Welcome

Welcome to Edgecombe Community College. We are delighted that you are interested in our college and look forward to helping you achieve your educational goals. Our diverse range of courses, programs, and support services will help you be successful.

The 2013-2014 academic year marks our 46th year of service to the residents of Edgecombe County and surrounding communities. Our first graduating class in 1969 had fewer than 30 members. In May 2013, more than 400 students received associate degrees, diplomas, and certificates during commencement exercises. An additional 120 Adult High School diplomas and GEDs were awarded.

Today, our student body comprises about 3,000 degree-seeking individuals as well as thousands more who enroll in continuing education classes. Faculty and staff are dedicated to the young men and women and adult learners who fill our classrooms. We pledge to make every effort to make your ECC experiences positive, meaningful, and relevant to your objectives.

At Edgecombe, programs are developed with an eye toward industry needs. In May 2013, the college received a national award for its efforts to prepare students to be successful in careers and the workplace. The college received the ACT Career Preparedness Award. Edgecombe was one of just four honorees that received national ACT awards.

We are very proud of this distinction. For a school like Edgecombe, which serves 13,000 people a year, to receive a national award is a highlight for all of us at the college who work hard every day to prepare students to be work-ready.

If you are interested in preparing for a rewarding career, we have more than 100 curriculum programs resulting in two-year degrees, one-year diplomas, or certificates. If you would like to get started on a four-year degree, our College Transfer program enables you to take courses that parallel those required during the first two years of study at four-year colleges or universities. We make every effort to tailor our programs and classes to meet students' needs.

I am very proud to serve this college, and I hope that you will be proud to call Edgecombe Community College your educational home. We look forward to serving you.

Deborah L. Lamm, Ed.D.
President
Edgecombe Community College
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Accreditation

Edgecombe Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates.

Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation for Edgecombe Community College. Only when evidence appears to support an institution's significant non-compliance with a requirement or standard, should the Commission on Colleges be contacted.
About Edgecombe Community College

Located in the eastern part of North Carolina in Edgecombe County, Edgecombe Community College (ECC) is approximately 75 miles east of Raleigh. The county is rural with a majority of the land used for farming. During the past three decades, farm employment has declined due to mechanization, and employment in the high tech manufacturing sector and service sector has increased.

Edgecombe Technical Institute began as an extension unit of Wilson County Technical Institute. In 1967, the college came under complete Edgecombe County administration, thus dissolving the relationship with Wilson County Technical Institute. The final step to full institutional independence began in the spring of 1971 when the General Assembly made all technical institutes of North Carolina independent of any local boards of education and granted government by a 12-member Board of Trustees. The Legislature has since designated a 13th nonvoting member to the Board of Trustees, the SGA President. In 1987, the name of the college changed officially to Edgecombe Community College. In 1997, the college changed from the quarter system to the semester system as mandated by the North Carolina Community College System. ECC is one of the 58 colleges that make up the North Carolina Community College System. The System, approved by the General Assembly of North Carolina in 1963, is provided for in the General Statutes of North Carolina, Chapter 115-A. General supervision of the system falls under the State Board of Community Colleges. The NCCCS celebrated its 50th Anniversary in 2013.

The college's main campus is located on 120 acres 2.5 miles south of Tarboro and comprises 11 buildings. ECC also operates a campus in the Edgecombe County portion of Rocky Mount. This campus covers one city block and includes three buildings. The college's newest structure, the Biotechnology and Medical Simulation Center, opened on the Rocky Mount campus in January 2016. The state-of-the-art, 45,000-square-foot building features a simulated hospital environment that is raising the standard of healthcare education throughout the region.

Through a wide selection of programs and courses, ECC seeks to improve both the quality of life and the economic outlook of its students and area residents. With classes in subjects from English Literature to Statistical Process Control, ECC is equipping its students with practical skills that enable them to excel in their careers, homes, and communities. All ECC graduates have an opportunity to complete Career Readiness Certificate (CRC) testing, a nationally recognized job skills assessment system. With ECC's flexible scheduling, the success that comes with higher education is easier to achieve. Classes for traditional and non-traditional students are available during the day, evening, and weekend to accommodate individual needs.
Vision Statement

Edgecombe Community College will be the choice for quality education and training.

Mission Statement

Edgecombe Community College is a comprehensive two-year institution dedicated to fulfilling the educational, training, and cultural needs of the communities it serves.

College Goals

GOAL I

To provide a comprehensive range of educational opportunities, quality training, and educational access to all eligible individuals in the College’s service area.

- Provide a broad range of Associate Degree, Diploma, and Certificate Programs.
- Provide a broad range of Continuing Education programs.
- Provide a blend of traditional, hybrid, and distance learning opportunities enabling students to meet their educational goals.
- Provide support services to assist students in meeting their educational needs and goals.
- Improve cooperative relationships with public and private schools, colleges, and universities.
- Stimulate and support economic growth in the Service Area through education, training, and retraining of its citizens.

GOAL II

To provide workforce development opportunities and cutting-edge technology training.

- Maximize workforce preparedness by fostering new collaborative partnerships.
- Assist economic development efforts by partnering in the recruitment of and training for new industry.
- Provide training leading to nationally recognized certifications.

GOAL III

To ensure measurable quality of services and outcomes throughout the College.

- Evaluate and ensure quality instructional services.
- Employ, retain, and support highly qualified personnel with diverse backgrounds.
- Provide efficient and effective facilities, equipment, resources, services and learning environments.
- Provide a safe learning/working environment for all students, staff, and faculty.
- Ensure, through a planned process, the College has identified priorities, strategies for achieving goals and sustaining progress, and a means for evaluating their effectiveness.
- Provide effective leadership and sound management practices.
- Allocate funding equitably to meet these goals.

GOAL IV

To promote global and cultural awareness in our community.

- Provide community service activities and programs.
- Encourage study abroad programs and foreign exchange opportunities.
- Recruit, retain, and support students with diverse backgrounds.
- Raise community awareness of global issues including social equity by providing new learning opportunities and resources.
- Inspire the community, staff, and students to be responsible environmental stewards by modeling and advancing the principles of sustainability.
Academic Calendar

The current academic calendar for Edgecombe Community College may be viewed online by visiting the ECC Events Calendar on the college website.

College Hours

Administrative offices are open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. Friday. The Student Services Department is open from 8:00 a.m. to 6:00 p.m. Monday through Wednesday; 8:00 a.m. to 5:00 p.m. Thursday; and 8:00 a.m. to 4:00 p.m. Friday. During the fall and spring semesters, the college is open from 8:00 a.m. to 10:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. Friday. During the summer semester, the college is open from 8:00 a.m. to 10:00 p.m. Monday through Thursday and closed on Fridays.

Evening/Weekend Courses & Services

ECC offers evening classes Monday through Thursday throughout the year as well as daytime classes on Saturdays and Sundays. Courses in college transfer and technical areas are available. Each class usually meets one or two nights a week during a 16-week semester. Students may attend on a part-time basis. Additionally, the college offers courses in Continuing Education and Basic Skills at both on-campus and off-campus locations.

The Evening Directors assist students in coping with college and meeting other needs. The Student Services Department is open and administers placement assessments during evening hours. Interested persons should contact Student Services for an appointment. The Financial Aid Office staff is also available by appointment to assist curriculum students with financial aid concerns.

The library is open Monday through Thursday in the evenings for the convenience of students. The bookstore also has special evening hours, which they announce on the campus message boards. Snacks and drinks are available in the Student Lounge and other campus buildings on the evenings that classes are in session.

For further information about evening and weekend programs, students should contact the Evening Director on either campus at (252) 823-5166.

Official Announcements

ECC publishes official college information in the ECC Catalog, in the Student Handbook, on the ECC message boards, and on the college website. The Student Handbook supplements the catalog. The catalog describes academic programs and degree requirements, continuing education programs, and special programs. It gives detailed information on college procedures, services, and regulations. The handbook and catalog are updated annually.

Course offerings for curriculum programs are in the semester schedule posted on the college website. Current copies are also available in the Student Services Department. Official announcements, as well as notices of upcoming campus events, are posted on the college message boards located in critical areas on both campuses. Bulletin boards displaying student information are in all buildings on both campuses.
Accreditation and Memberships

Edgecombe Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, diplomas, and associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Edgecombe Community College. Only when there is evidence that appears to support an institution's significant non-compliance with a requirement or standard, should the Commission on Colleges be contacted.

Also, the Cosmetology, Manicuring Technology, and Esthetics Technology programs are approved and governed by the North Carolina Board of Cosmetic Arts. The North Carolina Barbering Board certifies the Barbering program.

The National Association for the Education of Young Children accredits the Early Childhood Associate Degree program.

The Associate in Applied Science degree in Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM - <http://www.cahiim.com>.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) in association with the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE) provides accreditation for the Medical Assisting program.

The Nursing programs - Associate in Applied Science and Practical Nursing - are approved by the North Carolina State Board of Nursing. The Nursing Assistant/Nursing Aide I and Medication Aide programs are certified and in compliance with the Division of Health Service Regulation.

The Joint Review Committee on Education in Radiologic Technology (JRCERT) accredits the Radiography program.

The Committee on Accreditation for Respiratory Care (Co ARC) certifies the Respiratory Therapy Program.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) in association with the Accreditation Review Committee on Education in Surgical Technology approves the Surgical Technology Program.

Institutional memberships include the American Association of Community Colleges, the American Council on Education, the Association of Community College Trustees, the Council of Higher Education Accreditation, the North Carolina Association of Community College Trustees, the Rural Community College Alliance, the Southern Association of Colleges and Schools, and the Southern Association of Community, Junior, and Technical Colleges.

Collaborative and Contractual Agreements

Business and Technologies Collaborative Agreement

ECC collaborates with one college to offer business and technology degree program opportunities to students. Students may apply for admission to these programs and transfer completed arts and sciences general education courses from ECC. They take most of the major classes in this business and technology program at the college offering the program. ECC participates in a collaborative program in the following area:

- Healthcare Management Technology Collaborative Agreement with Halifax Community College

Health Sciences Collaborative Agreements

ECC collaborates with other colleges to offer health science program opportunities to students. Students may apply for admission to any of these programs and transfer completed arts and sciences general education courses from ECC. They enroll in most of the core classes in these Health Sciences programs at the colleges offering the credential ECC participates in collaborative programs in the following areas:

- Biotechnology Collaborative Agreement with Pitt Community College
- Computed Tomography and Magnetic Resonance Imaging Technology for Radiographers Consortium Agreement with Johnston Community College and Vance-Granville Community College
- Dental Assisting Collaborative Agreement with Martin Community College
- Dental Hygiene Collaborative Agreement with Halifax Community College
- Magnetic Resonance Imaging Technology Consortium Agreement with Johnston Community College and Vance-Granville Community College
Students who are interested in one or more of these Health Sciences programs should contact the program chair or the Student Services Department.

**Comprehensive Articulation Agreement**

The Comprehensive Articulation Agreement between the University of North Carolina System and many of the North Carolina independent colleges and universities and the North Carolina Community College System creates opportunities for transfer of course credits between the college and constituent institutions of the UNC System and select independent colleges and universities.

**Edgecombe Community College and Area Universities Articulation Agreements**

East Carolina University, North Carolina Central University, North Carolina State University, North Carolina Wesleyan, St. Augustine University, the University of North Carolina at Greensboro, and the University of North Carolina at Wilmington participate in articulation agreements with ECC.

**Career & College Promise Program for High School Students**

Qualified North Carolina juniors and seniors can begin their two or four-year college work, tuition-free, while they are in high school. The program allows them to get a head start on their workplace and college work. Through a partnership with N.C. Department of Public Instruction, N.C. Community College System, the University of North Carolina System, and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college at NO cost to them or their families.

Career and College Promise provides three pathways to help eligible students:

1. **College Transfer Pathways (CTP)** - Earn tuition-free college credits toward a four-year degree through Edgecombe Community College. This program requires the completion of at least 30 semester hours credit of approved college transfer courses including English and mathematics. *This pathway is for students enrolled in traditional or charter schools.*
2. **Career and Technical Education Pathways (CTE)** - Earn tuition-free college credits at Edgecombe Community College toward an entry-level job, diploma, or certificate in a technical field. These courses align with a specific high school career cluster. *This pathway is for students enrolled in traditional or charter schools.*
3. **Cooperative Innovative High Schools (CIHSP)** - Students can earn tuition-free college credits as a high school freshman by attending Edgecombe Early College. Students have opportunities to complete an associate degree or earn up to two years of college credit within five years. Students must apply in February of their 8th-grade year. *This pathway is for students enrolled in Edgecombe Early College High School only.*

See Admissions section for further details and requirements for each pathway.

**Edgecombe Early College High School**

Edgecombe Early College High School (EECHS) is an innovative, collaborative program between ECC and Edgecombe County Public Schools. Housed on ECC’s Tarboro campus, the program enables students to earn a high school diploma and a community college associate degree or two years of college credit in five years. EECHS serves students in grades 9-13 and is designed for students who desire a more rigorous curriculum or for those who feel they do not fit in at a traditional high school. Students interested in EECHS must undergo an application and interview process. For more information, interested individuals should call the Early College Liaison/High School Coordinator at 252-823-5166 ext. 205 or the EECHS Principal, at (252) 823-5166 ext. 297.

**Office of Public Information**

The Office of Public Information is responsible for the planning and coordination of college publications, community relations, marketing, and advertising. All institutional advertising and printing should go through this office.

**Campus Communications**

*Confab* is a weekly newsletter distributed to all college employees, trustees, Foundation board members, and other business and community leaders. The newsletter includes information on college activities and employees.
Edgecombe Community College Foundation

The purpose of the Edgecombe Community College Foundation is to facilitate the mission of Edgecombe Community College through scholarships for students and financial resources for the college and its faculty and staff. Through such action, the Foundation works to expand opportunities for accessible quality education to the people of Edgecombe and surrounding counties. The funds provided by the Foundation enable the college to serve far more students than public funds allow. All private gifts to the college should be directed to the Edgecombe Community College Foundation, a tax-exempt, 501 (c) (3) nonprofit corporation, operating exclusively for the benefit of the college and its students.

