to increase sales for start up businesses or to expand current businesses. Topics include how to target market and meet customers' needs with a limited budget in the early stages of the life of a start up business. Upon completion, students should be able to demonstrate an understanding of how to correctly target market for a start-up business with limited resources. S22100

ETR 240 Funding for Entrepreneurs 3 0 3
Prerequisites: (S) Take ACC-120
This course provides a focus on the financial issues and needs confronting entrepreneurs attempting to grow their businesses by attracting startup and growth capital. Topics include sources of funding including angel investors, venture capital, IPO's, private placement, banks, suppliers, buyers, partners, and the government. Upon completion, students should be able to demonstrate an understanding of how to effectively finance a business venture. S22101

ETR 270 Entrepreneurship Issues 3 0 3
This course introduces current and emerging entrepreneurship issues and opportunities. Topics include franchising, import/export, small business taxes, legal structures, negotiations, contract management, and time management. Upon completion, students should be able to apply a variety of analytical and decision-making requirements to start a new business. S22102

FIRE PROTECTION (FIP)

FIP 152 Fire Protection Law 3 0 3
This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.
Competencies/Student Learning Outcomes
1. Define and describe the different types of laws within various levels of government. 2. Explain the purpose of national codes and standards. 3. Define and describe liability and negligence as it applies to fire and emergency services. 4. Discuss applicable court decisions influencing emergency services. 5. Explain current and emerging legal issues affecting emergency service delivery.

FIP 220 Fire Fighting Strategies 3 0 3
This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations, meeting NFPA 1021. S20171

FIP 276 Managing Fire Services 3 0 3
This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement,management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles. S23917

Competencies/Student Learning Outcomes
1. Define the standards of efficiency and optimization. 2. Define the framework of management and planning in the fire service. 3. Develop management policies and plans for fire prevention and investigation practices. 4. Explain the concepts of human resource management of public organizations. 5. Explain how modern fire services function as all-hazards organizations.

GEOLOGY (GEL)

GEL 111 Introductory Geology 3 2 4
This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course. S24027

GEOGRAPHY (GEO)

GEO 111 World Regional Geography 3 0 3
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. S13742

HEALTHCARE BUSINESS INFORMATIC (HBI)

HBI 110 Issues and Trends in HBI 3 0 3
This course is a survey of current and emerging technology applications and data standards in the healthcare industry. Topics include the history, implementation, use, management, and impact of information technology in healthcare settings. Upon completion, students should have an understanding of the current trends and issues in healthcare informatics. S22762

HBI 113 Survey of Med Insurance 3 0 3
This course is a survey of the healthcare insurance system. Emphasis is placed on the foundation necessary for understanding the healthcare delivery system, terminology and practices of healthcare insurance, and provider reimbursement. Upon completion, students should have an understanding of healthcare insurance and how outcomes are addressed through healthcare informatics. S22763

HBI 210 Introduction of Health Info Net 2 3 3
This course introduces health information networking. Emphasis is on security and privacy in healthcare, EHR/EMR implementations, designing, securing, and troubleshooting a network to support a medical group. Upon completion, students should be able to design and support healthcare network implementations. S23209

HBI 230 Infra & App Supp in Healthcare 2 3 3
This course covers implementing, deploying, and supporting IT systems in EHR/EMR environments. Emphasis on regulatory requirements, business practices, installation and configuration of hardware/software, troubleshooting, mobile technology, security, and end user training. Upon completion, students should be able to successfully implement, deploy and support IT systems in EHR/EMR environments in healthcare settings. S23211

HBI 250 Data Management and Utilization 2 2 3
Prerequisites: (S) Take One: DBA-110, DBA-120 or DBA-210
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. S23211

HBI 289 HBI Project 1 4 3
Prerequisites: (S) Take HBI-250
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. S22765

HEALTH (HEA)

HEA 110 Personal Health/Wellness 3 0 3
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10185

HEA 112 First Aid & CPR 1 2 2
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S10211

HISTORY (HIS)

HIS 111 World Civilizations I 3 0 3
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S10844

HIS 112 World Civilizations II 3 0 3
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S10844

HIS 116 Current World Problems 3 0 3
This course covers current world events from an historical perspective. Topics include regional problems as well as international concerns. Upon completion, students should be able to analyze significant current world problems from an historical perspective. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S10826

HIS 121 Western Civilization I 3 0 3
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13000

HIS 122 Western Civilization II 3 0 3
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13096

HIS 131 American History I 3 0 3
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S10372

HIS 132 American History II 3 0 3
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S10386

HIS 141 Genealogy & Local History 3 0 3
This course explores the role of the local or family historian. Emphasis is placed on historical or genealogical research techniques including a survey of local, state, and national archival resources. Upon completion, students should be able to conduct genealogical research and do a major research project on local or family history. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11285

HIS 151 Hispanic Civilization 3 0 3
This course surveys the cultural history of Spain and its impact on the New World. Topics include Spanish and Latin American culture, literature, religion, and the arts. Upon completion, students should be able to analyze the cultural history of Spain and Latin America. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11246

HIS 162 Women and History 3 0 3
This course surveys the experience of women in historical perspective. Topics include the experiences and contributions of women in culture, politics, economics, science, and religion. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural contributions of women in history. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S12886

HIS 163 The World Since 1945 3 0 3
This course surveys world developments since the end of World War II. Topics include the Cold War, nationalism, colonialism, the Third World, the arms race, and global capitalism and regionalism. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the world since 1945. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S12914

HIS 165 Twentieth-Century World 3 0 3
This course includes the major developments, issues, and ideas in twentieth-century world history. Emphasis is placed on contrasting political systems, the impact of science and technology, and the philosophical temperament of twentieth-century people. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the twentieth century. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S12963

HIS 212 Medieval History 3 0 3
This course traces the cultural, political, economic, social, religious, and intellectual history of Europe during the Middle Ages. Topics include the decline of the Roman Empire, the Frankish Kingdoms, the medieval church, feudalism, the rise of national monarchies, urbanization, and the rise of universities. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in medieval Europe. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S10435

HIS 221 African-American History 3 0 3
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11507

HIS 226 The Civil War 3 0 3
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11444

HIS 227 Native American History 3 0 3
This course surveys the history and cultures of Native Americans from pre-history to the present. Topics include Native American civilizations, relations with Europeans, and the continuing evolution of Native American cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments among Native Americans. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11493

HIS 228 History of the South 3 0 3
This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the 19th and 20th centuries. Upon completion, students should be able to identify and analyze the major cultural, social, economic, and political developments in the South. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11422

HIS 231 Recent American History 3 0 3
This course is a study of American society from the post-Depression era to the present. Topics include World War II, the Cold War, social unrest, the Vietnam War, the Great Society, and current political trends. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in recent America. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11165

HIS 233 History of Appalachia 3 0 3
This course introduces the Appalachian region and its relationship to mainstream American history. Topics include regional settlement patterns and a study of Appalachian culture. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in Appalachia. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11169

HIS 234 Cherokee History 3 0 3
This course is a survey of the history and culture of the Cherokees. Topics include origins, belief systems, contact and conflict with European settlers, removals, and contemporary problems faced by the Cherokees. Upon completion, students should be able to analyze

significant political, socioeconomic, and cultural developments in Cherokee history. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11138

HIS 236 North Carolina History 3 0 3
This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11126

HIS 262 Middle East History 3 0 3
This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present. Emphasis is placed on social, political, economic, religious, and governmental structures in the Middle East. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the Middle East. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11865

HIS 275 History of Terrorism 3 0 3
This course introduces the study of modern terrorism, from the French Revolutionary Era to the 21st century. Topics include definitions and types of terrorism, theories regarding its causes, examples of modern terrorism, counterterrorism, and terrorism?s impact, consequences, and future. Upon completion, students should be able to analyze significant socioeconomic, psychological, ideological, religious, and political components of modern terrorism. S22931

HOTEL & RESTAURANT MANAGEMENT (HRM)

HRM 110 Introduction to Hosp & Tourism 3 0 3
This course covers the growth and progress of the hospitality industry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry. S22898

HRM 120 Front Office Procedures 3 0 3
This course introduces a systematic approach to lodging front office procedures. Topics include reservations, registration, guest satisfaction, occupancy and revenue management, security, interdepartmental communications, and related guest services. Upon completion, students should be able to demonstrate a basic understanding of current front office operating systems, including efficient and courteous guest services. S22901