Donors should send correspondence to the following address:
Executive Director
Edgecombe Community College Foundation
2009 West Wilson Street
Tarboro, NC 27886
(252) 823-5166

Edgecombe Performance Series

ECC presents the annual Edgecombe Performance Series designed to appeal to all facets of the population of Edgecombe County and Eastern North Carolina. The series focuses on a diverse lineup of entertainment which may include jazz, blues, Latino, bluegrass, swing, country, gospel, reggae, or classical music. Offerings in the past have included B.B. King, Doc Watson, Buddy Guy, Rhonda Vincent, Robert Cray, Taylor Swift, and the North Carolina Symphony, to name a few.

Tickets to individual events are available, and patrons have the option to purchase reserved season tickets at a reduced rate per performance. Discounts for senior citizens age sixty-five (65) and older, ECC faculty and staff, students age thirteen (13) through college-age, and children age twelve (12) and under are usually available. Purchase tickets to all Series events through the Keihin Auditorium Box Office or online at eTix.

Persons interested in more information about the Edgecombe Performance Series should contact the Cultural Arts Director at (252) 823-5166, ext. 187.

Equal Opportunity Policy

Edgecombe Community College is an equal opportunity institution. The college is fully committed to the principles and practices of equal employment and educational opportunity for all people. The college declares that it does not practice or condone discrimination in any form against applicants, students, or employees on the grounds of race, color, national or ethnic origin, religion, gender, age, handicap, or political affiliation.

Religious Observance Policy

Edgecombe Community College (ECC) shall authorize a minimum of two (2) excused absences each academic year (or one per semester) for religious observances required by the faith of a student. ECC requires that the student provide written notice of the request for an excused absence a minimum of one week before the religious observance absence to all appropriate instructors. The student shall work with his/her instructors and receive the opportunity to make up any tests or other work missed due to an excused absence for religious observance.

Catalog Information

This catalog is intended for informational purposes only. It supersedes all previous editions. Changes in policy, fees, and other charges, course structure and content, graduation requirements, and other such matters may occur after the publication of the catalog. Efforts will be made to keep changes to a minimum, but the information contained in this release is not binding and is subject to change without notice.
Performance Measures

In February 1999, the North Carolina Board of Community Colleges adopted twelve (12) performance measures for accountability. The performance measures focus primarily on student success and serve as the college's primary public accountability tool. In the 2007 Session, the General Assembly approved a modification to the North Carolina Performance Measures and Standards as adopted by the State Board of Community Colleges on March 16, 2007. The result was a reduction in the number of performance measures to eight (8). In 2011, the performance measures were reviewed and revised again to both reduce their number to seven (7), and to include baselines and goals for each standard. In March 2015, the Performance Measures Committee reviewed the measures and established a three (3) year review process. The State Board of Community Colleges reviews the accountability measures and performance standards annually to ensure that they are appropriate for use in recognition of successful institutional performance.

The seven (7) required standards include Basic Skills Student Progress, Student Success Rates in College-Level English Courses, Student Success Rates in College-Level Math Courses, First Year Progression, Curriculum Completion Rate, Licensure and Certification Passing Rate, and College Transfer Performance.

Results for the 2016-2017 academic year are summarized below. Additional information about college performance is available from the Office of Institutional Research.

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<th>BASELINE</th>
<th>GOAL</th>
<th>ECC RESULTS 2016-2017</th>
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<td>Basic Skills Student Progress</td>
<td>34.5%</td>
<td>68.3%</td>
<td>63.4%</td>
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<td>Student Success Rates in College-Level English Courses</td>
<td>23.8%</td>
<td>55.9%</td>
<td>45.3%</td>
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<tr>
<td>Student Success Rates in College-Level Math Courses</td>
<td>10.1%</td>
<td>32.5%</td>
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<td>First Year Progress</td>
<td>54.1%</td>
<td>75.0%</td>
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<td>Curriculum Completion Rate</td>
<td>35.9%</td>
<td>51.9%</td>
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<td>Licensure and Certification Passing Rate</td>
<td>69.9%</td>
<td>90.9%</td>
<td>72.9%</td>
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<tr>
<td>College Transfer Performance</td>
<td>65.1%</td>
<td>87.6%</td>
<td>87.1%</td>
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Admissions

ECC operates under the Open Door Policy of the North Carolina Community College System. The institution's services are available to any person, whether a high school graduate or non-graduate, who is eighteen (18) years old or older and can profit from further formal education. The Open Door Policy does not mean that there are no restrictions on admission to specified programs. Please see program descriptions for admissions policy and procedure. Students are encouraged to enroll in programs which serve their needs and objectives in life, consistent with their backgrounds, aptitudes, and expressed interests. The restrictions on admission are flexible enough to allow all students opportunities to improve their educational status. Opportunities are available for preparatory or remedial studies in the Adult Enrichment (Basic Skills) Center for students who lack specific academic skills necessary for admission to chosen programs.

The college offers occupational and adult education programs to all persons not enrolled in high school who are eighteen (18) years and older and who can profit from instruction. The college offers four different degree programs: the Associate in Applied Science (A.A.S.), the Associate in Arts degree (A.A.), the Associate in General Education (A.G.E.), and the Associate in Science degree (A.S.). ECC offers the adult high school diploma, the high equivalency test GED, and preparation in the Adult Enrichment (Basic Skills) Center.

Should students desire a course of study but not have the appropriate educational background, developmental studies are available to prepare them for admission to the desired program.

Enrollment Process Step by Step

Persons wishing to enroll at the college should complete the entire enrollment process. This process consists of the following steps:

2. Students should submit an ECC admissions application to the College.
3. Students seeking a degree, diploma, or certificate are responsible for having an official high school transcript or General Education Development (GED) transcript showing date of graduation or completion submitted to the College. Home-schooled students must provide a copy of the Home-School's approved registration from the state in which they registered. Students seeking a degree, diploma, or certificate who have college credits are responsible for having an official college transcript sent to the college. College credits will only be accepted and awarded from regionally accredited colleges or universities. Four-year college graduates who can provide official transcripts from the regionally accredited four-year college or university from which they graduated are not required to submit a high school transcript.
4. Students should complete the placement tests when required.
   - Students enrolling in a curriculum program must take the placement test battery before enrollment. The purpose of the test battery is to provide additional information in planning students' programs of study. Admission to the college is not denied based on placement test scores.
   - Upon receipt of the application, students receive a schedule for placement testing. The placement test battery may be waived by the Student Services Department if students have satisfactorily completed one English and one mathematics course above the developmental or vocational level at a technical institute, college, or university, or have earned an associate degree or higher. Exceptions to individual applicants according to the following guidelines are possible:
     - A score of 480 or above on the SAT verbal exempts students from taking the English and reading placement assessments and allows students to enter ENG 111.
     - A score of 530 or above on the SAT math exempts students from the math placement assessment and allows students to enter college-level math courses.
   Scores and corresponding course placement schedules are available in Student Services. Placement test scores become invalid after five years if applicants do not enroll in the appropriate courses.
5. Curriculum students enroll in English/reading, and mathematics courses based on the results of the placement tests. This placement enables students to enter into classes commensurate with their achievement level as indicated by the placement test scores. Specific course prerequisites may make it necessary for students to enroll in developmental courses, which are identified by a numerical "0" prefix.
6. Students have the opportunity to have a personal interview with a counselor in Student Services. Students have a chance to ask questions about the college and its programs, and counselors have an opportunity to evaluate students' aptitudes and capabilities to pursue particular programs of study.
7. Applicants may be asked to complete a separate, more detailed residency status application if deemed necessary by college officials. Military personnel and dependents must complete a different form.
8. All students must attend New Student Orientation, which is offered on both campuses at various times before the beginning of each semester. Students have the opportunity to learn about the College, register for classes, and meet curriculum advisors.

9. Students seeking financial assistance should apply for financial aid.

Provisional Enrollment

Educational Services for Minors

Applicants who are minors between the ages of sixteen (16) and eighteen (18) years may be considered as eligible for educational services and admitted to appropriate courses or programs, provided that they meet following criteria:

1. The minor applicant left the public schools no less than six calendar months before the last day of regular registration for the semester at the institution where the student seeks admission.
2. The application of each minor should include a notarized petition of the minor’s parent, legal guardian, or other person or agency having legal custody and control of the minor applicant. The document certifies the place of residence and date of birth of the juvenile, the parental or other appropriate legal relationship of the petitioner to the minor applicant, and the day on which the applicant left the public school system. The superintendent of the public schools of the administrative unit in which the applicant resides may waive, all or any part of the six-month waiting period.
3. Such admission does not preempt institution facilities and staff to such an extent as to render the institution unable to admit all applicants who have graduated from high school or who are eighteen (18) years of age or older.

The State Board of Community Colleges and the Community College System encourage young people to complete high school before seeking admission to community colleges.

High School Students

Career and College Promise Program

Qualified North Carolina juniors and seniors can begin their two or four-year college work, tuition-free, while they are in high school, which will allow them to get a head start on their workplace and college work. Through a partnership of the Department of Public Instruction, N.C. Community College System, the University of North Carolina system, and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college at NO cost to them or their families.

Career and College Promise provides three pathways to help eligible students:

- **College Transfer Pathways (CTP)** - Earn tuition-free college credits toward a four-year degree through Edgecombe Community College. The CTP option requires the completion of at least 30 semester hours of transfer courses including English and mathematics. *This program is for students enrolled in Traditional schools or Charter Schools.*

- **Career and Technical Education Pathways (CTE)** - Earn tuition-free college credits at Edgecombe Community College toward an entry-level job, certificate or diploma in a technical field. These courses align with specific high school career clusters. *This program is for students enrolled in Traditional Schools or Charter Schools.*

- **Cooperative Innovative High Schools (CIHSP)** - Students can earn tuition-free college credits as a high school freshman by attending Edgecombe Early College. Students receive opportunities to complete an associate degree or earn up to two years of college credit within five years. Students must apply in February of their 8th-grade year. *This program is for students enrolled in Early College only.*

College Transfer Pathway

1. To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Students may achieve eligibility by earning the required scores on a single test or by combining test scores from any of the accepted assessments.
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 a weighted GPA of 3.0 on high school courses; and
   c. Demonstrate college readiness on an assessment or placement test.
3. A high school junior or senior who does not demonstrate college readiness on an approved assessment or placement test can enroll in a College Transfer Pathway on a provisional basis. To qualify for Provisional Status, a student must meet the following criteria:
   a. Have a cumulative weighted GPA of 3.5;
   b. Have completed two years of high school English with a grade of ‘C’ or higher;
c. Have completed high school Algebra II or Math III (or a higher level math class) with a grade of 'C' or higher;

d. Obtain the written approval of the high school principal or his/her designee; and,

e. Obtain the written permission of the community college president or his/her designee.

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

Once in the College Transfer Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college's chief student development administrator. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

Career Technical Education Pathway

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

- Be a high school junior or senior;
- Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
- Meet the prerequisites for the career pathway.

Once in the Career and Technical Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college's chief academic officer. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs.

2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50. The AA/AS, AGE-N, AAS may not be awarded prior to high school graduation verification. A student may be awarded a certificate or diploma prior to high school graduation.

3. The State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Special Credit Students

Any persons eighteen (18) years of age or older who do not plan to earn a degree, diploma, or certificate but wish to enroll in a college credit course (not a continuing education class) are admitted as special credit students. Special credit students may register for courses if course prerequisites are met and if space exists in the classes. Regular students' registration takes precedence over special credit students' registration.

For enrollment at ECC, special credit students need only to complete an admissions application, which is available in the Admissions Office or online; however, upon a later decision to pursue a degree, diploma, or certificate at the college, special credit students are required to submit proof of high school graduation and placement test, if needed. Special credit students are required to make a satisfactory score on the college placement test prior to enrolling in English, mathematics, or other restricted college-level courses. Students who have not been tested are allowed to register only for developmental English/reading, math, and other non-restricted courses. Special Credit students who are auditing courses must meet prerequisites. Special credit students are not eligible to receive financial aid or veterans' benefits. Special credit students can take no more than twelve (12) semester hours of credit without declaring a major.

International Student Admission Policy

Edgecombe Community College has approval by the U.S. Department of Homeland Security and U.S. Immigration and Customs Enforcement for attendance by international students. Application for admission should be made at least six months prior to the semester in which the applicant plans to enroll. International students are treated as non-residents of the state of North Carolina with respect to tuition and fees. The College is unable to provide financial aid to international students; therefore, all international students must have sufficient funds to cover all living expenses, tuition, and fees while attending the college. Student housing is
not provided by the College. International students are expected to make their own arrangements for housing. ECC does not accept international students for transfer credit.

The following items are required for admission:

1. **Application for Admission and Residence Status Application** - These forms are provided by the College and should be completed and returned at least six months prior to the date of proposed admission to initiate the admission process.

2. **Academic Records** - A certified copy of the original educational records, to include all previous academic experiences, is required. If the original copy of this record is written in a foreign language, a certified English translation is required.

3. **The Test of English as a Foreign Language (TOEFL)** - TOEFL scores are required of all applicants, except those from countries where English is the only official language, as evidence of adequate proficiency in English. The minimum acceptable TOEFL score is 550.

4. **Placement Testing and Interview** - Applicants must complete placement testing and personal interviews before they can be accepted for admission.

5. **Financial Statement** - A signed financial resource statement is required of all applicants. This should be a detailed statement of the applicant's financial situation, including the amount of money available per year, their source of income, and any other pertinent information. The availability of funds sufficient to meet expenses for the first academic year must be certified. The inclusion of any false information constitutes grounds for dismissal from the college.

6. **Student Medical Form** - A student medical form, completed and signed by a physician, must be submitted on the form provided by the College. The student must have completed the hepatitis B series.

7. **Responsibility Statement** - Each applicant must furnish a certified statement from a United States citizen stating that they agree to accept responsibility for sponsoring and assisting the applicant as may become necessary for the applicant to pursue his or her educational objective.

8. **Upon receipt of all above items, the applicant's file will be presented to the Enrollment Management Committee for the admissions decision. The applicant will be informed by mail of the committee's decision. Form I-20 A-B, "Certificate of Eligibility," will be prepared on request from applicants who have been formally accepted for admission to the College.**

**Readmissions**

Students who have not been actively enrolled for twelve (12) consecutive months must complete the enrollment process as stated in the "Admissions" section of this catalog.

**Academic Forgiveness Policy**

The Academic Forgiveness Policy applies to students who have failing grades at ECC at least five (5) years old and have not been enrolled for two (2) consecutive years at the college.

Upon readmission, when students complete twelve (12) hours of academic work with a two-point-zero grade point average (2.0 GPA) or better, their previous grades of "F" are forgiven in the computation of the overall grade point average. ECC's Academic Forgiveness Policy does not apply to financial aid eligibility.

**Catalog of Record**

The catalog that is current when students enroll in the college is the catalog of record. Students who are in continuous attendance may graduate under the provisions of the catalog of record in effect on their date of entry into their current curriculum major program of study, or they have the option of choosing the requirements of a subsequent catalog. A student who is re-admitted or changes their curriculum major program of study must come under the provisions of the catalog in effect at the time of the change or a subsequent catalog.

**Administrative Withdrawals, Suspension, Expulsions**

Students who have been suspended or expelled from the college may request clarification at the time of withdrawal regarding when they may re-enter.

Students who have been administratively withdrawn from class may re-enroll the next semester. Students who are readmitted after an absence of at least twelve (12) consecutive months must meet the requirements of the catalog in use at the time they apply for readmission to the college.
Academic Advising & Registration

Roles and Responsibilities of Academic Advisors

Academic advising is a cooperative effort between the advisor, other program and related faculty, and the Student Support Services counselor. Academic advising is designed to assist the college’s students in succeeding academically, recognizing the importance of student decision-making and sees others as support for the students’ personal goals and responsibilities.

Retention and support of students are critical during the first year of students’ enrollment at the institution and should continue throughout students' educational programs. Students' instructors and advisors have specific responsibilities for the provision of the services related to counseling and advising.

The advisors' role in the student-centered advisement model at the college is to work cooperatively with the Student Support Services counselor and the Student Success Center to provide ongoing assistance to students. The advisor receives appropriate training in the college delivery model to be able to facilitate students in their progress toward reaching their educational goals.

The advisor has responsibilities in three major areas: academic support, registration, and graduation.

Academic Support

Advisors perform the following functions:

1. Help students clarify their program choices and provide information to students.
2. Upon receiving an application, may provide personal contact that includes the advisor name and role. Communication may be by letter, note, phone call, or email to students. Advisors may make additional mid-term contact regarding course scheduling and registration.
3. Are accessible.
4. Meet with students twice the first semester (once within the first three weeks and again before registration) and at least once each semester after that.
5. Assist new students in enrollment and coordinate the registration of continuing students.
6. Work collaboratively with Developmental Studies advisors to ensure students register for the appropriate developmental courses.

Academic Planning

Once students have selected their program of study, they are assigned an academic advisor. Student Services will register new students. After the first semester, an assigned advisor will assist students with planning a schedule. Students requiring developmental coursework are advised to see developmental advisors for assistance with developmental course registration.

Students should be encouraged to plan for the registration process. Students are required to set up appointments to meet their academic advisor during the advertised advising weeks. There is an advising hold placed on each returning student that will be removed by the advisor once they have advised the student. Advisors are readily available to plan student’s academic progress during the advertised advising weeks or the final registration period. Students may see an advisor in person by visiting the Student Success Center on either campus or make contact by phone or email.

Graduation

Advisors perform the following functions:

1. Assist students in reviewing their records of credits completed toward their certificate, diploma, or degree, and graduation. Provide students with student employment services information at that time.
2. Work with Student Services to have a system of providing an exit interview for all students near program completion to discuss jobs/career choices, goals, or additional training as desired.
3. Direct students to schedule the Career Readiness Certificate exam (CRC).

The college holds a commencement exercise at the end of the spring semester to award degrees, diplomas, and certificates. The specific date for commencement is listed in the college calendar. All students receiving degrees, diplomas, and certificates are expected to attend commencement exercises. Students should see their advisor or Student Services for a "Graduation Request" form the semester before they plan to graduate. For inclusion in the graduation process, students must submit a "Graduation Request" form to Student Services by the posted deadline each year.

Self-Service
Self-Service is a one-stop shop for student planning, financial aid, grades, tax information, and billing statements. Students must use Self-Service to get their grades after each semester. All students have issued to them a Self-Service account when they apply. Students can access Self-Service by clicking on the Student Portal tab found on the College's homepage. If you have technical questions about Self-Service, create a support ticket.

The following are tabs students can access through Self-Service:

- **Student Planning** - enables students to search and plan for courses, register for classes, communicate with advisors and more.
- **Financial Aid** - enables students to check progress, link to forms, and to a financial aid advisor.
- **Grades** - enables students to view their grades for previous semesters and midterm grades for the current semester.
- **Tax Information** - enables students to access relevant tax information online.
- **Student Finance** - enables students to access billing statements, which contain their class schedule.

All students must meet with or contact their academic advisor before registering through Self-Service.

Students receiving financial aid should not register for a course not needed in their program of study. Students who do so will be subject to withdrawal and repayment of tuition.
Registration

Students will then register themselves, in Self Service, during the advertised priority registration weeks. Students are strongly encouraged to register during priority registration for two reasons. First, if there is a high demand for a particular course, it is much easier to open an additional section for priority registration. Second, classes are much less likely to be full, so the chances that students will get precisely the schedule they want are significantly improved.

If students are on financial aid, their records in Self Service should indicate the award. If unavailable in Self Service, students need to return to the Financial Aid Office.

Deregistration

Until they pay their fees, have been awarded financial aid, or the next deregistration occurs, a student's registration ensures their spot in a class. Deregistration is a process performed by the Registrar that removes students from courses who have not paid their tuition and fees or made arrangements with financial aid to pay tuition and fees. This removal occurs at the following times each semester: the end of registration (the day before the new semester begins), and at the end of each day during the drop/add period. Students must pay their fees before the next deregistration is scheduled, or they have to start the registration process over again and may not get the courses for which they had first registered. Students on financial aid have their tuition and fees automatically deducted from their award, so failure to pay is not an issue.

Course Numbering

Courses are numbered by the following system:

1. Developmental studies courses are indicated by a three-letter prefix, and numbers range from 001-099. Developmental studies courses do not earn academic credit.
3. A three-letter prefix and numbers ranging from 100-109 or 200-209 denote diploma courses.
4. A four-letter prefix and numbers ranging from 2000-4000 denote continuing education courses beyond the high school level.

Schedule Changes and Drop/Adds

Students are expected to plan their schedules with the assistance of their advisors. All changes, including drops, adds, or section changes, must be adjusted during the drop/add period the first five (5) school days of the fall and spring semesters and the first three (3) school days of the summer semester. Students with changes in scheduling can seek assistance in the Student Success Center on either campus.

The following additional guidelines apply:

1. Students may withdraw from a class up until the seventy-five percent (75%) point of the semester without penalty.
2. No student will be allowed to withdraw from any class after the seventy-five percent (75%) point or after the course has ended.
3. Students are not allowed to change a course initially taken for credit to audit status after the drop/add period.
4. Students who stop attending a course at any point in the semester but do not officially drop may receive an "F" in that course.
5. All veterans should contact the advisor for Veteran Affairs in Student Services before dropping any course.
6. A standard semester is sixteen (16) weeks.

Distance Learning

Distance Learning at Edgecombe Community College (ECC) includes those classes that do not require classroom attendance making them available for individuals to take anytime and anywhere. Courses include curriculum college-credit courses, Continuing Education non-credit courses, and the online GED/Adult High School Diploma program. The distance learning classes are best suited for mature, self-motivated students who have adequate study skills and do not need to be reminded to study and complete their assignments. Student support services, such as the library, student services, and financial aid, are available without being on campus. Changing lives with quality instruction and genuine concern from instructors is an integral part of Distance Learning at ECC.
Available Courses/Programs

Curriculum Courses

Three types of distance learning curriculum courses are offered at the college: online courses, hybrid courses, and web-enhanced courses.

Online

Students may take online courses anytime and anywhere they have access to the Internet. Classroom attendance is not required. The online curriculum classes compare to traditional classroom courses in that they earn the same credit, have the same quality and standards, are fully accredited, and have the same course objectives.

Hybrid

Hybrid courses combine the traditional classroom and the Internet. By ECC’s definition, a hybrid class meets at least 51% online and no more than 49% face-to-face. Therefore, depending on the instructor, students must meet on campus at certain times during the semester and most lessons are completed online. As with online classes, hybrid courses earn the same credit and have the same quality and standards as face-to-face courses. Likewise, support services are available online for hybrid students.

Web-Enhanced

Web-enhanced courses combine the traditional classroom and the Internet similar to hybrid classes. By ECC’s definition, a web-enhanced course meets at least 51% face-to-face and no more than 49% online. Therefore, depending on the instructor, students will meet the majority of the class on campus during the semester with the remainder being completed online. As with online or hybrid delivery, web-enhanced courses earn the same credit and have the same quality and standards as face-to-face courses. Likewise, support services are available online for students taking web-enhanced courses.

A schedule of curriculum course offerings including online, hybrid, and web-enhanced can be found by clicking on “Find Classes” on the Academics menu on the ECC home page.

Online Degree Programs

Edgecombe Community College has seven (7) online degree programs: Associate in Arts, Associate in Science, Accounting, Business Administration, Early Childhood, Geospatial Technology, and Health Information Technology. Students never have to come on campus to receive a degree in these programs; the courses are entirely online.

ED2GO

The Ed2Go non-credit online courses are informative, fun, convenient, and highly interactive. These courses are project-oriented and include lessons, quizzes, hands-on assignments, discussion areas (chat rooms), and supplementary links. All classes run for six weeks with a two-week grace period after the end.

These courses begin every month and can be completed from the home or office during the day or evening. Twenty-four (24) contact hours in length, they generate 2.4 Continuing Education Units (CEUs). These courses require Internet access, email, and a Web browser, such as Internet Explorer or Mozilla Firefox. The courses are approved for teacher renewal. Upon successful completion of a course, students receive an official certificate issued by the Division of Corporate and Community Development. For further information, interested persons should call (252) 823-5166, ext. 357.

GED/Adult High School Online

Students can prepare for the GED exam or the Adult High School Diploma at home, using the Internet. Both programs are free of charge and are fully accredited.

An on-campus orientation is strongly suggested for the online Adult High School Diploma program. Prospective GED students need to visit the Learning Lab on the Tarboro or Rocky Mount campus to take a placement test and to take the actual GED Test. Windows 98, NT, ME, 2000, XP are required.
For more information on the GED/Adult High School Diploma Online program, interested persons should call (252) 823-5166, ext. 229.

**Characteristics of Successful Distance Learning Students**

Extensive research has shown that there are certain qualities distance learning students should have to perform well in this type of instruction. Successful distance learning students:

- Are mature, self-directed, and goal-oriented.
- Are disciplined and organized.
- Are dependable and responsible.
- Know how to work independently and keep up with assignments.
- Have the necessary college reading and writing skill levels.
- Can think critically and solve problems.
- Have completed the necessary prerequisites for the course.
- Know basic word processing.
- Have the required computer hardware and necessary software.
- Are familiar with sending and receiving email.

Distance learning students should be willing to participate in a course orientation session, when applicable; begin course activities within the first week of the course; on a routine basis set aside an adequate amount of time for study, and contact the course instructor promptly with questions about aspects of the course.

**Computer Requirements**

Students must have easy access to a Microsoft Windows computer connected to the Internet, a Web browser such as Netscape Navigator/Communicator, Firefox, Safari, or Internet Explorer 6.0 or later, an email address, and the Microsoft Word processing software. Some online classes may also require Microsoft PowerPoint.

**Moodle**

Moodle is the software used by the college for all curriculum online and hybrid courses. Access Moodle to review an online orientation.

**Moodle Login Information**

1. Go to ECC's website
2. On the right side of the window, click "STUDENT PORTAL."
3. In the menu that drops down, click "Moodle."
4. Use the following information to set a username and password and then use those to log in:

**Username:**

Your Moodle user login name is your first initial, last name, and first four digits of your date of birth.

Example - John Smith born May 18, 1988, the username would be: jsmith0518.

**Password:**

The password for Moodle, Self Service, and MyEdge email accounts is the same. Please use the following instructions to create your password for Moodle, Self Service, and MyEdge email accounts.

1. Go to Self Service.
   - Verify you can access login with your UserID (which is the same as your UserID you have for your MyEdge email account). The UserID is your first initial, last name month & day you were born. Example: Joe Smith born on August 2 would be jsmith0802. Your default password is the last six digits of your social security number. Example: If your SSN is 123-45-6789, your password would be 456789.
   - Once logged in, you will be forced to change this password. First, enter your UserID and your password (last six digits of your SSN). You will be prompted to enter a new password. The new password must be between six and nine characters and contain both letters and numbers. Submit & logout. Please log back into Self Service to make sure your new password is working. Note: If you ever want to change your password, go to the EdgeID link below.
2. Once your Self Service login is working (with the new password), you must go to the following link to activate and enroll your ID and password: https://edgeid.edgecombe.edu. The activation must be done by everyone (even those who already had a Self Service/Webadvisor account).
   - To activate your UserID/Password, click on "Enroll."
   - Enter your UserID and password (you just created in Self Service).
   - You will be prompted to answer three security questions. Enter your answers. Answers to security questions are case sensitive.
   - Click on "Enroll"
3. Check immediately your Self Service and MyEdge email accounts to be certain your new password has been accepted.

Moodle Support/Report Problems

For technical support and to report problems, please contact Mr. Arnold Worsley, Moodle Administrator: (252) 823-5166, ext. 281.

Tutorial Support

Edgecombe Community College also offers online tutorial support through Smarthinking, a leading provider of online tutoring and academic support. The free software offers live tutoring anytime, from anywhere, 24/7. Students are provided a link to Smarthinking in their Moodle course.