HRM 124 Guest Service Management 2 2 3
This course is designed to provide an introduction to the culture of dining room service management. Emphasis is placed on the dignity and psychology of service work, dining room organization/infrastructure, service delivery, and modeling management roles in a dining room environment. Upon completion, students should be able to demonstrate an understanding of the guest/server dynamic and apply these principles in a dining room setting. S22904

HRM 140 Legal Issues-Hospitality 3 0 3
This course covers the rights and responsibilities that the law grants to or imposes upon the hospitality industry. Topics include federal and state regulations, historical and current practices, safety and security, risk management, loss prevention, relevant torts, and contracts. Upon completion, students should be able to demonstrate an understanding of the legal system and the concepts necessary to prevent or minimize organizational liability. S22908

HRM 150 Training for Hospitality 3 0 3
This course introduces techniques and methodology involved in developing training programs. Topics include job specification/description and breakdown, current and traditional training methods, coaching, evaluation, and management development. Upon completion,

students should be able to produce job specifications, descriptions and breakdowns, and conduct technical training. S22909

HRM 210 Meetings & Event Planning 3 0 3
This course introduces concepts related to the planning and operation of conventions, trade shows, professional meetings, and foodservice events. Emphasis is placed on methods of marketing, selling, organizing, and producing conventions, events, and trade shows that will increase financial and environmental value. Upon completion, students should be able to demonstrate an understanding of management principles for multi-function, multi-day conferences and events. S22910

HRM 215 Restaurant Management 3 0 3
Prerequisites: (S) Take One: CUL 135 or HRM 124
This course provides an overview of the responsibilities and activities encountered in managing a food and beverage operation. Topics include planning, organization, accounting, marketing, trends, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate an understanding of the operation of a restaurant. S22911

HRM 220 Cost Control-Food & Beverage 3 0 3
This course introduces controls and accounting procedures as applied to costs in the hospitality industry. Topics include reports, cost control, planning and forecasting, control systems, financial statements, operational efficiencies, labor controls and scheduling. Upon completion, students should be able to demonstrate an understanding of food, beverage, and labor cost control systems for operational troubleshooting and problem solving. S22913

HRM 240 Marketing for Hospitality 3 0 3
This course covers planning, organizing, directing, and analyzing the results of marketing programs for the hospitality industry. Emphasis is placed on target marketing, marketing mix, analysis, product and image development, use of current media, sales planning, advertising, public relations, and collateral materials. Upon completion, students should be able to apply the marketing process as it relates to the hospitality industry. S22918

HRM 245 Human Resource Mgmt-Hosp 3 0 3
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. S22919

HRM 280 Mgmt Problems-Hospitality 3 0 3
Prerequisites: (S) Take HRM 110
This course is designed to introduce students to timely issues within the hospitality industry and is intended to move students into a managerial mindset. Emphasis is placed on problem-solving skills using currently available resources. Upon completion, students should be able to demonstrate knowledge of how hospitality management principles may be applied to real challenges facing industry managers. S22920

HUMAN SERVICES (HSE)

HSE 110 Introduction to Human Services 2 2 3
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. S12827

HSE 112 Group Process I 1 2 2
Prerequisites: (L) Take HSE-110
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. S12789

HSE 123 Interviewing Techniques 2 2 3
Prerequisites: (L) Take HSE-110
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. S13613

HSE 125 Counseling 2 2 3
Prerequisites: (L) Take HSE-110
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. S21902

HSE 210 Human Services Issues 2 0 2
Prerequisites: (L) Take HSE-110
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. S11975

HSE 225 Crisis Intervention 3 0 3
Prerequisites: (L) Take HSE-110
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. S14034

HUMANITIES (HUM)

HUM 110 Technology and Society 3 0 3
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S14059

HUM 115 Critical Thinking 3 0 3
Prerequisites: (S) Take One Set: Set 1: DRE-098 Set 2: ENG-002 Set 3: BSP-4002 Set 4: ENG-111
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S25444

HUM 120 Cultural Studies 3 0 3
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S12973

HUM 121 The Nature of America 3 0 3
This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students

should be able to analyze significant cultural, social, and political aspects of American life. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13080

HUM-122 Southern Culture 3 0 3
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. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. S13030

HUM-123 Appalachian Culture 3 0 3
This course provides an interdisciplinary study of the unique features of Appalachian culture. Topics include historical, political, sociological, psychological, and artistic features which distinguish this region. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of Appalachian culture. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. S13041

HUM 130 Myth in Human Culture 3 0 3
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13721

HUM 150 American Womens Studies 3 0 3
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. S11249

HUM 160 Introduction to Film 2 2 3
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S16395

HUM 161 Advanced Film Studies 2 2 3
Prerequisites: (S) Take HUM-160
This course provides an advanced study of film art and production, building on skills learned in HUM 160. Topics include film production techniques, film genres, examination of master directors' styles, and the relation of film to culture. Upon completion, students should be able to recognize and critically analyze advanced elements of film production. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S10896

HUM 170 The Holocaust 3 0 3
This course provides a survey of the destruction of European Jewry by the Nazis during World War II. Topics include the anti-Semitic ideology, bureaucratic structures, and varying conditions of European occupation and domination under the Third Reich. Upon completion, students should be able to demonstrate an understanding of the historical, social, religious, political, and economic factors which cumulatively resulted in the Holocaust. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13684

HUM 180 International Cultural Exploration 2 3 3
This course provides a framework for students to visit, examine, and analyze a country/region outside the United States to learn about the place and people. Emphasis is placed on the distinctive cultural characteristics of a country or region. Upon completion, students should be able to identify similarities/differences, analyze causes/effects, and clearly articulate

the impact of one or more cultural elements. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S22360

HUM 211 Humanities I 3 0 3
Prerequisites: (S) Take ENG-111
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S10430

HUM 212 Humanities II 3 0 3
Prerequisites: (S) Take ENG-111
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S10487

HUM 220 Human Values and Meaning 3 0 3
Prerequisites: (S) Take ENG-111
This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S11527

HUM 230 Leadership Development 3 0 3
Prerequisites: (S) Take ENG-111
This course explores the theories and techniques of leadership and group process. Emphasis is placed on leadership styles, theories of group dynamics, and the moral and ethical responsibilities of leadership. Upon completion, students should be able to identify and analyze a personal philosophy and style of leadership and integrate these concepts in various practical situations. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11154

HYDRAULICS (HYD)

HYD 110 Hydraulics/Pneumatics I 2 3 3
This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting. S23526

INDUSTRIAL SCIENCE (ISC)

ISC 112 Industrial Safety 2 0 2
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. S23527

ISC 115 Construction Safety 2 0 2
This course introduces the basic concepts of construction site safety. Topics include ladders, lifting, lock-out/tag-out, personal protective devices, scaffolds, and above/below ground work based on OSHA regulations. Upon completion, students should be able to demonstrate

knowledge of applicable safety regulations and safely participate in construction projects. S12852

ISC 121 Envir Health & Safety 3 0 3
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. S20650

ISC 130 Intro to Quality Control 3 0 3
This course introduces the philosophies, principles, and techniques of managing quality. Topics include the functions, responsibilities, structures, costs, reports, personnel, and vendor-customer relationships associated with quality control and management. Upon completion, students should be able to demonstrate an understanding of quality control and management. S12046

ISC 210 Oper & Prod Planning 3 0 3
This course includes the fundamentals of operations and production planning, forecasting, and scheduling. Topics include demand management, production planning and control, scheduling, and budgeting. Upon completion, students should be able to demonstrate an understanding of the concepts and techniques involved in operations and production planning. S11886

JOURNALISM (JOU)

JOU 110 Introduction to Journalism 3 0 3
This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S12092

JOU 216 Writing for Mass Media 2 2 3
This course is an introduction to news writing for newspapers and other print media including the techniques of news gathering, reporting, and interviewing. Emphasis is placed on basic methods of gathering information, conducting interviews, organizing a story, writing leads, writing clear, concise copy, and upon developing research skills. Upon completion, students should be able to write clear, concise, accurate, complete, balanced and readable news stories according to guidelines set by industry standards. TThis course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S21391