Work-Based Learning

Work-Based Learning (WBL) is designed to give students enrolled in selected programs in the college an opportunity to elect to work on a job relevant to their major while earning credit toward their degree. This combination of classroom instruction with practical, related work experience provides numerous benefits to participating students.

WBL students may work one (1) or two (2) semesters in part-time or full-time jobs with employers selected or approved by the college depending on their program of study. Academic credit is given for the learning gained during the WBL work period. Students are contacted or visited periodically by their WBL or program instructor/coordinator and receive on-the-job supervision from their employer. If interested, contact your program advisor or the WBL Coordinator at (252) 823-5166, ext. 164.

Eligibility

All students enrolled in programs that require or offer the elective option of Work-based Learning (WBL) for academic credit and who have completed a minimum of nine (9) credit hours within the appropriate program of study may be eligible to enter the Work-based Learning program. Students must meet the following conditions:

1. Possess the skills to be a credible employee.
2. Be at least seventeen (17) years of age, subject to the rules and regulations of the NC Department of Labor Youth Employment Laws, and the US Department of Labor Fair Labor Standards Act.
3. Have a minimum academic standing of two-point-zero grade point average (2.0 GPA).
4. Be approved by the WBL coordinator and their faculty advisor.
5. Be in an eligible program of study.
6. Have a WBL work site (volunteer or paid) that relates to their major.
7. Not be supervised by a family member.
8. Take no more than four (4) WBL courses in a selected major.

Curriculum Program Restrictions

Students must be enrolled in a curriculum program to participate in a work-based learning activity. Curriculum students cannot be "tuition exempted." Students in the following academic programs may not participate in WBL:

1. Career & College Promise Students
2. Special Credit Students
3. Associate in General Education Students
4. Gifted and Mature Students (under 16 years of age)
5. Programs in a Correctional Setting (23 NCAC 02E.0403)(c)
Application Procedure

Interested students should obtain an application from their faculty advisor or the Work-Based Learning Office. The application should be approved and signed by their faculty advisor then turned into the WBL office. If students are accepted into the WBL program, the WBL coordinator or faculty advisor makes suggestions for locating employment. It is the student's responsibility to locate employment, and it is the job of the WBL coordinator to approve the employment site. In some cases, students may already be employed appropriately and may bring this employment to the attention of the faculty advisor and the WBL coordinator.

Students interested in Work-Based Learning are encouraged to contact the WBL office before the start of the semester. Information is also available through faculty advisors and the Student Services Department.

Orientation

All students enrolled in Work-Based Learning classes are required to attend a mandatory orientation session. During orientation, students will be given instructions and explanations regarding the student workbook, rules, and regulations of the Work-Based Learning Program. Work-Based Learning workbooks should be purchased from the bookstore before attending orientation. Students are required to complete and return the remaining pages of the workbook throughout the semester at times that are designated at orientation. The completed workbook is due at the end of the semester for grading.

Academic Credit

One (1) credit hour is awarded for the satisfactory completion of one-hundred-sixty (160) contact hours or ten (10) hours worked per week during a sixteen (16) week period. Two (2) credit hours are awarded for the satisfactory completion of three-hundred-twenty (320) contact hours or twenty (20) hours worked per week during a sixteen (16) week period. Students must also take a corequisite one (1) contact hour seminar course in addition to their one (1) or two (2) SHC work experience course. Depending upon the curriculum, WBL students may earn up to six (6) semester hours of Work-Based Learning credit toward their degree or diploma requirements.

A major portion of the final grade is based on the employer evaluation of students' work performance and the degree to which measurable learning objectives are accomplished each WBL period, as well as students' ability to meet deadlines promptly. Each approved curriculum offering Work-Based Learning as an elective designates the total credit hours that may be applied toward graduation.

Explanation of Class Placement

Each level of Work-Based Learning has two (2) choices for classes, a one (1) credit hour course or a two (2) credit hour course, either of which must be taken with a corequisite one (1) credit hour seminar course. Students must take courses in order of levels. The levels and corresponding course information are as follows:

Level 1

WBL 1111 Credit Hour 160 Work Hours per Semester

or

WBL 1122 Credit Hours 320 Work Hours per Semester

- No Prerequisites Required
- Corequisite of WBL 115 Required

Level 2

WBL 1211 Credit Hour 160 Work Hours per Semester

or

WBL 1222 Credit Hours 320 Work Hours per Semester

- Prerequisite of WBL 111 or WBL 112 Required
- Corequisite of WBL 125 Required
Academic Regulations, Grades, & Attendance

General Academic Information

Student Classification

1. Full-Time Students - Students enrolled who are registered for twelve (12) or more credit hours.
2. Part-Time Students - Students who are taking fewer than twelve (12) credit hours.
3. Special Credit Students - Students who are not seeking a degree or diploma. Students may take no more than twelve (12) semester hours credit without declaring a major.
4. First (1st) Year Students - Students who have successfully completed fewer than thirty-two (32) semester credit hours.
5. Second (2nd) Year Students - Students who have successfully completed thirty-two (32) or more semester credit hours.

Student Course Load Policy

Full-time curriculum students must take a minimum of twelve (12) credit hours. Normally students take fifteen (15) to eighteen (18) hours. Students registering for more than twenty (20) credit hours must have a cumulative grade point average of two-point-zero (2.0) or above and permission of the divisional academic dean.

Students who are employed more than fifteen (15) hours a week should reduce their class load accordingly. Beginning students who have full-time employment are urged to limit class loads to nine (9) to twelve (12) credit hours until they have demonstrated ability to carry a heavier schedule.

Criteria for Official Enrollment

To be officially enrolled, students must have registered, paid their tuition and fees, and attended classes on or before the ten percent (10%) point of the semester. For online classes, there must be evidence of active participation in courses by the ten percent (10%) point or students may be withdrawn from courses.

Course Audits

Students who wish to audit courses must register through regular registration procedures. Audit students do not receive credit but are encouraged to attend classes regularly, participate in class discussions, and take all examinations.

Audit courses may not be changed to credit courses after the drop/add period, nor may credit courses be changed to audit courses. Audit work may not be used toward the diploma or degree requirements.

In the event of limited classroom space, the priority for a classroom seat must go to students enrolled for credit. The fees for audit courses are the same as those for courses taken for credit.

Course Substitutions

Under special circumstances, course substitutions may be made in a program. Any course substitution must have the written approval of the advisor, department chairperson of the program involved, division dean, and the Vice President of Instruction. In the event a course has been deleted from a particular program, a course substitution may be used to meet the requirement.

Course Pre-requisites

Pre-requisites are requirements that must be met before students can enroll in a specific course. The pre-requisite may be a class that is required before registering for the next level, or it may refer to placement test scores that are required before registering.

Students must comply with Edgecombe Community College requirements that courses may not be taken until all pre-requisites have been met. There are occasions in which exceptions to this regulation may be deemed desirable and necessary. The appropriate advisor, department/division head, and dean of the division in which the course is offered must approve such exceptions in writing. Upon the written recommendation of these individuals, the Vice President of Instruction will render a decision on the exception request.

Exceptions to course pre-requisites may include the following:
• Developmental pre-requisites may be fulfilled by appropriate placement test scores; placement test scores may be waived based on an SAT or an ACT score;
• Visiting students who have written documentation from their college/university to enroll in a specified course that has a pre-requisite;
• Students with an associate or higher level degree who enroll in beginning college-level courses (e.g., ENG 111; PSY 150);
• Students who have life experiences that are deemed equivalent to or supersede the pre-requisite; a formal review of course level outcomes would occur and be maintained in the student's records;
• Students who successfully transfer in a course that has a pre-requisite would not have to take the pre-requisite;
• Successful completion (C or better) of a higher-level course in the same content as the requisite may be used to meet the pre-requisite requirement;
• Credit by exam may be used to meet pre-requisite requirements.

Course Co-requisites

Co-requisite courses are courses that must be taken at the same time or before the beginning of a course. Examples include BIO 094 - Concepts of Human Biology and DRE 099 - Integrated Reading and Writing III. Another type of co-requisite includes lecture and lab courses such as COS 111 - Cosmetology Concepts I and COS 112 - Salon I. All lecture and lab courses must be taken together during the same term. There are occasions in which exceptions to this regulation may be deemed desirable and necessary. The advisor, department/division head(s), and dean of the division in which the course is offered must approve such exceptions in writing. Upon written recommendation of these individuals, the Vice President of Instruction will render a decision on the exception request.

Course Prerequisite Failure

If students fail a prerequisite course, they must repeat and successfully complete the prerequisite before beginning the next course. This course repetition could result in students being enrolled for a longer period than is normally required to complete the requirements for graduation.

Repetition of Courses

A student who fails a course may repeat that course until the student receives a passing grade. Students who receive a passing grade of "D" or better on a curriculum course may repeat the course once to seek a better grade. If a grade of "C" is required for progression in a student's program of study, then a student may repeat the course until a grade of "C" is obtained, however, financial aid will not pay for more than one repeat of a course after a passing grade of "D" is obtained.

No course may be counted more than once in calculating the total number of hours toward graduation. For any course repeated, the highest grade earned is used in calculating the major grade point average hours toward graduation. The lowest grade comes out of the grade point average but remains on the official transcript.

Veterans who wish to repeat a course for which a passing grade has been earned do not receive educational benefits for repeating a course unless a "C" is required for progression in the program.

Dean's List and President's List

Full-time students who earn a grade point average (GPA) of three-point-five (3.5) without receiving a grade lower than "C" are placed on the Dean's List. Fulltime students who earn a grade point average (GPA) of four-point-zero (4.0) maintaining an "A" average are placed on the President's List. Developmental courses are not counted either as hours towards full-time enrollment or in the calculation of the grade point average. Students who receive an "I" are not eligible for the Dean's or President's List.

Degree, Diploma, and Certificate Requirements

The following minimum requirements have been established for the Associate in Arts, Associate in Science, and Associate in Applied Science degrees; the vocational diploma; and certificates.

1. Students must complete all course requirements as outlined in their curricula. Graduates must have earned at least a two-point-zero (2.0) grade point average (GPA) in courses presented for graduation.
2. Students must earn a minimum of twenty-five percent (25%) of credit hour requirements at ECC.
3. Students must be recommended by the chair of the department in which they complete their major work.
4. Students must complete the Career Readiness Certification assessments.
5. Students must fulfill all financial obligations to the college and return all borrowed library books and materials.
6. Students participating in graduation activities must wear the appropriate cap and gown attire.

**Commencement Exercises**

A commencement exercise to award degrees, diplomas, and certificates is held at the end of the spring semester. The specific date for commencement is listed in the college calendar. All students receiving degrees, diplomas, and certificates are expected to attend commencement exercises.

**Marshals**

Being named commencement marshals is an honor for rising sophomores who have maintained the highest scholastic averages during their freshman year. The Vice President of Student Services designates the chief marshal.
# Grades

## Scholastic Standards and Grading System

Effective Fall 2014, ECC has a 10 point grading scale, as listed below. However, individual programs may have an alternate grading scale per approval by the ECC Curriculum Review Committee. Programs with alternate grading scales will publish those scales in their program materials, as well as in their course syllabi. At the end of each semester, quality points are assigned by the following formula:

Numerical Quality Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Explanation</th>
<th>Quality Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>Fail</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>CE</td>
<td></td>
<td>Credit for Exam (A-C)</td>
<td>2-4</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>T(A-C)</td>
<td></td>
<td>Transfer Credit (Grade)</td>
<td>2-4</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrew</td>
<td>0</td>
</tr>
</tbody>
</table>

Grades for developmental level courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Mastered 80% or More of Required Coursework</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>Did Not Pass</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>0</td>
</tr>
</tbody>
</table>

Quality points, which are the numerical equivalents of the letter grades, are used to determine students' rank in class and academic honors. A minimum grade point average (GPA) of two-point-zero (2.0) is necessary to meet the grade requirements for graduation in all programs.

Grade point averages are determined by dividing the total number of quality points by the number of credit hours attempted. An asterisk beside a grade on the permanent student record means that the course does not count in the grade point average.
Academic Standing

To be in good academic standing, beginning students must have earned a grade point average of two-point-zero (2.0 GPA) by the end of the first semester and must maintain a cumulative grade point average (CGPA) of two-point-zero (2.0 CGPA) thereafter. All students are required to have a major GPA of two-point-zero (2.0) for graduation. Students enrolled in a college transfer program (AA, AS) must have a grade of "C" or better in the courses for which they wish to transfer credit.

Academic Progress

The policy governing academic progress at Edgecombe Community College is intended to assist the student in successfully completing a chosen program of study within a given period of time. Procedures are designed to identify students experiencing academic difficulties and to ensure enrollment in an interventional plan. A minimum cumulative grade point average of two-point-zero (2.0 CGPA) is required for all curriculum programs leading to graduation. Certain programs may require a higher GPA for graduation.

Academic Warning

Students who have failed to achieve a cumulative grade point average of two-point-zero (2.0 CGPA) or above for any semester will be placed on academic warning for the following semester. Students on academic warning may register for a maximum of twelve (12) credit hours, unless otherwise approved by their advisor or counselor.

Students will be notified of their status and the advisor/counselor will prescribe an Intervention Plan that may include study skills, time management, counseling, or other appropriate workshops. Students will remain on academic warning until they re-establish a two-point-zero (2.0 CGPA) cumulative grade point average.

Academic Probation

Students whose cumulative grade point average falls below 1.0 will be placed on academic probation. Students on academic probation may register for a maximum of six (6) credit hours, until they achieve a 2.0 cumulative grade point. Students on academic probation may not register for classes unless approved by their advisor or counselor. Academic advisors will encourage students to repeat courses in which they received a failing grade. The lower grade will be dropped from the calculation of the cumulative grade point average (CGPA) and the higher grade will be used to calculate the CGPA.

Students will be notified of their status and the advisor or counselor will prescribe an Intervention Plan that may include study skills, time management, counseling, or other appropriate workshops.

Grade Changes

A grade may be changed only through mutual agreement of the Vice President of Instruction and the faculty member who gave the grade. Students have the right to appeal grades through due process.

Incomplete Grades

A grade of "I" may be awarded only when students have not completed the requirements of a course. If a grade of "I" is not removed within the following semester, the "I" grade is automatically changed by the Registrar to a grade of "F."

At the time a grade of "I" is awarded, the instructor completes a "Notice of Requirements for Removal of an 'Incomplete'" form. That form includes the following information:

1. Specific requirements for the completion of the course.
2. The student's grade standing at the time the "I" grade is awarded.
3. The time period allowed by the instructor for the completion of the course.

It is the student's responsibility to contact the instructor concerning the removal of an "I" grade.

The form for the removal of incompletes is approved by the appropriate instructor and the Vice President of Instruction. No additional tuition is paid when the "I" grade is replaced with a permanent grade.

Evaluating and Awarding Academic Credit
The College will accept transfer credit from another recognized, regionally-accredited institution provided that the following conditions are met:

- The course is required for graduation at the College.
- The course was passed with a “C” or better.
- The course closely parallels the content of the course which it replaces at the College.

If a student wishes to transfer credit from another institution, the registrar evaluates the transcript and awards the transfer credit in consultation with the department or program chair, dean, and Vice President of Instruction if necessary. The transfer coursework must be equivalent or higher in content and contact hours in order for credit to be awarded. If the College does not offer a general education core class that the student wishes to transfer in, the registrar will designate a comparable course from the College Catalog to count toward the general education core requirement. If there is any question concerning the course content, the student is required to provide a course syllabus from the transfer institution.

All transcripts and standardized test scores must be received by mail or in person in the original sealed envelope from the institution or agency in order to be official. Electronic transcripts or scores received directly from the institution or agency will also be considered as official. By accepting these official documents, the College takes responsibility for the equivalent coursework or credits recorded on the student's Edgecombe Community College transcript. All transfer credits will appear on a student's transcript with either a "TR" or "XT" status.

Coursework Completed at Non-Accredited Institutions

Coursework completed at institutions that are not regionally accredited is not accepted for transfer credit.

Experiential Learning

Many Edgecombe Community College students, in selected College programs, gain valuable work experience outside the classroom through Work Based Learning (WBL). Students must meet the eligibility requirements as outlined in the Edgecombe Community College Catalog. Some students may work as many as four semesters in part-time or full-time jobs with employers selected and/or approved by the College. Academic credit is given either as a course requirement or elective, depending on the course major.

Advanced Placement (AP)

Students can receive credits by Advanced Placement (AP) Examinations. The College allows credits from the College Entrance Examination Board for high school students taking AP tests scoring 3, 4, or 5 on them. Students should present the AP scores from the College Board to receive credits.

High School Articulation

Students entering ECC from North Carolina public high schools may be awarded articulated credit as provided in the state agreement. (link to HS-CC Articulation) In addition, the College and the Edgecombe County public school system have their own local agreement. (link to Articulation Agreement Example)

College Level Examination Program (CLEP)

College credits may also be awarded to students who have passed a College Level Examination Program exam (CLEP). Official test scores must be sent to the Registrar for awarding credit. The College awards credit for the subject area exams only.

Military Training

The College may grant credit where applicable for military service schools in accordance with the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services when consistent with the students' program requirements. The Registrar, in conjunction with faculty, reviews the documentation and awards credit.

Transfer/Articulation Agreement

The Comprehensive Articulation Agreement between the University of North Carolina System and many of the North Carolina independent colleges and universities and the North Carolina Community College System creates opportunities for transfer of
course credit between the college and constituent institutions of the UNC System and certain independent colleges and universities.

The institution ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs and assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

All community colleges in North Carolina participate in the North Carolina Community College System Combined Course Library. The library standardizes all course numbers, titles, and descriptions across all institutions. This ensures that a course offered at one community college in North Carolina is equivalent to the same course offered at another community college. Since all courses in the CCL must be approved by the North Carolina Community College System Curriculum Review Committee, it further ensures that the course content and student learning outcomes are appropriate. If a student wishes to transfer credit to the College for coursework taken at another community college in North Carolina, the registrar can easily evaluate the student's transcript and award proper credit based on the CCL.

**Consortium Agreements**

If a student has an approved consortium agreement between ECC and another institution in which ECC is the host institution, credits earned at the other institution do not count as if they were taken at ECC. A student who is approved for a consortium agreement is required to have an OFFICIAL academic transcript sent to the other institution immediately following the end of the semester.

**Transfer of Continuing Education Credits to Curriculum**

Continuing education credits that lead to a credential or certification may be considered for course equivalency. Program/departmental and Vice President of Instruction approval must be received, and the student must be enrolled in the program for which he or she is seeking credit.

The amount of credit awarded in such cases is established by the faculty in the subject area in which the credit will be awarded. Such credit is awarded only in areas which coincide with the college's regular curriculum offerings and are appropriate to the student's educational goals. The decision concerning whether credit will be awarded is based on documentation which demonstrates academic comparability to credit earned by traditional means. Evaluation criteria include comparable content and credit hours with the corresponding curriculum course, the grade earned, accreditation standards, instructor qualifications, and the number of years since the credits were earned. In cases where the documentation does not support the awarding of credit for previous non-credit courses or training, a student may be allowed to demonstrate proficiency in the course competencies through a proficiency/challenge examination.

To receive credit for credentials or certification of professional, occupational, or continuing education courses or programs, the student must submit documentation showing completion of equivalent coursework to the Vice President of Instruction's office. The maximum credit awarded must not exceed twenty-five percent (25%) of the total amount of credit required for graduation from the curriculum program in which the student is enrolled. Such credit may not be transferable to another program within the college or transferable from Edgecombe Community College to other colleges or universities.

**Departmental Proficiency Examinations**

By following the procedures listed below, students may request to take proficiency examinations for credit for courses during the first five (5) school days of a semester.

1. Students should consult with and receive permission from the program/department chair to take the examination and must give evidence of adequate preparation.
2. Credit by proficiency exam is not available for all courses.
3. Students must complete the registration process.
4. Regular tuition rates apply to all credit hours earned by proficiency examinations. Students pay the tuition at the Business Office and present a validated receipt to the instructor responsible for the challenged course. The instructor may then arrange a date and time for the examination, which may be written, oral, or both. To successfully challenge a course, students must obtain a minimum score of seventy (70) or "C" on the exam. Grades received on proficiency exams are recorded on students' permanent records. Students who do not successfully pass a proficiency examination for a course have to continue in the course in order to receive credit. If students do not wish to continue in the course, they should complete an official withdrawal.
5. Proficiency exams are given only for courses offered on the schedule that particular semester.
6. Students who fail a course are not eligible to earn credit by proficiency examinations.
7. Credit by proficiency exams that are taken at ECC may not be accepted at certain four-year institutions.
8. Students receiving veterans' benefits need to see the counselor in the Veteran's Office prior to taking any proficiency exam.
9. A student receiving financial aid needs to see someone in the Financial Aid Office prior to taking any proficiency exam.

**Competency Requirements**

**Educational Program Outcomes**

Edgecombe Community College identifies and assesses six (6) general education core competencies: communication skills, mathematical reasoning skills, critical thinking skills, technological skills, global and cultural awareness, and sustainability. The college assesses these competencies annually by administrating common departmental exams, embedding common questions on finals, and/or using common rubrics in a cross-section of the general education core and program areas. The competencies and assessment methods are documented in assessment outcomes.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Upon degree completion at Edgecombe Community College, the student will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Communication Skills - Reading, Writing,</td>
<td>Communicate effectively with verbal and nonverbal messages appropriate to</td>
</tr>
<tr>
<td>Listening, &amp; Speaking</td>
<td>audience, purpose, subject, and format.</td>
</tr>
<tr>
<td>II. Mathematical Reasoning Skills</td>
<td>Comprehend and apply mathematical concepts and interpret numerical data.</td>
</tr>
<tr>
<td>III. Critical Thinking</td>
<td>Research, analyze, synthesize, and evaluate information to draw conclusions and respond to problems, scenarios, and arguments.</td>
</tr>
<tr>
<td>IV. Technological Skills</td>
<td>Use technology to facilitate learning.</td>
</tr>
<tr>
<td>V. Global &amp; Cultural Awareness</td>
<td>Demonstrate an understanding of global and cultural diversity, events, and issues.</td>
</tr>
<tr>
<td>VI. Sustainability</td>
<td>Demonstrate knowledge of an appreciation for the circular nature of life and the necessity to meet the needs of the present without compromising the ability of future generations to meet their needs.</td>
</tr>
</tbody>
</table>

Student learning outcomes are measurable and well-defined by faculty and staff members. Student learning outcomes are written statements that represent student learning goals at the institutional level, the department or program level, and the course level. Each course contains specific competencies which support the student learning outcomes as applied to the program level outcomes.

The college realizes that students are a vital asset and assisting them in reaching their personal and professional goals is an obligation the college takes seriously. The college is committed to integrating student learning outcomes throughout all areas of the college. The ultimate goal for Edgecombe Community College is to become an institution where student learning drives the planning, resource allocation, and effectiveness process.

**Attendance Policy**

Students are expected to attend all scheduled classes, laboratories, clinical, and shop sessions to meet the objectives of the courses for which they are registered. Attendance begins with the first day of class and all students should be on time for classes or instructional sessions. Although special circumstances may cause a student to be absent, regular attendance is essential to satisfy course objectives. Students who anticipate an absence should contact the instructor before the class meets. Should prior notice to the instructor be impossible, the student should expect to explain the absence as soon as possible. Students have full responsibility for accounting to their instructors for absences.

All work missed during absences may be allowed to be made up at the discretion of the instructor. Failure to make up missed work will adversely affect the student's final grade for the course. To receive credit for a course, the student must attend 80 percent (80%) of the class and 80 percent (80%) of the lab, clinical, and/or shop hours. However, individual programs and/or departments may adhere to a more stringent attendance policy. The attendance policy for each course is communicated on the
course syllabus. It is the student's responsibility to read and abide by the policies outlined in the syllabus for the course for which they are enrolled. When absences total more than 20 percent (20%) (or the more stringent percentage set by the respective program and/or department) of the total contact hours for the course, a student may be withdrawn from the class by the faculty member.

This policy shall be subject to any uniform policy adopted and implemented by the State Board of Community Colleges (SBCC) pertaining to attendance throughout the Community College System. To the extent that any terms and conditions contained in this policy contradict and/or conflict with the terms and conditions of any such SBCC policy, the SBCC policy shall take precedence and supersede this policy.

**Attendance Appeal Process**

To be considered for reinstatement in the class, students must submit a Student Attendance Appeals Form (located on the college website on the Student Portal Forms page) to the Attendance Committee within three (3) class days of notification of withdrawal. The Attendance Committee consists of two (2) instructors. Students' right to appeal is limited to one appeal per course per semester. Students are allowed to attend the class from which they were withdrawn until the Attendance Committee has rendered its decision. The Attendance Committee must meet within three (3) class days after an appeal has been filed. The decision of the Attendance Committee is final. Please be advised, some curriculum programs may have more stringent requirements on attendance, and students should refer to curriculum handbooks for the appropriate appeal process.

**Withdrawal Procedures**

Withdrawal by Students from Courses or College

A student who wishes to withdraw from an individual course or the College should complete a withdrawal form. A student is not officially withdrawn until he/she processes a withdrawal form with the Registrar's Office. The effective date of the withdrawal is the date the Registrar's Office receives the completed form. No student will be allowed to withdraw from any class after the seventy-five (75%) point.

If a student completes the withdrawal process, the student will be given a grade of "W" for his/her class(es) prior to the seventy-five (75%) point.

Withdrawal by Faculty or Administration from Courses

A faculty member has the responsibility of withdrawing a student who has accumulated absences in excess of the number of times indicated in the faculty member's attendance policy in the course syllabus, demonstrated that he/she does not intend to pursue the learning objectives of the course, or exhibited conduct unbecoming to a school or class environment. Faculty members may withdraw a student at any time of the course. Any student withdrawn by a faculty member prior to the seventy-five (75%) point of the course will be issued a grade of "W." Any student withdrawn by a faculty member after the seventy-five (75%) point of the course will be issued a grade of "WP" or "WF." The faculty member will issue a grade of "WP" if the student is passing the class at the point of being withdrawn from the class after the seventy-five (75%) point. A faculty member may issue a grade of "WF" if the student is failing the class at the point of being withdrawn from the class after the seventy-five (75%) point.

Prior to withdrawing a student for attendance reasons, the faculty member must attempt to make contact with the student to discuss the student's standing in the class and the pending withdrawal. The contact, or attempted contact, must be recorded on the withdrawal form.

When extenuating circumstances exist, the Vice President of Instruction must approve the waiver of the grade of "WF".

Students may be withdrawn for improper conduct by the President, the Vice President of Instruction, the Vice President of Student Services, or a designated representative.
Costs & Financial Aid

Costs for Attendance

Tuition and Fees

Students who enroll in curriculum classes are subject to tuition and fees which are due and payable at the time of registration. Student tuition and fees included in this catalog are determined each year by the North Carolina Board of Community Colleges and the General Assembly. Rates and fees are subject to change.

Curriculum Tuition

Residency Status for Tuition

North Carolina residents are eligible for a lower tuition rate than non-residents. The controlling North Carolina statute (G.S. 116-143.1) states that "to qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina for at least twelve (12) months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State."

Regulations concerning classifying students by residence for tuition purposes are outlined in detail in A Manual to Assist the Public of Higher Educational Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. The manual is available on request in the office of the Vice President of Student Services.

All new students applying for admission must respond on their respective applications to certain questions which are related to residence classification. The Dean of Enrollment Management is responsible for evaluating these responses and initially classifying students accordingly. For questions concerning residence status and appeals of initial residence classifications, students are advised to consult the Vice President of Student Services.

Military personnel stationed and living in North Carolina and their dependents are eligible for in-state tuition after proper documentation is received.

In-State Tuition

Students who are classified as in-state residents must have established a legal residence in North Carolina for 12 consecutive months before the date of enrollment. Tuition is $76.00 per credit hour for in-state students. The maximum tuition for in-state students for a semester is $1216.00.