JOU 217 Feature/Editorial Writing 2 2 3
Prerequisites: (S) Take ENG-111
This course covers the basics of persuasive writing for community newspapers and other print media. Emphasis is placed on writing features, reviews, and editorials including audience analysis, appropriate language, effective supporting details, completeness, and accuracy. Upon completion, students should be able to write effective feature stories, reviews, and editorials. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S20976

LOGISTICS MANAGEMENT (LOG)

LOG 110 Introduction to Logistics 3 0 3
This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry. S12915

LOG 215 Supply Chain Management 3 0 3
This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units and describe the materials management processes. S24525

MACHINING TECHNOLOGY (MAC)

MAC 111 Machining Technology I 2 12 6
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. S11631

MAC 112 Machining Technology II 2 12 6
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling. S22988

MAC 113 Machining Technology III 2 12 6
This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications. S22989

MAC 114 Introduction to Metrology 2 0 2
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments. S11725

MAC 121 Introduction to CNC 2 0 2
This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage. S11049

MAC 122 Introduction to CNC Turning 1 3 2
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers. S11081

MAC 124 CNC Milling 1 3 2
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers. S11096

MAC 151 Machining Calculations 1 2 2
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations. S12105

MAC 152 Advanced Machining Calculations 1 2 2
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems. S12224

MAC 214 Machining Technology IV 2 12 6
This course provides advanced applications and practical experience in the manufacturing of complex parts. Emphasis is placed on inspection, gaging, and the utilization of machine tools. Upon completion, students should be able to manufacture complex assemblies to specifications. S22992

MAC 222 Advanced CNC Turning 1 3 2
This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers. S22994

MAC 224 Advanced CNC Milling 1 3 2
This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers. S23000

MAC 229 CNC Programming 2 0 2
This course provides concentrated study in advanced programming techniques for working with modern CNC machine tools. Topics include custom macros and subroutines, canned cycles, and automatic machining cycles currently employed by the machine tool industry. Upon completion, students should be able to program advanced CNC functions while conserving machine memory. S22995

MASONRY (MAS)

MAS 140 Introduction to Masonry 1 2 2
This course introduces basic principles and practices of masonry. Topics include standard tools, materials, and practices used in basic masonry and other related topics. Upon completion, students should be able to demonstrate an understanding of masonry and be able to use basic masonry techniques. S13719

MATHEMATICS (MAT)

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

MAT 003 Transition Math 0 6 3
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. S25126

MAT 010 Math Measurement & Literacy Support 0 2 1
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. S25128

MAT 021 Algebra/Trigonometry I Support 1 2 2
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. S25129

MAT 043 Quanitiative Literacy Support 1 2 2
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. S25136

MAT 052 Statistical Methods I Support 1 2 2
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. S25135

MAT 071 Precalculus Algebra Support 0 4 2
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. S25141

MAT 110 Math Measurement & Literacy 2 2 3
Prerequisites: Take One Set: Set 1: DMA-010, DMA-020, and DMA-030 Set 2: DMA-025 Set 3: MAT-003 Set 4: BSP-4003
Corequisites: Take MAT-010 or Placement
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. S25428

MAT 121 Algebra/Trigonometry I 2 2 3
Prerequisites: (S) Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 Set 2: DMA-025, DMA-040, DMA-050 Set 3: DMA-025, DMA-045 Set 4: DMA-010, DMA-020, DMA-030, DMA-045 Set 5: MAT-003 Set 6: BSP-4003
Corequisites: Take MAT-021 or Placement
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. S25429

MAT 143 Quantitative Literacy 2 2 3
Prerequisites: (S) Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DRE-098 Set 2: DMA-010, DMA-020, DMA-030, and ENG-002 Set 3: DMA-010, DMA-020, DMA-030, and BSP-4002 Set 4: DMA-025, and DRE-098 Set 5: DMA-025, and ENG-002 Set 6: DMA-025, and BSP-4002 Set 7: MAT-003 and DRE-098 Set 8: MAT-003 and ENG-002 Set 9: MAT-003 and BSP-4002 Set 10: BSP-4003 and DRE-098 Set 11: BSP-4003 and ENG-002 Set 12: BSP-4003 and BSP-4002
Corequisites: Take: MAT-043 or Placement
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty

through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. S25430

MAT 152 Statistical Methods I 3 2 4
Prerequisites: (S) Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DRE-098 Set 2: DMA-010, DMA-020, DMA-030, and ENG-002 Set 3: DMA-010, DMA-020, DMA-030, and BSP-4002 Set 4: DMA-025, and DRE-098 Set 5: DMA-025, and ENG-002 Set 6: DMA-025, and BSP-4002 Set 7: MAT-003 and DRE-098 Set 8: MAT-003 and ENG-002 Set 9: MAT-003 and BSP-4002 Set 10: BSP-4003 and DRE-098 Set 11: BSP-4003 and ENG-002 Set 12: BSP-4003 and BSP-4002
Corequisites: Take MAT-052 (Corequisite depends on test scores or GPA, see an Academic Advisor)
This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. S25431

MAT 171 Precalculus Algebra 3 2 4
Prerequisites: (S)Take One Set: STake One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 Set 2: DMA-010, DMA-020, DMA-030, DMA-045 Set 3: DMA-025, DMA-045 Set 4: DMA-025, DMA-040, DMA-050 Set 5: MAT 121 Set 6: MAT-003 Set 7: BSP-4003
Corequisites: Take MAT-071 (Corequisite depends on test scores or GPA, see an Academic Advisor)
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. S25432

MAT 172 Precalculus Trigonometry 3 2 4
Prereqisites: (S) Take MAT 171
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. S23935

MAT 252 Statistical Methods II 3 2 4
Prerequisites: (S) Take MAT-152
This course is designed to provide a technology-based treatment of multiple sample inferential statistics. Emphasis is placed on two sample hypothesis tests and confidence intervals, linear and multiple regression, analysis of variance, experimental design, and non-parametric techniques. Upon completion, students should be able to draw statistical inferences and communicate results on multiple sample data taken from business and

health, social, natural, and applied sciences.This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. S25063
Competencies/Student Learning Outcomes
1. Perform tests of normality on univariate and multivariate data and select the appropriate test, either parametric or non-parametric, perform the analysis, and communicate the results. 2. Detect the difference between independent and dependent data and select the appropriate inferential test, analyze and communicate results. 3. Perform a regression, analyze and communicate the results. 4. Perform a one and two factor analysis of variance, analyze and communicate the results. 5. Design an experiment, collect data, construct a data file and run the appropriate test and analyze and communicate the results.
6. Employ a variety of software to run analyses, construct reports and communicate results in both written and oral presentations.

MAT 263 Brief Calculus 3 2 4
Prerequisites: (S) Take MAT-171
This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. S23937
Competencies/Student Learning Outcomes
1. Calculate limits and verify using graphical, numerical and analytical methods. 2. Interpret the derivative as a rate of change. 3. Analyze and interpret the derivative of algebraic, exponential, and logarithmic functions. 4. Evaluate antiderivatives and definite integrals of algebraic, exponential, and logarithmic functions. 5. Apply derivatives and integrals to business, economics, and biological and behavioral sciences contexts. 6. Use appropriate technology and communicate results through a variety of media.