Out-of-State Tuition

Tuition is $268.00 per credit hour for out-of-state students. The maximum tuition for out-of-state students for a semester is $4288.00.
Curriculum Fees

Student Activity

The Student Activity fee is $1.00 per semester hour of credit. The maximum Student Activity fee per semester is $16.00 for up to 16 or more credit hours for in-state and out-of-state students.

Computer Use and Technology

The Computer Use and Technology fee is $1.00 per semester hour of credit. The maximum Computer Use and Technology fee per semester is $12.00 for up to 12 or more credit hours for in-state and out-of-state students.

Campus Access, Parking, and Security

The Campus Access, Parking, and Security fee is $2.00 per semester hour of credit. The maximum Campus Access, Parking, and Security fee per semester is $12.00 for up to 12 or more credit hours for in-state and out-of-state students.

Books and Supplies

The cost of books and supplies varies according to the course of study.

Student Success Fee

The Student Success fee is $5.00 per semester. This fee is used for graduation and student-related costs such as diplomas, diploma covers, student cap and gown, ceremony costs, pre- and post-ceremony receptions, rehearsal, and other related costs.

Student Accident Insurance

ECC assumes no responsibility for student injuries or losses. An opportunity is provided at the time of registration for all students to obtain accident insurance. Though not required, the college strongly recommends that students who enroll in occupational programs or who plan to take physical education activity courses purchase accident insurance. This coverage is available at the cost of $6.00 per year.

Allied Health Fee

The Allied Health fee is $30.00 per semester.

Malpractice Insurance

All students enrolling in programs where they will work with the public are required to have malpractice insurance. These programs include but are not limited to, Barbering, Cosmetology, Esthetics, and all health science programs containing clinical courses. Malpractice Insurance is $8.50 per semester. The malpractice insurance fee is attached to specific courses requiring malpractice insurance.

Vaccines, Checks, and Screens

All persons who enroll in any ECC program in which they could be exposed to bloodborne pathogens are recommended to receive the Hepatitis B vaccination series at their own expense before participating in clinical or similar training. Health science students will also be required to have a criminal background check and drug screen before clinical rotations.

All costs associated with criminal background checks and drug screens are the responsibility of the student. ECC recognizes and is fully supportive of the clinical agencies that choose to require criminal background checks and drug screens on students.

ECC has contracted with Castle Branch, Inc. to perform background checks and drug screens at a reduced rate for students. Results of the tests are available to the student and the Human Resources Director of the clinical agency at Certifiedbackground.com. Once students receive a letter of acceptance to a health science program, they should follow the
instructions provided to obtain required checks and screens. Most clinical agencies will not accept hand-delivered background check and drug screening results.

**Tuition Refunds**

Unless otherwise required by law, Edgecombe Community College will not issue a tuition refund except under the following circumstances:

1. A 100 percent refund of tuition and fees is made if the student officially withdraws, or is officially withdrawn by the college, before the first day of the academic period as noted in the college calendar. Also, a student is eligible for a 100 percent refund of tuition and fees if the class in which the student is officially registered is canceled due to insufficient enrollment.
2. A 75 percent refund of tuition shall be made if the student officially withdraws from the class(es) before or on the official 10 percent point of the academic period.
3. For classes beginning at times other than the first week of the semester, a 100 percent refund of tuition and fees is made if the student officially withdraws from the class before the first day of the course section. A 75 percent refund of tuition is made if the student officially withdraws from the class before or on the 10 percent point of the course section.
4. A full refund of tuition and fees is granted to military reserve, and National Guard personnel called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations then taking place outside the state of North Carolina, thus making it impossible for them to complete their course requirements. The college will use distance learning technologies and other educational methodologies to help these students, under the guidance of faculty and administrative staff, complete their course requirements.
5. To comply with applicable federal regulations regarding refunds, federal regulations supersede the state refund regulations stated in this rule.
Financial Aid

The philosophy at ECC is that any individual who wishes to attend the institution should not be deprived of this privilege because of a lack of financial resources. Although the primary responsibility for financing an education remains with students and their families, the college participates in programs designed to supplement the family contribution when there is documented student financial need. Students who have completed the financial aid application procedure are considered for all types of financial aid without regard to their sex, race, color, disability, or national origin. In all financial aid awards, students have the right to accept or decline any aid they have been offered.

Student Responsibilities

To receive Federal Title IV assistance and state assistance, a student must:

- Demonstrate financial need through the completion of the FAFSA.
- Have a valid high school diploma or a High School Equivalency certificate on file with the college. (See NOTE below.)
- Be enrolled in an eligible program of study at ECC.
- Be a U.S. citizen or an eligible non-citizen.
- Have a valid Social Security Number.
- Maintain satisfactory academic progress.
- Certify that he or she is not in default on a federal student loan and does not owe money on any federal aid.
- Not have been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid.
- Register with Selective Service, if required.

**NOTE:** Students with a high school diploma determined to be invalid are not eligible for financial aid. A diploma will be deemed invalid if there is a reason to believe that limited coursework was required to complete the diploma or that a fee was charged by the agency that issued the diploma. Students with an invalid diploma may establish eligibility for financial aid as outlined below.

“Enrollment” as used below is defined as officially registered and attending classes.

How to Apply

To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The FAFSA should be completed as soon as possible on or after October 1 for the upcoming academic year. If you prefer not to complete the application online, you may complete the FAFSA in PDF format and mail it to the processing center, or request a paper FAFSA by calling the Central Processing Center at 1-800-433-3243. If you are hearing impaired, you may contact the TTY line at 1-800-730-8913.

Students can get assistance filling out the FAFSA by visiting the Office of Financial Aid and the Student Success Centers on both Tarboro (McIntyre Building) and Rocky Mount (Barnes Building) campuses.

To be eligible for financial aid, students must:

- Complete the Free Application for Federal Student Aid form (FAFSA) at www.fafsa.gov;
- Be a U.S. citizen or an eligible non-citizen;
- Be enrolled in an eligible program of study at ECC;
- Not be in default on a Federal Student Loan or owe a refund on any Title IV grant at any educational institution.

Financial aid is determined each academic year, so a new FAFSA must be filled out every year.

Deadlines for Submitting the Free Application for Federal Student Aid (FAFSA)

Students should submit their FAFSA early. For priority consideration, apply by March 15th of each year. Awards offered to students meeting the priority deadline and determined eligible, may receive the North Carolina Student Incentive Grant or the Federal Supplemental Educational Opportunity Grant or both in addition to the federal Pell Grant.

Types of Financial Aid

Federal Pell Grant Program
Federal Pell Grants are awards which assist undergraduates in paying for their education after they complete high school or earn a GED. The Federal Pell Grant program is the largest federal student aid program. For many students, these grants provide a foundation to which other federal grants and non-federal assistance may be added. Unlike loans, grants do not have to be paid back unless students do not complete the term of enrollment.

The amount of students' Federal Pell Grant awards is calculated according to a federal formula which takes into consideration the family's financial circumstances, the student cost of education, and the number of funds available for the program.

Beginning with the 2012-2013 school year, a student may only receive Pell Grants for a total of 12 equivalent full-time semesters, or until the student receives a bachelor's degree - whichever comes first. Students are therefore advised to monitor their use of Pell Grant funding if they plan to pursue a four-year degree.

Beginning with the 2017-2018 academic year, an eligible student may now receive full Federal Pell Grant for summer 2018 even if they received a full Federal Pell Grant during the fall and spring semesters. Year-round Pell allows students to receive up to 150 percent of a regular grant award over the course of the academic year so that they can continue taking classes in the summer and finish their degrees faster than they would otherwise.

**Federal Supplemental Educational Opportunity Grant (FSEOG) Program**

Students who receive the Federal Pell Grant may also be eligible for the Federal Supplemental Educational Opportunity Grant. This federal grant program does not require repayment unless students do not complete the terms and conditions of the award. The amount of the grant is based on student financial need, and the minimum award is $100 per semester.* To be considered for FSEOG, students should apply as soon after January 1 as possible. FSEOG is for undergraduates with exceptional financial need, that is, students with the lowest Expected Family Contribution (EFC). Limited assistance is available from the program to eligible students.

*Funding is subject to change each July 1, pending legislative ruling.

**Federal Work-Study (FWS) Program**

The Federal Work-Study Program provides jobs for eligible students to earn money to help pay college expense while attending classes at least part-time. Students participating in the program are employed in the library, laboratories, administrative and faculty offices, and various departments of the college. Funds for these student jobs are provided by the federal government through its college work-study program. On average, students work approximately 10 to 15 hours per week, earning $7.00 per hour.* Students' primary focus should be their academic achievement; therefore, they should consider carefully whether their academic responsibilities permit them to assume the obligations of part-time work. If students accept campus employment, they are expected to fulfill the requirements of the job. Students are required to apply for employment through the Financial Aid Office.

*Funding is subject to change each July 1, pending legislative ruling.

**Federal Direct Loan Program**

ECC participates in the William D. Ford Direct Loan program to provide student and parent borrowers with funding for federal education loans received directly from the U.S. Department of Education.

Federal Direct Loan Program are low-interest loans to help eligible students cover the costs of higher education at ECC. Direct Stafford Loans include:

**Direct Subsidized Loans** are based on financial need. Such loans are charged interest while enrolled at least half-time or during grace periods and deferment periods.

Beginning July 1st, 2013, the length of time students may access Subsidized Stafford Loans is limited to new borrowers. Students cannot borrow more than 150% of their program length. For example, students who enroll in a two-year degree program, you can only borrow loans for three years total. After that, students may only borrow

**Direct Unsubsidized Loans**. Students may borrow up to $3,500 for the first year and up to $4,500 per year for second-year status. Direct Unsubsidized Loans are not based on financial need. ECC determines how much you can borrow. Interest accrues (accumulates) on loan from the time it is first paid out. Interest is charged while enrolled and during grace periods and deferment or forbearance periods - or you can allow it to accrue and be capitalized (added to the principal amount of your loan). Students may borrow up to $6000. Dependent students may borrow only $2000.

**North Carolina Community College Grant (NCCCG) Program**
For students to be eligible for need-based aid under this program, they must meet the following criteria: (1) be admitted to an eligible program of study, (2) have applied for federal aid, (3) meet academic requirements to maintain federal aid eligibility, and (4) meet other criteria as may be required by the program. This award may be given in addition to the Federal Pell Grant if students are eligible. Students must be enrolled in at least 6 hours to be eligible.

**North Carolina Education Lottery Scholarship**

For students to be eligible for need-based aid under this program, they must meet the following criteria: (1) be admitted to an eligible program of study, (2) have applied for federal aid, (3) meet academic requirements to maintain federal aid eligibility, (4) meet other criteria as required by the program (5) be a NC resident and be enrolled at least 6 credit hours. This award may be given in addition to the Federal Pell Grant if students are eligible.

**North Carolina Nurse Scholarship Program (NESLP)**

This scholarship program was created to work in combination with existing financial aid resources to encourage enrollment and retention of qualified nurse education students. Funds for NESLP are allocated by N.C. General Assembly among colleges and universities which offer nurse education programs. NESLP awards are available for the licensed practical nurse (LPN) and registered nurse (RN) education. Applicants must complete the FAFSA as soon after January 1 as possible to be considered for NESLP.

**North Carolina Targeted Assistance Program**

This program provides funding for students enrolled in or intending to enroll in high demand/low enrollment programs. Students are required to file the FAFSA. Aid is given to students who demonstrate need and meet eligibility requirements.
Scholarships

ECC Foundation Scholarships

The college offers numerous private scholarships each year, totaling more than $100,000 awarded annually. Requirements for scholarships vary; however, the primary criteria include financial need, scholastic ability, and specified program of study, residency status, and participation in community activities. To apply for scholarships, students must obtain application forms from the college’s Financial Aid Office. Application forms indicating the scholarships for which students are eligible must be returned to that office by the announced deadline. Incomplete applications are not considered. Most scholarships are awarded during the fall months, and the first award payments are made during the fall semester. Students should see the Financial Aid Office for the deadlines. Listed below are the scholarships available to eligible applicants as of publication of this catalog.

NC Veterans' Scholarship

The Department of Veterans' Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans or of certain veterans who were listed in a POW/MIA status. Eligible students should write to N.C. Department of Veterans’ Affairs, Raleigh, N.C., for information or contact the Veteran’s Affairs counselor for more details.

Other Sources of Assistance

Workforce Investment Act (WIA) System

ECC offers training under the WIA system. The program is specially designed for individuals who require skills training for employment. All individuals enrolled in the WIA program must qualify under program guidelines.

Services provided by the WIA program may include financial assistance with tuition, fees, books, equipment, and supplies, as well as personal services such as counseling, job development, job coaching, and follow-up assistance. Participants are required to follow strict program guidelines and regulations.

Applicants should contact the WIA office located at:
101 Tarboro Street, Rocky Mount, NC 27801
Phone: (252) 977-3292 or (800) 852-5130

Veterans’ Educational Assistance

1. Survivors and Dependents Educational Assistance Program (Chapter 35 of Title 38) entitles dependents of a veteran who died of a service-connected disability or who has a total disability arising from a service-connected disability to receive benefits from the Veterans Administration.
2. The Post-Vietnam Era Veterans’ Act under Chapter 32, Title 38, provides educational assistance for veterans who saved money to be matched. The program is for veterans who entered the military service on or after January 1, 1977.
3. The Selected Reserve Educational Program, Chapter 1606, provides educational assistance for service in the Selected Reserve.
4. Chapter 30, also known as the Montgomery G.I. Bill, covers those persons who entered active duty after June 30, 1985. GED preparation is not covered under Chapter 30.

Students initiate proceedings by contacting their local Veterans' Affairs office. The Student Services Department is the clearinghouse on campus for veterans' affairs.

Vocational Rehabilitation

Many states offer educational assistance to students who have a significant disability. North Carolina students should contact the Vocational Rehabilitation Division of the Department of Health and Human Services; Raleigh, N.C. Students from other states should contact their local Vocational Rehabilitation Counselor.

ECC Emergency Loan Program

This program provides short-term loans to students who need assistance with the cost of tuition/fees. Loans must be repaid before the end of the term in which they were received. Students are encouraged to complete the FAFSA first.
Notification of Award Decisions

Students are notified of financial aid award decisions for the academic year once the financial aid file is complete. All notifications are emailed and available on Self Service unless the student has "opted in" to receiving paper notifications. To ensure prompt processing of the financial aid application, students must complete the FAFSA early and turn in all required paperwork to the ECC Financial Aid Office.

Payment Schedules

Students who have received financial aid award letters and have funds remaining after tuition and fees, books and supplies, and other charges have been deducted receive a refund check. Payment schedules are posted on ECC's Financial Aid webpage.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) Policy Statement

Federal regulations require students to maintain Satisfactory Academic Progress (SAP) towards the completion of an eligible degree, diploma or certificate programs. This policy applies to Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Federal Direct Student Loans (Subsidized, and Unsubsidized). Also, the SAP policy applies to the North Carolina State Grant program as well.

The SAP is reviewed at the end of each semester to determine financial aid eligibility for the next semester of enrollment. All hours previously attempted are considered in determining SAP; therefore a student's complete academic history is reviewed even if the student did not previously receive financial aid. Students who have never received financial aid may be placed on financial aid warning based on having a Cumulative GPA below a 2.0, or having completed less than 67% of the hours previously attempted. Students who have attempted more than 150 % of the hours required to complete their current active, academic program go into a Suspension status.

Transfer students are required to submit official transcripts from ALL previously attended colleges, regardless of whether or not they have received financial aid. Official transcripts must be submitted to the Edgecombe Community College Office of Admissions. Unofficial transcripts are not accepted.

Satisfactory Progress Policy for Veterans

The Veterans Administration regulations require that veterans maintain satisfactory progress to continue receiving their educational benefits. The following is a detailed description of the college's policy concerning satisfactory progress for veterans.

1. All students are required to have a minimum of two-point-zero (2.0) averages for graduation.
2. When veterans fail to maintain a two-point-zero (2.0) grade point average (GPA), they are placed on academic probation for the following semester of enrollment.
3. At the end of a two-semester probationary period, veterans who do not have a two-point-zero (2.0) cumulative grade point average (CGPA), counting all subjects undertaken from the original enrollment, or who have withdrawn during their probationary period, have their benefits terminated for unsatisfactory progress. Veterans who have their benefits terminated for unsatisfactory progress must raise their average to the minimum required for graduation before being recertified for educational benefits.

SAP Definitions

Satisfactory: Student is eligible for financial aid if all other financial aid eligibility criteria are met.

Warning: Student remains eligible for financial aid; however, the student must meet the SAP requirements at the conclusion of the next term of enrollment. Failure to do so will result in the student being placed in suspension status. Probation: Student was suspended from financial aid, has submitted an appeal, and the appeal has been approved. The student is conditionally eligible for another semester of financial aid. Any specific conditions in addition to the student making SAP at the end of the probationary semester are noted in the probationary communication to the student. Failure to meet probationary requirements will result in the student being placed on Financial Aid Suspension once again.

Suspension: Student is not eligible to receive federal student aid or state grant assistance. The student must fund his education without the benefit of federal student aid or state grant assistance.
SAP Requirements

Students are encouraged to meet with an Academic Advisor to ensure they are meeting program requirements.

1. Qualitative Standard - Cumulative Grade Point Average
   A student must maintain a minimum cumulative grade point average (CGPA) of a 2.0. Grades for repeated courses are included in the GPA calculation for SAP. Grades received in remedial courses are included in the cumulative GPA calculation.

2. Quantitative Standard - Pace of Progression
   Students must complete a minimum of 67% of the hours they attempt at ECC as outlined in the chart below. Grades of F, I, U, W, WF, AU, NS, IP, and R do not count toward the minimum credit completion requirement. Students who fail or withdraw from a class may repeat the class and receive financial aid, if, they are considered to be making SAP. Students who pass a course (A, B, C, D) and wish to take it again may do so one time and receive financial aid to help pay for the class. If students take a previously "passed" class for the third time, they will be denied financial aid for that specific class. Remedial courses are counted in the pace of progression at ECC. It is important to minimize the number of times a student repeats a course so as not to be suspended for falling below a 67% pace of progression. Below are examples of the minimum pace of progression necessary to maintain SAP:

<table>
<thead>
<tr>
<th>Cumulative Credit Hours Taken at ECC</th>
<th>Greater than 67% Pace of Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credit hours</td>
<td>2 or more credit hours</td>
</tr>
<tr>
<td>6 credit hours</td>
<td>4 or more credit hours</td>
</tr>
<tr>
<td>12 credit hours</td>
<td>8 or more credit hours</td>
</tr>
<tr>
<td>24 credit hours</td>
<td>16 or more credit hours</td>
</tr>
<tr>
<td>48 credit hours</td>
<td>32 or more credit hours</td>
</tr>
<tr>
<td>72 credit hours</td>
<td>48 or more credit hours</td>
</tr>
<tr>
<td>90 credit hours</td>
<td>60 or more credit hours</td>
</tr>
</tbody>
</table>

3. Maximum Time Frame for Completion of a Degree, Diploma, or Certificate (150% Rule)
   The maximum time frame for completion of an academic program is measured by the total number of credit hours a student has attempted at ECC plus all transferred hours accepted from other schools. Credit hours attempted at ECC, but not completed, are always counted per Federal Regulations; all credit hours are included regardless of whether or not financial aid was received during the time the credits were taken. Hours for repeated courses are always counted. The maximum number of credit hours cannot exceed 150% of the credit hours required for the academic program that the student is pursuing. This is referred to as the 150% rule. Once 150% of the credit hours are reached the students are suspended. A student should work with an academic advisor to ensure that he is on track to complete a program. A student should avoid repeating courses if at all possible. Changing academic programs may require a student to take additional hours and exceed the 150% threshold; however, a student can appeal to the Financial Aid Office to make an allowance for the additional hours required to complete the new academic program.
Application of SAP Requirements

Below are the criteria used by ECC to determine SAP status:

<table>
<thead>
<tr>
<th>This Semester</th>
<th>Cumulative GPA at the end of Semester</th>
<th>Next Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>2.0 or greater AND 67% or greater</td>
<td>Good</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2.0 or greater BUT Less than 67%</td>
<td>Warning</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Less than a 2.0 BUT 67% or greater</td>
<td>Warning</td>
</tr>
<tr>
<td>Warning</td>
<td>2.0 or greater BUT Less than 67%</td>
<td>Suspended</td>
</tr>
<tr>
<td>Warning</td>
<td>Less than a 2.0 BUT 67% or greater</td>
<td>Suspended</td>
</tr>
<tr>
<td>Probation</td>
<td>Less than a 2.0 BUT 67% or greater</td>
<td>Suspended</td>
</tr>
</tbody>
</table>

- Students who drop or withdraw from all courses for a semester, or receive any combination of F's, W's, WF's, I's, U's and R's are automatically placed on financial aid WARNING and may be required to return all or a portion of the financial aid they received.
- Students who have reached the maximum number of credit hours allowed to complete an academic program (150% rule) are also placed in suspension status. The maximum number of credit hours (150% rule) is evaluated on previous enrollment, even if the students did not receive financial aid for all hours attempted. Once 150% of the allowable credit hours are reached, the student becomes ineligible for additional financial assistance.
- The SAP is reviewed at the end of each semester to determine financial aid eligibility for the next semester of enrollment.

Regaining Eligibility After Being Suspended

Students who are suspended from financial aid may appeal their status. Students who do not appeal, but wish to continue at ECC do so at their own expense. Students must bring their cumulative GPA above 2.0 or complete successfully the number of hours required to achieve a minimum of 67% to regain financial aid eligibility. Students who have exceeded the maximum number of credit hours (the 150% rule) must complete the degree without receiving additional financial assistance unless circumstances warrant an increase in the number of hours allowed.

SAP Appeals

SAP appeal forms are available in the Office of Student Financial Aid, submitted with email as an attachment, and can be downloaded from the Financial Aid Homepage. Appeals are evaluated by the Financial Aid Office, and notification of the decision is sent within ten working days of the receipt of the appeal. The SAP appeal decision is sent electronically to the student's ECC email address or in writing to the address on file with ECC. The decision made by the financial aid office is final.

Students are expected to monitor their SAP and consult with the Office of Student Financial Aid when there are questions or concerns. The office provides written or electronic notice to students when students are on financial aid warning or when they are suspended. It is imperative that students keep their mailing and email addresses updated with ECC and check their ECC student email on a regular basis.

SAP Website

The Office of Student Financial Aid Satisfactory Academic Progress policy on the Financial Aid Homepage is typically the most up-to-date policy information available. SAP policy, procedures, and appeal forms will be printed out for students upon request.
Second Degrees, Diplomas, or Certificates

A student enrolled in a second (not concurrent) academic program is limited to receiving financial aid for the specific courses required to complete the second academic program as determined by an ECC Academic Advisor and documented by an official ECC Advisement Plan. Before meeting with an Academic Advisor, students must submit ALL official academic transcripts from ALL previously attended institutions. Official transcripts from ALL previously attended postsecondary institutions (not high schools) must be submitted to the Office of Admission. A student seeking a second academic credential will be placed on "Restricted Hours," which requires meeting with an academic advisor and submitting a new program form to the financial aid office. Students who have already acquired a Bachelor's degree may be eligible for loans but will not qualify for North Carolina State Funding, Federal Pell Grant, or Federal Supplemental Educational Opportunity Grant (SEOG) per Federal Regulation. A student with a previous Bachelor's Degree may receive financial aid at ECC for classes that are not repeats of the general education credits earned while completing the Bachelor's Degree. Once students have been approved and they are receiving financial assistance related to the completion of the second degree they may not change degree plans to receive additional financial assistance. Students who do not follow the second-degree plan will become ineligible for continued assistance unless there are mitigating circumstances. Students are allowed to complete two academic programs and receive federal student assistance.

Treatment of Remedial (Developmental) Courses

As previously referenced, remedial or developmental credit hours (classes numbered below 100) are counted towards a student's 67% pace of progression. The courses also count relative to the 150% rule.

Retaking Coursework

The regulatory definition for full-time enrollment status (for undergraduates) has been revised to allow a student to retake any previously passed course one time only. For this purpose, passed means any grade higher than an "F." This retaken class may be counted towards a student's enrollment status, and the student may be awarded federal student aid for the enrollment status based on the inclusion of the class. A student may be paid more than twice for repeatedly failing the same course (the SAP policy still applies to such cases). However, if a student passed a class once he can be paid again for retaking the class once. Regardless of the grade achieved the student may not be paid for retaking the class a third time.
Student Services

Student Services Department

Purpose Statement

The Student Services Department is available to assist students in accomplishing their educational goals and fostering their academic, personal, and social development through opportunities for involvement.

Goals

1. To provide a comprehensive range of educational opportunities, quality training, and educational access to all adults in the college's service area.
2. To bring multicultural awareness to the community.
3. To ensure quality throughout the college.

Guidance and Counseling Services

Guidance and counseling services are an integral part of the Student Services Department at Edgecombe Community College (ECC). Staff members of the department are individuals of varying backgrounds who are professionally trained and hold at least a master's degree in the counseling area. Counselors are available on each campus to help students become more self-knowing, self-reliant, and directive by offering the following services:

1. Appraising, organizing, and evaluating information such as transcripts, placement test scores, and interviews with students and instructors to determine proper placement and to assist students toward self-knowledge needed for decision making and planning.
2. Providing professional counseling services to students in clarifying basic values, attitudes, interests, and abilities; assisting in all phases of decision making; assisting in formulating vocational educational plans and progress; and providing appropriate resources for more intensive and deep-seated personal problems.
3. Providing information pertinent to the selection of courses, occupational prerequisites, transfer requirements, availability of resource agencies, and other areas of concern to students.
4. Providing community services through vocational and educational counseling and other student personnel services to youth and adults in the community.
5. Disseminating information by brochures, counselor visitations, conferences, or direct correspondence; encouraging school attendance; fostering understanding of requirements for admission and special curricula; developing proper attitudes; and contributing to student decision making and planning.
6. Providing information on loans, scholarships, grants, part-time jobs, and other resources for students who need financial assistance.

Student Assistance Procedures

The Student Services Department endeavors to make its services available to every student from pre-admission through graduation. The pre-admission interview is designed to help students decide terms of what curriculum program or programs they are best suited to enter. The interview involves evaluation of the high school transcript, along with a discussion of the students' needs, interests, and abilities.

Students may see a counselor on an individual basis to discuss personal, academic, vocational, educational, and financial needs. Student access to a counselor is determined by student-initiated or counselor-initiated appointment or by instructor or advisor referrals.

Specialized counseling for physically-disabled students is available in cooperation with Vocational Rehabilitation, the Department of Social Services, the Veterans' Administration, and other agencies. The degree of disability and the educational potential of the students determine the extent of training and placement.

Academic counseling is available to students who have deficiencies in reading, writing, listening, computing, and study skills. Faculty members also are available for consultation.

Referral Services

The college recognizes that most student problems can be successfully treated, provided they are recognized in their early stages, and referral is made to an appropriate resource. The problem may involve a relationship, physical illness, mental or emotional
illness, finances, marital or family discord, alcoholism, drug abuse, legal issues, or other concerns. When students’ academic performance or attendance is unsatisfactory, and the students are unable or unwilling to correct the situation, either alone or with normal advisory assistance, there may be some cause outside the realm of their academic studies which is the basis of their problem. This policy assures that if such personal problems are the cause of unsatisfactory academic performance, students receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner.

**Substance Abuse**

Students will be referred to local substance abuse treatment providers.

**Health Services and Standards**

Student health services are not provided on campus. Students should seek medical attention from an area healthcare facility or provider.

Students with communicable diseases may be prohibited from registering for classes when health records indicate that their attendance would be detrimental to their health and safety or to the health and safety of other persons with whom they may come in contact. After recovery, students may be registered for classes.

Students who have significant health conditions or limitations may be required to submit a report or medical examination before their initial registration and are encouraged to inform their instructors at the beginning of each semester.

When deemed appropriate by the Vice President of Student Services, faculty advisors, instructors, and/or counselors are notified of students identified as having significant health conditions.