MAT 271 Calculus I 3 2 4
Prerequisites: (S) Take MAT 172
This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. S23939

MAT 272 Calculus II 3 2 4
Prerequisites: (S) Take MAT 271
This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. S23940

MAT 273 Calculus III 3 2 4
Prerequisites: (S) Take MAT 272
This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics. S23941

MAT 280 Linear Algebra 2 2 3
Prerequisites: (S) Take MAT-271
This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology. S23942

MAT 285 Differential Equations 2 2 3
Prerequisites: (S) Take MAT 272
This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and LaPlace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S23943

MECHANICAL (MEC)

MEC 110 Introduction to CAD/CAM 1 2 2
This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program. S14051

MEC 111 Machine Processes I 1 4 3
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances. S20654

MEDICAL ASSISTING (MED)

MED 110 Orientation to Medical Assisting 1 0 1
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting. S11175

MED 120 Survey of Medical Terminology 2 0 2
This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms. S12808

MED 121 Medical Terminology I 3 0 3
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. S12737

MED 122 Medical Terminology II 3 0 3
Prerequisites: (S) Take MED-121
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. S12833

MED 130 Administrative Office Procedures I 1 2 2
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment. S10285

MED 131 Administrative Office Procedures II 1 2 2
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. S16431

MED 140 Exam Room Procedures I 3 4 5
Prerequisites: (L) Take MED-150
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. S11885

MED 150 Laboratory Procedures I 3 4 5
Prerequisites: (L) Take BIO-161
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. S10688

MED 260 MED Clinical Practicum 0 0 15 5
Corequisites: (L) Take MED-262
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. Students must complete first three semesters prior to entering MED 260. S22977

MED 262 Clinical Perspectives 1 0 1
Prerequisites: (L) Take MED-140
Corequisites: (L) Take MED-260
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. S13608

MED 270 Symptomatology 2 2 3
Prerequisites: (L) Take MED-150
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions. S11862

MED 272 Drug Therapy 3 0 3
Prerequisites: (L) Take MAT-110
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office. S16433

MARKETING & RETAILING (MKT)

MKT 120 Principles of Marketing 3 0 3
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. S24159

MKT 123 Fundamentals of Selling 3 0 3
This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered. S24160

MKT 125 Buying and Merchandising 3 0 3
This course includes an analysis of the organization for buying-what, when and how to buy-and the principles of effective inventory and stock control. Topics include organization for buying, analysis of buyers' responsibilities, pricing, inventory control, planning, cost effectiveness, and vendor relationships. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application. S12675

MKT 220 Advertising and Sales Promotion 3 0 3
This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application. S24161

MKT 222 Credit Procedures 3 0 3
This course covers areas of collection that provide an understanding of the expertise needed to manage collection operations. Topics include principles and practices in the extension of credit, collection procedures, and laws pertaining to credit extension and collection. Upon completion, students should be able to demonstrate an understanding of the concepts covered. S12329

MKT 223 Customer Service 3 0 3
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations. S12287

MKT 225 Marketing Research 3 0 3
Prerequisites: (S) Take MKT-120
This course provides information for decision making by providing guidance in developing, analyzing, and using data. Emphasis is placed on marketing research as a tool in decision making. Upon completion, students should be able to design and conduct a marketing research project and interpret the results. S24162

MKT 227 Marketing Applications 3 0 3
This course extends the study of diverse marketing strategies. Emphasis is placed on case studies and small-group projects involving research or planning. Upon completion, students should be able to effectively participate in the formulation of a marketing strategy. S24163

MKT 232 Social Media Marketing 3 2 4
This course is designed to build students' social media marketing skills by utilizing projects that give students hands on experience implementing social media marketing strategies. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools. Upon completion, students should be able to use social media technologies to create and improve marketing efforts for businesses. S24164

MAINTENANCE (MNT)

MNT 110 Introduction to Maintenance Procedures 1 3 2
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards. S23528

THERAPEUTIC MASSAGE (MTH)

MTH 110 Fundamentals of Massage 6 9 3 10
This course introduces concepts basic to the role of the massage therapist in a variety of clinical settings. Emphasis is placed on beginning theory and techniques of body work as well as skill in therapeutic touch. Upon completion of the course, the student should be able to apply basic practical massage therapy skills. S22033

MTH 120 Therapeutic Massage Applications 6 9 3 10
Prerequisites: (S) Take MTH-110
This course provides an expanded knowledge and skill base for the massage therapist in a variety of clinical settings. Emphasis is placed on selected therapeutic approaches throughout the lifespan. Upon completion, students should be able to perform entry level therapeutic massage on various populations. S22036

MTH 125 Ethics of Massage 2 0 0 2
This course is designed to explore issues related to the practice of massage therapy. Emphasis is placed on ethical, legal, professional, and political issues. Upon completion , students should be able to discuss issues relating to the practice of massage therapy, client/therapist relationships as well as ethical issues. S20862

MTH 130 Therapeutic Massage Management 2 0 0 2
Prerequisites: (S) Take MTH-110
This course introduces the basic responsibilities in the development and administration of a professional massage therapy practice. Emphasis is placed on identifying successful practice management methods such as selecting a business structure, negotiating a contract/lease, developing a business/marketing plan, designing a massage space, differentiating spa from clinical practice, management of client/financial records and physician referral. Upon completion, students should be able to demonstrate the knowledge and skills necessary to develop and manage a massage therapy practice. S23240

MTH 210 Advance Skills of Massage 4 9 3 8
Prerequisites: (S) Take One: MTH-120 or MTH-121
This course provides knowledge and skills in diverse body work modalities in a variety of clinical settings. Emphasis is placed on selected techniques such as Neuromuscular Therapy, Sports Massage, Soft Tissue Release, Spa Approaches, Oriental Therapies, and energy techniques. Upon completion, students should be able to perform basic skills in techniques covered. S22034

MTH 220 Outcome-Based Massage 4 6 3 7
Prerequisites: (S) Take MTH-120, MTH-121, or MTH-221
This course provides knowledge and skills in more complex body works modalities in a variety of clinical settings. Emphasis is placed on developing advanced skills in outcome-based Massage. Upon completion, students should be able to perform basic skills in techniques covered. S22035

MUSIC (MUS)

MUS 110 Music Appreciation 3 0 3
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved for transfer under the

Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S13676

MUS 111 Fundamentals of Music 3 0 3
This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. This course has been approved fro transfer under the CAA as a premajor elective course requirement. S16443

MUS 112 Introduction to Jazz 3 0 3
This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S13646

MUS 113 American Music 3 0 3
This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13699

MUS 114 Non-Western Music 3 0 3
This course provides a basic survey of the music of the non-Western world. Emphasis is placed on non-traditional instruments, sources, and performing practices. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of non-Western music. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13659

MUS 131 Chorus I 0 2 1
This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S14027

MUS 132 Chorus II 0 2 1
Prerequisites: (S) Take MUS 131
This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13988

MUS 141 Ensemble I 0 2 1
This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13366

MUS 142 Ensemble II 0 2 1
Prerequisites: (S) Take MUS-141
This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S13271

NETWORKING TECHNOLOGY (NET)

NET 110 Networking Concepts 2 2 3
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. S21056

NET 125 Introductions to Networks 1 4 3
This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. S24501

NET 126 Routing Basics 1 4 3
This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Emphasis is placed on configuring and troubleshooting routers and switches for advanced functionality using security best practices and resolving common network issues utilizing both IPv4 and IPv6 protocols. Upon completion, students should be able to configure VLANs and Inter-VLAN routing applying security best practices, troubleshoot inter-VLAN routing on Layer 3 devices, configure redundancy on a switched network using STP and EtherChannel, configure WLANs using a WLC and L2 security best practices and configure IPv4 and IPv6 static routing on routers. S25758

NET 175 Wireless Technology 2 2 3
This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications. S24384

NET 225 Enterprise Networking 1 4 3
This course is designed to cover the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. Emphasis is placed on configuring, troubleshooting, and securing enterprise network devices and understanding how application programming interfaces (API) and configuration management tools enable network automation. Upon completion, students should be able to configure link state routing protocols, implement ACLs to filter traffic and secure administrative access, configure NAT services on the router to provide address scalability, explain techniques to provide address scalability and secure remote access for WAN, and explain how automation affects evolving networks. S25759

NET 226 Network Programmability 1 4 3
This course covers the methodologies and tools of modern software development, applied to IT and Network operations. Emphasis is placed on network programming in current network scripting languages, using GIT and common data formats, deploying applications as containers, using Continuous Integration/Continuous Deployment (CI/CD) pipelines and automating infrastructure using code. Upon completion, students should be able to use basic Python programming and Linux skills, implement a development environment, use software development and design best practices, create a secure API, use current technologies

to deploy and secure applications and compare software testing and deployment methods in automation and simulation environments. S25797

NET 230 Wide Area Networking 2 2 3
This course is designed to introduce significant aspects of network interconnectivity. Topics include LAN-to-LAN, LAN-to-host, LAN-to-WAN connectivity, Internet connections, and voice-video-data transmission. Upon completion, students should be able to demonstrate an understanding of wide area networking. S24387

NET 240 Network Design 3 0 3
This course covers the principles of the design of LANs and WANs. Topics include network architecture, transmission systems, traffic management, bandwidth requirements, Internet working devices, redundancy, and broad-band versus base-band systems. Upon completion, students should be able to design a network to meet specified business and technical requirements. S24389

NET 260 Internet Development & Support 3 0 3
This course covers issues relating to the development and implementation of Internet related tools and services. Topics include Internet organization, site registration, e-mail servers, Web servers, Web page development, legal issues, firewalls, multimedia, TCP/IP, service providers, FTP, list servers, and gateways. Upon completion, students should be able to develop and support the Internet services needed within an organization. S24390

NET 270 Building Scalable Networks 1 4 3
This course covers principles and techniques of scalable networks. Topics include building multi-layer networks, controlling overhead traffic in growing routed networks, and router capabilities used to control traffic over LANs and WANs. Upon completion, students should be able to design; implement; and improve traffic flow, reliability, redundancy, and performance in enterprise networks. S24391

NET 272 Multi-Layer Networks 1 4 3
This course covers building campus networks using multi-layer switching technologies over a high-speed Ethernet. Topics include improving IP routing performance with multi-layer switching, implementing fault tolerance routing, and managing high bandwidth broadcast while controlling IP multi-cast access to networks. Upon completion, students should be able to install and configure multi-layer enterprise networks and determine the required router configurations to support new services and applications. S24392

NET 273 Internetworking Support 1 4 3
This course covers how to baseline and troubleshoot and internetworking environment using routers and switches for multi-protocol client, host and servers. Topics include troubleshooting processes, routing and routed protocols, campus switching; and WAN troubleshooting. Upon completion, students should be able to troubleshoot Ethernet, Fast Ethernet, and Token Ring LANs; and Serial, Frame Relay, and ISDN connections.S24393

NET 289 Networking Project 1 4 3
Corequisites: (S) Take All: CTI-110 CTI-120 and CTS-115
This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation. S24394

NETWORKING OPERATING SYSTEMS (NOS)

NOS 110 Operating System Concepts 2 3 3
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems. S20980

NOS 120 Linux/UNIX Single User 2 2 3
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. S24396

NOS 130 Windows Single User 2 2 3
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment. S24397

NOS 220 Linux/UNIX Administration I 2 2 3
Prerequisites: (S) Take NOS-120
This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network. S25760

NOS 221 Linux/UNIX Administration II 2 2 3
Prerequisites: (S) Take NOS-220
This course includes skill-building in configuring common network services and security administration using Linux. Topics include server-side setup, configuration, basic administration of common networking services, and security administration using Linux. Upon completion, students should be able to setup a Linux server and configure common network services including security requirements. S20987

NOS 222 Linux/UNIX Administration III 2 2 3
Prerequisites: (S) Take NOS-221
This course includes technical topics in preparing an enterprise Linux system for common uses. Topics include advanced study of hardware, installation, boot process, file system administration, software administration, user administration, system administration, kernel services, configuration, securing services, and troubleshooting. Upon completion, students should be able to administer an enterprise Linux system. S20988

NOS 230 Windows Administration I 2 2 3
This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.S24041

NOS 231 Windows Administration II 2 2 3
Prerequisites: (S) Take NOS-230
This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group policies and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system. S24042

NOS 232 Windows Administration III 2 2 3
Prerequisites: (S) Take NOS-230
This course covers implementing and administering security in a Windows Server network. Topics include implementing, managing, and trouble shooting security policies, patch management infrastructure, security for network communications, authentication, authorization, and PKI. Upon completion, students should be able to implement, manage, and maintain a Windows Server network infrastructure. S24043

NOS 244 Operating System - AS/400 2 2 3
This course includes operating systems concepts for AS/400 systems. Topics include hardware management, file and memory management, system configuration/optimization, utilities, Job Control Language, and support functions. Upon completion, students should be able to perform operating system functions in an AS/400 environment. S20993

NURSING (NUR)

NUR 111 Introduction to Health Concepts 4 6 6 8
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. S22213

NUR 112 Health-Illness Concepts 3 0 6 5
Prerequisites: (S) Take NUR-111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. S22212

NUR 113 Family Health Concepts 3 0 6 5
Prerequisites: (S) Take NUR-111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of 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. S22214

NUR 114 Holistic Health Concepts 3 0 6 5
Prerequisites: (S) Take NUR-111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, 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. S22215

NUR 117 Pharmacology 1 3 0 2
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmocokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely. S20178

NUR 118 Nutrition/Diet Therapy 2 0 0 2
This course covers the six nutrient categories and provides an overview of diet recommendations for promotion and maintenance of health. Topics include the U.S. Department of Agricultue dietary standard recommended for individuals across the life span, energy balance, and dietary modifications for common alterations in health. Upon completion, students should be able to complete a nutritional assessment, analyze diets, and recommend dietary adaptations to meet individual health needs. S23250

NUR 211 Health Care Concepts 3 0 6 5
Prerequisites: (S) Take NUR-111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion,

students should be able to provide safe nursing care incorporating the concepts identified in this course. S22216

NUR 212 Health System Concepts 3 0 6 5
Prerequisites: (S) Take NUR-111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of 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. S22217

NUR 213 Complex Health Concepts 4 3 15 10
Prerequisites: (S) Take NUR-111
Corequisites: (S) Take All: NUR-112, NUR -13, NUR-114, NUR-211, and NUR-212
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care. S23071

NUR 214 Nursing Transition Concepts 3 0 3 4
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. S22443

NUTRITION (NUT)

NUT 110 Nutrition 3 0 3
This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with food selection. Upon completion, students should be able to apply basic nutritional concepts as they relate to health and well-being. S16468

OPERATIONS MANAGEMENT (OMT)

OMT 110 Intro to Operations Management 3 0 3
This course provides an overview of the operations management field. Topics include production and operations planning, materials management, environmental health and safety, and quality management. Upon completion, students should be able to demonstrate an understanding of the operations management functions. S13368

OMT 112 Materials Management 3 0 3
This course covers the basic principles of materials management. Emphasis is placed on the planning, procurement, movement, and storage of materials. Upon completion, students should be able to demonstrate an understanding of the concepts and techniques related to materials management. S24143

OMT 260 Issues in Operations Mgt. 3 0 3
Take One Set: Set 1: ISC-121, ISC-130, ISC-210, and OMT-112 Set 2: ISC-121, ISC-131, ISC-210, and OMT-112 Set 3: ISC-121, ISC-132, ISC-210, and OMT-112 Set 4: ISC-121, ISC-221, ISC-210, and OMT-112
This course presents a variety of topics that highlight contemporary problems and issues related to operations management. Emphasis is placed on production and operations planning, environmental health and safety, materials management, and quality systems. Upon completion, students should be able to demonstrate the ability to make decisions and resolve problems in an operations management environment. S24144

OFFICE SYSTEMS TECHNOLOGY (OST)

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

OST 080 Keyboarding Literacy 1 2 2
This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding. S12295

OST 122 Office Computations 2 2 3
This course covers the keypad touch method using the electronic calculator (10-key) and mathematical functions used in office applications. Topics may include budgets, discounts, purchasing, inventory, and petty cash. Upon completion, students should be able to solve a wide variety of numerical problems commonly encountered in an office setting. S24687

OST 130 Comprehensive Keyboarding 2 2 3
This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business documents. Upon completion, students should be able to create documents in an ever-changing workplace. S22138

OST 131 Keyboarding 1 2 2
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system. S13790

OST 134 Text Entry & Formatting 2 2 3
Prerequisites: (L) Take OST-130 or OST-131
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. S22142

OST 136 Word Processing 2 2 3
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. S22144

OST 148 Medical Insurance and Billing 3 0 3
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. S24693

OST 149 Medical Legal Issues 3 0 3
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. S10679

OST 155 Legal Terminology 3 0 3
This course covers the terminology appropriate to the legal profession. Topics include legal research, court systems, litigation, civil and criminal law, probate, real and personal property, contracts and leases, domestic relations, equity, and corporations. Upon completion, students should be able to spell, pronounce, define, and accurately use legal terms. S22150

OST 156 Legal Office Procedures 2 2 3
Prerequisites: (S) Take OST-134
This course covers legal office functions involved in the operation of a law office. Emphasis is placed on procedures in the law office involving the court system, legal research, litigation, probate, and real estate, personal injury, criminal, and civil law. Upon completion, students should be able to demonstrate a high level of competence in performing legal office duties. This course is a unique requirement of the Legal Office Systems concentration in the Office Systems Technology program. S14189

OST 164 Office Editing 3 0 3
Prerequisites: (L) Take OST-130 or-OST-131
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. S24696

OST 171 Intro. to Virtual Office 2 2 3
This course introduces the skills and abilities needed to conduct a variety of office administration activities using the latest technology. Students will learn the proper etiquette of communicating electronically as well as theunique procedures and logistics for conducting business in the virtual office. Upon completion, students will know the vocabulary of the virtual office and will have a basic understanding of modern technical communication tools. S13737

OST 181 Office Procedures 2 2 3
This course introduces the skills and procedures needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context. S24698

OST 184 Records Management 2 2 3
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. S22114

OST 233 Office Publications Design 2 2 3
Prerequisites: (S) Take OST-136
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications. S14246

OST 236 Advanced Word Processing 2 2 3
Prerequisites: (S) Take OST-136
This course develops proficiency in the utilization of advanced word processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.. S24700

OST 243 Medical Office Simulation 2 2 3
Prerequisites: (S) Take OST 148
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. S12315

OST 252 Legal Transcription I 2 2 3
Prerequisites: (S) Take One Set: Set 1: OST-134 and OST-155 Set 2: OST-136 and OST-155
This course provides experience in transcribing legal correspondence, forms, and documents. Emphasis is placed on developing listening skills to transcribe documents. Upon completion, students should be able to transcribe documents with accuracy. S22160

OST 271 Office Web Technologies 2 2 3
This course provides a working knowledge of software tools used in the virtual office environment. Emphasis will be placed on using the Internet for research, planning and decision making by using various office software available through application service providers. Upon completion, students will be able to use current and emerging technologies to solve problems and complete projects in the virtual office environment. S24708

OST 284 Emerging Technologies 1 2 2
This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional. S10158

OST 286 Professional Development 3 0 3
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society. S16501

OST 289 Office Admin Capstone 2 2 3
Prerequisites: (S) Take One Set: Set 1: OST-134 and OST-164 Set 2: OST-136 and OST-164
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. S24710

PUBLIC ADMINISTRATION (PAD)

PAD 151 Intro to Public Administration 3 0 3
This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society. S24135

PAD 152 Ethics in Government 3 0 3
This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator's role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making. S24136
Competencies/Student Learning Outcomes
1. Analyze ethical dilemmas and conflicts of interest that arise from individual, organizational and systemic approaches to ethical behavior. 2. Define the role of the public administrator in ethical decision making. 3. Apply the design approach to define the key ethical issues most often encountered in public administration. 4. Identify the important ethical principles for today's society.

PAD 251 Public Finance & Budgeting 3 0 3
This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing governmental policy. S24137
Competencies/Student Learning Outcomes
1. Define budgetary process theories and techniques. 2. Describe the impacts of government revenue and expenditure policies. 3. Describe the relation of government finance to the economy. 4. Explain the role of budgeting in executing government policy.

PAD 252 Public Policy Analysis 3 0 3
This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.
Competencies/Student Learning Outcomes
1. Describe the relationship between public and private sectors. 2. Define the concepts of ecology and environmental impact. 3. Analyze the effectiveness of public programs. 4. Discuss the use of informal groups and information networks.

PAD 254 Grant Writing 3 0 3
This course covers the basic techniques of successful grant writing. Topics include concept development, funding sources research, and writing skills relevant to the grants process. Upon completion, students should be able to demonstrate a basic understanding of the grants process. S11855

PHYSICAL EDUCATION (PED)

PED 110 Fit and Well for Life 1 2 2
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11789

PED 111 Physical Fitness I 0 3 1
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11678

PED 121 Walk, Jog, Run 0 3 1
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11039

PED 122 Yoga I 0 2 1
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11107

PED 123 Yoga II 0 2 1
Prerequisites: (S) Take PED-122
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11044

PED 128 Golf-Beginning 0 2 1
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. This course has been approved to satisfy the

Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11067

PED 129 Golf-Intermediate 0 2 1
Prerequisites: (S) Take PED-128
This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able demonstrate the knowledge and ability to play a recreational round of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S11033

PED 142 Lifetime Sports 0 2 1
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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10204

PED 143 Volleyball-Beginning 0 2 1
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10153

PED 144 Volleyball-Intermediate 0 2 1
Prerequisites: (S) Take PED-143
This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10176

PED 145 Basketball-Beginning 0 2 1
This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10128

PED 146 Basketball-Intermediate 0 2 1
Prerequisites: (S) Take PED-145
This course covers more advanced basketball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play basketball at a competitive level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S10225

PED 171 Nature Hiking 0 2 1
This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. S13031

PHILOSOPHY (PHI)

PHI 215 Philosophical Issues 3 0 3
Prerequisites: (S) Take ENG-111
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/ Fine Arts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S24028
Competencies
1. Engage in critical thinking. 2. Identify, reconstruct, and evaluate philosophical arguments. 3. Analyze key philosophical concepts within epistemology, metaphysics, and ethics. 4. Demonstrate an understanding of major philosophical views, and how they relate to contemporary issues.

PHI 220 Western Philosophy I 3 0 3
Prerequisites: (S) Take ENG-111
This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13045

PHI 230 Introduction to Logic 3 0 3
Prerequisites: (S) Take ENG-111
This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13741

PHI 240 Introduction to Ethics 3 0 3
Prerequisites: (S) Take ENG-111
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. S24029

PHYSICS (PHY)

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

PHY 110 Conceptual Physics 3 0 3
This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S12004

PHY 110A Conceptual Physics Lab 0 2 1
Corequisites: (S) Take PHY-110
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S13531

PHY 131 Physics-Mechanics 3 2 4
Prerequisites: (S) Take One: MAT-121 or MAT-171
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, 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. S23976

PHY 151 College Physics I 3 2 4
Prerequisites: (S) Take MAT-171 or MAT-271
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S24925

PHY 152 College Physics II 3 2 4
Prerequisites: (S) Take PHY-151
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S11553

PHY 251 General Physics I 3 3 4
Prerequisites: (S) Take MAT-271
Corequisites: (S) Take MAT-272
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S12543

PHY 252 General Physics II 3 3 4
Prerequisites: (S) Take All: MAT-272 and PHY-251
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. S12686

PIPE FITTING (PFT)

PFT 111 Piping & Valves 3 3 4
This course introduces the terminology, uses, types, and components of metallic and non-metallic industrial piping systems. Topics include identification and application of valves and fittings, joining techniques, drawing interpretation, and the safe installation of piping systems. Upon completion, students should be able to select the proper materials and equipment to safely construct basic industrial piping systems in accordance with design drawing. S14111

PLUMBING (PLU)

PLU 111 Intro to Basic Plumbing 1 3 2
This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system. S10637

POLITICAL SCIENCE (POL)

POL 110 Introduction to Political Science 3 0 3
This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13770

POL 120 American Government 3 0 3
This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S24030

POL 210 Comparative Government 3 0 3
This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S14332

POL 220 International Relations 3 0 3
This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S12877

PSYCHOLOGY (PSY)

PSY 115 Stress Management 2 0 2
This course covers stressors and techniques for stress management. Topics include anger, assertiveness, adaptation to change, conflict, coping skills, identification of stressors, time management, and the physiology of stress and burnout. Upon completion, students should be able to demonstrate an understanding of the effective management of stress. S11106

PSY 118 Interpersonal Psychology 3 0 3
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. S11025

PSY 135 Group Processes 3 0 3
This course provides an examination of group dynamics and structure. Topics include team-building, interpersonal communication, leadership, decision making, and problem solving. Upon completion, students should be able to demonstrate the knowledge and skills necessary for effective group participation. S10198

PSY 150 General Psychology 3 0 3
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S10777

PSY 183 Psychology of Addiction 3 0 3
This course covers historical and theoretical perspectives on addictive behavior and the genetic, familial, and sociocultural influences on addiction. Topics include addictions to eating, gambling, alcohol, drugs, relationships, work, and sex. Upon completion, students should be able to demonstrate a knowledge of the theories of addiction and the factors underlying addictive behaviors. S11416

PSY 215 Positive Psychology 3 0 3
Prerequisites: (S) Take PSY-150
This course is an overview of the scientific study of human strengths. Topics include resilience, optimism, vital engagement (flow), positive relationships, creativity, wisdom, happiness, empathy, emotional intelligence, and other relevant topics. Upon completion, students should be able to demonstrate an understanding of the psychological factors relevant to enhancing well being. This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement. S22044

PSY 237 Social Psychology 3 0 3
Prerequisites: (S) Take One: PSY-150 or SOC-210
This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S10878

PSY 239 Psychology of Personality 3 0 3
Prerequisites: (S) Take PSY-150
This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding

of individual differences in human behavior. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/ Behavioral Sciences. S10904

PSY 241 Developmental Psychology 3 0 3
Prerequisites: (S) Take PSY-150
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13114

PSY 255 Introduction to Exceptionality 3 0 3
Prerequisites: (S) Take PSY-150
This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person. S10456

PSY 256 Exceptional Children 3 0 3
Prerequisites: (S) Take PSY-150
This course introduces major exceptionalities in children including mental, emotional, and physical variations; learning disabilities; and giftedness. Emphasis is placed on theoretical perspectives, identification methods, and intervention strategies. Upon completion, students should be able to demonstrate a general knowledge of the exceptionalities of children and recommended intervention techniques. S10464

PSY 281 Abnormal Psychology 3 0 3
Prerequisites: (S) Take PSY-150
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S12906

RELIGION (REL)

REL 111 Eastern Religions 3 0 3
This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13358

REL 112 Western Religions 3 0 3
This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13280

REL 211 Introduction to Old Testament 3 0 3
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S11707

REL 212 Introduction to New Testament 3 0 3
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S11723

REL 221 Religion in America 3 0 3
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S11026

SCIENCE (SCI)

SCI 090 Skills for the Sciences 2 2 3
This course is designed to provide fundamental skills necessary for entry into college-level science courses. Topics include scientific vocabulary, measurement, scientific notation, the scientific method for solving problems, collaborative skills, and applications to various areas of science. Upon completion, students should be able to demonstrate a readiness for college-level science courses. S14242

INFORMATION SYSTEMS SECURITY (SEC)

SEC 110 Security Concepts 2 2 3
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy. S23204

SEC 150 Secure Communications 2 2 3
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. S24398

SEC 160 Secure Administration I 2 2 3
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. S24399

SEC 210 Intrusion Detection 2 2 3
Prerequisites: (S) Take SEC-160
This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products, traffic analysis, and planning and placement of intrusion detection solutions. Upon completion, students should be able to plan and implement intrusion detection solution for networks and host-based systems. S24400

SOCIOLOGY (SOC)

SOC 210 Introduction to Sociology 3 0 3
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. S11919

SOC 213 Sociology of the Family 3 0 3
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S11798

SOC 215 Group Processes 3 0 3
This course introduces group processes and dynamics. Emphasis is placed on small group experiences, roles and relationships within groups, communication, cooperation and conflict resolution, and managing diversity within and among groups. Upon completion, students should be able to demonstrate the knowledge and skills essential to analyze group interaction and to work effectively in a group context. This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement. S11859

SOC 220 Social Problems 3 0 3
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13948

SOC 225 Social Diversity 3 0 3
This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13923

SOC 240 Social Psychology 3 0 3
This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. S13849

SOC 250 Sociology of Religion 3 0 3
This course examines religion from a sociological perspective as part and product of human society. Topics include the origins, development, and functions of belief systems; religious organizations; conversion; and interactions with politics, the economy, science, and the class system. Upon completion, students should be able to describe and analyze religious systems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11715

SOC 254 Rural and Urban Sociology 3 0 3
This course applies sociological concepts to a comparative study of major social issues facing contemporary rural and urban America. Emphasis is placed on growth and development patterns, ecological factors, social organizations, social controls, and processes of change. Upon completion, students should be able to illustrate the differences and similarities that exist between urban and rural environments as they resolve contemporary issues. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. S11677

SPANISH (SPA)

SPA 111 Elementary Spanish I 3 0 3
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S13047

SPA 112 Elementary Spanish II 3 0 3
Prerequisites: (S) Take SPA 111
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. S12995

SUBSTANCE ABUSE (SAB)

SAB 110 Substance Abuse Overview 3 0 3
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment. S13172

SAB 120 Intake and Assessment 3 0 3
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. S10488

SAB 125 SA Case Management 2 2 3
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. S22453

SAB 135 Addictive Process 3 0 3
This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders. S11439

SAB 240 Sab Issues in Client Serv 3 0 3
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. S10303

SUSTAINABILITY TECHNOLOGIES (SST)

SST-140 Green Bldg & Design Concepts 3 0 3
This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction. S23302

SOCIAL WORK (SWK)

SWK 110 Introduction to Social Work 3 0 3
This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional. S11170

SWK 113 Working With Diversity 3 0 3
This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations. S11127

SWK 115 Community Resources 2 2 3
Prerequisites: (L) Take SWK-110
This course introduces community resources essential to social work practice. Emphasis is placed on awareness of and interaction with community service personnel. Upon completion, students should be able to identify resources and assess critical community needs. S21488

SWK 214 Social Work Law 3 0 3
Prerequisites: (S) Take SWK-110
This course introduces the major provisions of social services law, current trends, legislative developments, and court procedures. Emphasis is placed on the interpretation of the laws and court decisions related to various social services populations. Upon completion, students should be able to interpret these laws and their implications for social services practice. S10306

SWK 220 Social Work Issues in Client Services 3 0 3
Prerequisites: (L) Take SWK-110
This course introduces the professional standards, values, and issues in social services. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to social work and apply various decision-making models to current issues. S11955

TRANSPORTATION TECHNOLOGY (TRN)

TRN-110 Introduction to Transport Tech 1 2 2
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities. S23455

TRN-112 Powertrain Maintenance/Light Repair 2 6 4
This course covers maintenance and light repair of transportation engines, automatic and manual transmission/transaxles, engine performance systems, and HVAC systems. Topics include general servicing and inspection procedures of engines, engine lubrication and cooling systems, automatic and manual transmission/transaxles, HVAC components, and fuel, air induction, and exhaust systems. Upon completion, students should be able to perform maintenance and light repair of transportation engines, automatic and manual transmission/transaxles, engine performance systems, and HVAC systems. S24309

TRN-120 Basic Transp Electricity 4 3 5
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. S23456

TRN-140 Transp Climate Control 1 2 2
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. S23460

TRN-140A Transp Climate Cont Lab 1 2 2
Corequisites: (S) Take TRN-140
This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information. S23461

UNMANNED AIRCRAFT SYSTEMS (UAS)

UAS 110 Intro to UAS Operations 3 0 3
This course provides an introduction to the history, various technologies, and capabilities of unmanned aircraft systems (UAS). Topics include UAS history, operational design and capabilities, popular applications, and the science of flight. Upon completion, students should be able to identify and explain common aspects of unmanned aircraft systems including their historical development, commonly utilized technologies, applications, and unit flight capabilities. S24340

UAS 112 USA Communications/Telemetry 3 0 3
This course provides students with basic operational knowledge of unmanned aircraft flight communication and telemetry. Emphasis is placed on programming of specific operational cross-country flight data to include point-to-point navigation, site drop communications, and placement. Upon completion, students should be able to plan, implement and complete an aerial flight operational drop. S24342

UAS 115 Small UAS Certification 2 0 2
This course prepares learners for small Unmanned Aircraft Systems (UAS) flight certification to promote compliance with the requirements of Title 14 of the Code of Federal Regulations (14 CFR). Topics include FAA Title 14 CFR Part 107 study guide

and NCDOT UAS flight standards to provide guidance in the areas of remote pilot certification, aircraft registration and marking, aircraft airworthiness, basic piloting skills, and the operation of small UAS. Upon completion, students should be able to meet requirements for small UAS certification through the NCDOT and perform basic small UAS piloting in accordance with FAA Title 14 CFR Part 107 regulations. S25091

UAS 150 UAS Flight Simulation 2 3 3
This course introduces learners to a flight simulator to help them build and develop knowledge in flight dynamics, the proper manipulation of aircraft controls, and the ability to accurately monitor sensor functions. Emphasis is placed on developing the learner's flight and control skills that will be utilized to operate an unmanned ground control station which is dependent upon piloting and control skills. Upon completion, students should be able to demonstrate the proper use of flight controls required to maintain a non-eventful simulated or actual UAS flight as well as one requiring emergency corrections. S24343

UAS 152 Remote UAS Sensing & Control 2 2 3
This course provides the student with the necessary skills training required to maintain a controlled unmanned aircraft systems (UAS) flight utilizing appropriate remote sensing devices and vehicle controls. Topics include planning and conducting a series of UAS flying missions, including determining alternate courses of action where required, through guided discussion while utilizing a team approach. Upon completion, students should be able to work in teams to successfully manipulate and control a UAS flight. S24344

UAS 230 UAS Aeria Photo Surveys 2 2 3
This course introduces students to some of the popular unmanned aerial photographic applications commonly utilized in commercial unmanned aircraft systems (UAS) operations involving aerial surveys and photography. Topics include aerial photography and equipment, aerial vehicles, examples of successful UAS survey and photographic business models, and Federal Aviation Regulations governing airspace applications. Upon completion, students should be able to plan, implement and conduct a successful photo aerial survey mission. S24345

WORK-BASED LEARNING (WBL)

WBL 111 Work-Based Learning I 0 0 10 1
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. S23794

WBL 112 Work-Based Learning I 0 0 20 2
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. S23795

WBL 115 Work-Based Learning Seminar I 1 0 0 1
Prerequisites: (S) Take One: WBL-111 WBL-112 WLB-113 or WBL-114
This course description may be written by the individual colleges. S23799

WEB TECHNOLOGIES (WEB)

WEB 110 Internet/Web Fundamentals 2 3 3
This course introduces World Wide Web Consortium (W3C) standard markup language. Topics include creating web pages, responsive design, file transfer, deployment, accessibility, and other related W3C topics. Upon completion, students should be able to deploy a hand-coded website created using the HyperText Markup Language (HTML) and Cascading Style Sheet (CSS) standards. S25817

WEB 111 Introduction to Web Graphics 2 2 3
This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types,

optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery. S22416

WEB 115 Web Markup and Scripting 2 3 3
This course introduces Worldwide Web Consortium (W3C) Internet programming using JavaScript. Topics include basic syntax, object-oriented programming, functions, variables, events, arrays, validation, accessibility, and web standards. Upon completion, students should be able to write, debug, maintain well-formed and well documented interactive web content using JavaScript code. S25729

WEB 120 Introduction to Internet Multimedia 2 2 3
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. S24280

WEB 140 Web Development Tools 2 3 3
This course provides an introduction to web development tools.Topics include creating websites using web development tools and web standards. Upon completion, students should be able to create small web sites and upload files to a web server. S25584

WEB 179 JAVA Web Programming 2 3 3
This course introduces the development of dynamic, database-driven web applications using the JAVA programming languages. Topics include Object Oriented Programming JAVA Server Pages, servlets, database interactions, and form handling. Upon completion, students should be able to create and modify JAVA-based internet applications. S21484

WEB 180 Active Server Pages 2 3 3
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. S25819

WEB 182 PHP Programming 2 3 3
This course introduces students to the server-side, HTML-embedded scripting language PHP. Emphasis is placed on programming techniques required to create dynamic web pages using PHP scripting language features. Upon completion, students should be able to design, code, test, debug, and create a dynamic web site using the PHP scripting language. S25820

WEB 185 ColdFusion Programming 2 2 3
This course introduces ColdFusion Programming. Topics include installing a ColdFusion development environment, using CFQUERY tags to send and receive database information, creating and displaying a form, and other related topics. Upon completion, students should be able to design, code, test, and debug using a ColdFusion environment. S24404

WEB 186 XML Technology 2 2 3
This course is designed to introduce students to XML and related internet technologies. Topics include extendible style language (XSL) document object model (DOM), extendible stylesheet language transformation (XSLT), and simple object access protocol (SOAP). Upon completion, students should be able to create a complex XML document. S24405

WEB 187 Prog for Mobile Devices (Wireless/Internet Prog) 2 2 3
This course introduces content development for mobile electronic devices with a focus on business-related, social media, and entertainment applications. Emphasis is placed on developing web content and creating applications for mobile devices, including internet/business practices and techniques for delivery on mobile platforms. Upon completion, students should be able to develop web content and business or entertainment applications for use on mobile electronic devices. S24406

WEB 210 Web Design 2 2 3
This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and

accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites. S22061

WEB 211 Advanced Web Graphics 2 2 3
Prerequisites: (S) Take WEB-111
This course covers the advanced concepts related to the creation and manipulation of graphic images for web delivery. Topics include graphics acquisition, use of masks and channels, advanced special effects, advanced photo manipulation, and other related topics. Upon completion, students should be able to create, manipulate, and optimize web graphics with advanced techniques and maintain an online coursework portfolio. S22417

WEB 215 Advanced Markup and Scripting 2 3 3
Prerequisites: (S) Take WEB-115
This course covers the advanced programming skills required to design Internet applications and interactive web content.Emphasis is placed on the programming techniques required to develop Internet applications, interactive web content, frameworks, and using libraries. Upon completion, students should be able to design, code, debug, and document Internet-based programming solutions to various real-world problems. S25730

WEB 220 Advanced Multimedia 2 2 3
Prerequisites: (S) Take WEB-120
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. S21313

WEB 230 Implementing Web Servers 2 2 3
This course covers website and web server architecture. Topics include installation, configuration, administration, and security of web servers, services and sites. Upon completion, students should be able to effectively manage the web services deployment lifecycle according to industry standards. S24408

WEB 240 Internet Security 2 2 3
This course covers security issues related to Internet services. Topics include the operating system and the Internet service security mechanisms. Upon completion, students should be able to implement security procedures for operating system level and server level alerts. S224409

WEB 250 Database Driven Websites 2 2 3
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. S24410

WEB 260 E-Commerce Infrastructure 2 3 3
This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, documentation, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site. S25824

WEB 285 Emerging Web Technologies 2 2 3
This course will explore, discuss, and research emerging technologies in the web arena. Emphasis is placed on exposure to up-and-coming technologies relating to the web, providing hands-on experience, and discussion of practical implications of these emerging fields. Upon completion, students should be able to articulate issues relating to these technologies. S21315

WEB 289 Internet Technologies Project 1 4 3
Prerequisites: (S)Take All: CTI-110 CTI-120 CTS-115
This course provides an opportunity to complete a significant Web technologies project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete an Internet project from the definition phase through implementation. S24411

WELDING (WLD)

WLD 110 Cutting Processes 1 3 2
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness. S23303

WLD 115 SMAW (Stick) Plate 2 9 5
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. S23304

WLD 116 SMAW (Stick) Plate/Pipe 1 9 4
Prerequisites: (S) Take WLD-115
This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions. S10935

WLD 117 Industrial SMAW 1 4 3
TThis 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. S11726

WLD 121 GMAW (MIG) FCAW/Plate 2 6 4
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions. S23305

WLD 131 GTAW (TIG) Plate 2 6 4
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials. S23306

WLD 141 Symbols & Specifications 2 2 3
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding. S23307

WLD 143 Welding Metallurgy 1 2 2
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding. S11434

WLD 151 Fabrication I 2 6 4
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment. S22456

WLD 212 Inert Gas Welding 1 3 2
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. S16565

WLD 215 SMAW (Stick) Pipe 1 9 4
Prerequisites: (S) Take One: WLD-115 or WLD-116
This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions. S10353

WLD 251 Fabrication II 1 6 3
Prerequisites: (S) Take One: WLD-151
This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings. S10330

WLD 261 Certification Practices 1 3 2
Prerequisites: (S) Take All: WLD-115, WLD-121 and WLD-131
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. S12019

WLD 262 Inspection and Testing 2 2 3
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. S11961

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Retired Senior Administrators Emeritus

The following have been awarded Emeritus status from the Board of Trustees of Tri-County Community College:

K. David Jones
Dr. F. David Slagle