Certain programs have technical standards that must be met for admission to the program. Technical standards are defined as physical, mental, social, and psychological requirements needed for educational training. Those standards are required so that students not be a danger to themselves or others with whom they come in contact in the pursuit of their educational objectives.

The college seeks to assist students who have special health conditions or limitations in the attainment of their educational goals. Services are provided under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

In the event of accident or illness, the Student Services Department or the Business Office should be notified immediately. First aid is provided by college personnel per their capabilities. First aid kits and automatic electronic defibrillators (AEDs) are located in the Student Services Department and the library on both campuses, the Cosmetology Building on the Rocky Mount campus, and the reception area in Buildings B, E, and H on the Tarboro campus.

Students who become ill, are injured or develop health problems requiring professional attention are referred to the emergency room at the most convenient hospital or a local physician following the instructions that are given by students or their family. In an emergency situation that requires immediate attention, students may be taken directly to the hospital by the rescue squad.

Environmental health and safety on the campus are the responsibility of the Vice President of Administrative Services.

**Disability Services**

**Policies & Procedures To Receive Accommodations for a Disability**

ECC recognizes its responsibility under Section 504 of the Rehabilitation Act of 1973 to provide equal access to education for students with disabilities. Support services are available to the hearing impaired, visually impaired, orthopedically handicapped, learning disabled, and those experiencing other health impairments. It is the students' responsibility to request reasonable accommodations and to provide written documentation promptly.

**Student Rights**

1. Equal access to courses, programs, services, jobs, and activities offered by the college
2. Equal opportunity to work, learn and receive accommodations, academic adjustments, and auxiliary aids and services
3. Confidentiality of information regarding their disability as applicable laws allow
4. Information available in accessible formats

**Student Responsibilities**

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1. Meeting of qualifications and maintenance of essential institutional standards for the programs, courses, services, and activities
2. Self-identification of disability status in at least 30 days before the scheduled date for the program, service, or activity so that the college has time to make appropriate arrangements
3. Provision of disability documentation from a qualified professional that reflects students’ current disability status and the way their disability limits participation in courses, programs, services, and activities
4. Following of published procedures for obtaining academic adjustments and auxiliary aids and services
5. Payment for all testing and evaluations required for documentation, if necessary

**Americans with Disabilities Act**

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It protects from discrimination against individuals with a disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services. Appropriate accommodations for students with disabilities are mandated, and modifications must be made as needed in policies, practices, and procedures that assure accessibility of examinations and courses. This mandate includes all aspects of academic and non-academic activities, including admissions and recruitment, admission to programs, academic adjustments, financial assistance, and counseling.

**Statement of Self-Advocacy**

The college promotes student self-advocacy. This philosophy promotes independence and develops the skills students need to function successfully in the world of work. The mission of ECC's Disabilities Services is to adapt ECC's general services to the individual and specialized needs of students with disabilities to provide equal access to all programs and facilities for "otherwise qualified" students with disabilities. The goal is to integrate students with disabilities into the college and to help them participate in and benefit from the programs and activities enjoyed by all students.

Students who need disability accommodations must initiate contact with the special needs counselor. Federal law does not permit the college to collect information about a person's disability during the admissions process. Therefore, it is students' responsibility to identify themselves and request services. Students must provide specific documentation of disabilities. All documentation and information regarding students' disabilities are kept confidential. The disability services counselor will coordinate discussions with instructors to determine any special needs in a specific setting.

**Process for Receiving Accommodations**

Persons who wish to apply for accommodations for a disability should complete the following steps:

1. See the Student Support Counselor in the Student Services Department.
2. Sign a "Release of Information Statement."
3. Provide documentation as described below in "Documentation Guidelines."

Appropriate information is released to faculty once the above steps have been completed. Accommodations are provided by the specific needs of students based upon the documentation of the disability. The Student Support Counselor will guide the student through the process of gathering appropriate documentation.

**Documentation Guidelines**

Documentation has two main purposes: to establish that individuals have a disability and to describe and document the functional impact of the disability for use in establishing the need for and design of accommodations. Documentation is used to evaluate requests for reasonable accommodations and auxiliary aids. The evaluation process includes the impact of the documentation on the goals and standards of the program, course, or activity.

Once the documentation has been reviewed to establish the disability, and its functional impact on education, recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and other support services are considered.

**Disability Harassment Policy**

ECC prohibits any form of disability harassment involving any of its employees in the employment relationship or involving any college employee and a student of the college in the college relationship, whether it is in the form of a college employee harassing a student with a disability or a student with a disability harassing a college employee. The college has a firm belief and has established a policy that all employees are entitled to work, and all students are entitled to learn in an environment free of discrimination based on a disability. Any act, comment, or behavior which is of a harassing nature and which in any
way interferes with an employee or a student's performance or creates an intimidating, hostile, or offensive environment is strictly prohibited. Students or employees who feel they have been subjected to harassment due to a disability may file a complaint with the Vice President of Student Services. Complaints involving the Vice President of Student Services should be filed with the President.

Disability Grievance Procedure

Students have the right to appeal any decisions about accommodations, discrimination, and harassment by using the non-academic grievance procedure.

Veterans' Affairs

Role of Office of Veterans' Affairs

The Office of Veterans' Affairs serves to help assimilate veterans into the campus community and its environment. The office provides a myriad of services all designed to assist veterans in the pursuit of their educational objectives.

Assistance begins by helping veterans select a program of study which is suitable to their aptitudes, interests, and abilities. Once a program has been selected and veterans have been accepted by the college, they are assisted in completing their paperwork in order to be certified by the Department of Veterans' Affairs. Prior to certification, official transcripts from high school and all post-secondary training attempted must be submitted and evaluated in order that credit for previous training may be granted where appropriate.

Students must submit a certified copy of their DD-214 (Report of Discharge) or DD2384 (NOBE) and a 22-1990 (Application for Benefits). After completing the original application and providing supporting documents, veterans must be certified by this office. This certification must show complete identifying information, file number, course name, any previous credit allowed, enrollment period, expected graduation date, and additional information as needed.

Veterans who are experiencing academic difficulties in degree/diploma programs are advised to request tutorial assistance, which is provided free of charge. Veterans whose average falls below a two-point-zero (2.0) or "C" average GPA are placed on probation and are so advised in a probation letter. Veterans who fail to make satisfactory progress are terminated (ECC termination letter) and so advised by the college and the Veterans Administration.

The ECC Office of Veterans' Affairs makes referrals to local and state organizations such as the Employment Security Commission, VA County Service Officer, Vocational Rehabilitation, the Department of Social Services, and the Health Department, when possible, to accommodate special needs of veterans.

Veterans' Counseling

The college programs are approved for the training of veterans. Veterans and eligible veterans' dependents who wish to pursue their education under the G.I. Bill must be counseled at the college by the Veterans' Counselor.

Child Care Program

The Child Care Financial Assistance Program at ECC was established by funding from the North Carolina Community College System and the Carl Perkins Grant. The program is intended to serve student parents who need assistance paying their child care costs to attend ECC. It is not the intention of this program to refer or direct students to child care services. Student parents enter into child care arrangements of their own free will. The college's role is to provide financial assistance to students.

Student parents must complete an "ECC Child Care Financial Assistance Program Application Form" available on the College's website. Applicants must have a Student Aid Report on file with the Financial Aid Office and must have completed all requirements for admission to ECC.

Applicants are notified by mail regarding their application status. Approval is based on eligibility and availability of funds. If aid is awarded, student recipients need to schedule an appointment with the Child Care Coordinator to review the award and sign the agreement forms.
Campus Services

Bookstore

Textbooks can be bought and resold at the college bookstore, a non-profit service of ECC. School supplies, sportswear, and gift items are also available. A bookstore is located on both campuses. Book lists for each semester may be found online at the college website.

Student Lounge

The student lounge area is a place to meet, eat, and relax during leisure moments. Computers, with Internet access, are also available in the student lounge. Information such as employment opportunities, social and recreational events, and student government activities may be posted in the lounge but must be approved in advance by the Student Services Department. Any complaints concerning vending machine service should be directed to the Business Office.

Children of students are not allowed to use the lounge or any other facility while their parents are in class. Children are strictly forbidden from attending class with their parents.

New Student Orientation

START@ ECC (Student Transition Advising and Registration Time), ECC’s New Student Orientation, takes place on campus the first day of priority registration for fall, spring, and summer semesters, other days agreed upon by College officials, and online. The first half of the orientation consists of an information session discussing topics such as advising, the registration process, drop/add rules, disability services, the tutoring program, student clubs, financial aid and foundation/scholarships, bookstore and parking passes, the library, security, and faculty and classroom expectations. Counselors are also introduced. The second half consists of registering for classes, visiting the Financial Aid Office, completing the placement test, obtaining student IDs and parking passes (for students who register), and taking a campus tour. New Student Orientation is required so students may learn about important college services and policies and can be successful at ECC.

Academic Support

All curriculum students are assigned to a faculty advisor who assists them in planning their educational program, registering, and adjusting to college life. Students should periodically check with their advisor concerning their educational progress.

Advisors perform the following functions:

1. Provide adequate time for all students to determine issues and resolve them.
2. Refer students to a Student Support Services counselor when it is appropriate (academic and personal problems, crisis situations, instructor/student issues).
3. Refer students to other student support services within the college when appropriate (Student Success Center, Career Counseling, Job Placement, Tutoring, Special Needs).
4. Are the first stop for students needing help outside the classroom.
5. Provide information about the college policies and procedures in the Student Handbook and College Catalog while stressing the responsibilities of students.
6. Follow up on assigned advisees identified through the Academic Support System.
7. Ensure that students who do not show up for class or who have poor class attendance are referred to the Student Services counselor.
8. Monitor progress of advisees who are on probation/suspension due to the college policy.
9. Provide a system, in cooperation with Student Services and the Student Success Center, to have contact with students who withdraw from their program.

Library Services

Mission Statement

The mission of Edgecombe Community College Library is to collect, circulate, and provide access to print, audiovisual, and electronic resources to support the programs of the college and lifelong learning goals of its students, faculty, and staff, as well as the entire community. Materials in the collection are selected in cooperation with faculty and augmented with interlibrary loans of books and articles from both CCLINC libraries and other research libraries worldwide. Library staff provides the highest
standard of professional and friendly service to all patrons, including both individual and classroom instruction in information literacy.

**General Information**

Both Tarboro and the Rocky Mount campuses have libraries. Each library houses a general collection of books and eBooks, including reference, subject area, and fiction titles. All books may be checked out except reference. The total number of books between the two campuses is approximately 37,000. Books in the general collection are selected to provide information on a wide variety of topics; however, the bulk of the collections on each campus focuses on curriculum topics relevant to that location. Both current and back issues of a number of journals, newspapers, and magazines are available on each campus for in-library use. Interlibrary loans are available for materials that are not located in the ECC collection.

The 5700-square foot Tarboro library has 20 computer workstations networked to a single printer. Wireless access is available on both campuses for students who bring their own laptops. A self-serve copier is available on both campuses. There is a ten cents per page print or copy charge and a twenty-five cents per page charge for color. The Rocky Mount library with 3800 square feet of space has 21 computer workstations networked in the same manner. Both libraries are equipped with computer desks that will accommodate wheelchairs. Additionally, ergonomic mice, large print keyboards, and Zoom-Text software are available on two computers on each campus. The aisles between bookshelves are wide enough to accommodate wheelchairs.

Both campus libraries have a variety of audiovisual equipment available for staff use and for students with staff supervision. Tape recorders and video cameras may be used for class presentations. DVD/VCR/TV combos are available on both campuses to facilitate customer use of audiovisuals. Audiovisual equipment and instructional DVDs are available for faculty use and may only be taken from the library by students for class presentations with faculty supervision. Small audiovisual viewing rooms are available on the Tarboro campus for patrons. A small audio books collection is housed on both campuses. Audiobooks are available for checkout.

From the library web page, patrons may access the card catalog, online journals, and online databases. The web page has tutorials to assist students in using library resources and general library information tutorials. Additionally, the web page includes hours of operation, information about library use and a staff roster. A variety of electronic reference materials are offered on both campuses and remotely via the LRC website. Electronic reference resources include NCLive, SIRS, Literary Resource Center, Gale Virtual Reference Library, Credo, CQ Press, NC Knows and Anatomy TV. All of these databases are available through the ECC Library website.

**Hours of Operation**

The Library is open from 7:30 a.m. to 9:00 p.m. Monday through Thursday. The library closes at 4:00 p.m. on Friday. During summer hours, the library is closed all day on Friday. Library hours are subject to change during semester breaks and student holidays.

**Telephone Contact Information**

Students may call (252) 823-5166 and then use the following extensions to access the library staff:

Extension 211 - Director of Library Services
Extensions 244 or 323 for Interlibrary loan
Extensions 211 or 341 for Reference questions
Extensions 244 or 323 for Audio Visual services

**Conduct in the Library**

To facilitate study and research, a quiet atmosphere is maintained. The library staff will assist students in finding facilities for small group collaboration. Students should refrain from the use of cell phones, eating or drinking while in the library. Students should adhere to all school behavior policies while in the library. Students should review and adhere to the ECC Acceptable Use Policy before using the internet in the library. When students are waiting for computers, patrons who are not students will be asked to vacate computers. Students who are not using computers for school work will be asked to vacate computers for students who need to complete school assignments.
Library Cards

The official ECC identification badge is the library card. The official ECC badge should be displayed at all times while students are in the library.

Curriculum Learning Center

ECC offers academic support for students who are enrolled in curriculum courses and who are having difficulty with the English, reading, or math skills that are essential to successful completion of these courses. Both the Tarboro and Rocky Mount campuses provide a Learning Center staffed by professional English, math, and other specific subject area tutors. These centers provide assistance to those students who need periodic help in addition to in-class instruction and to those who need continuous help. Instructors must refer students to the Learning Center. Instructors may initiate the referral, or students may request one. There is no fee for this service.

Success and Study Skills

Study Skills (ACA 090) is a course designed to provide students with skills and techniques to enhance learning. Emphasis is placed upon mastering and applying the fundamental skills of learning. Topics covered include time management, notetaking, test taking, memory techniques, self-awareness, and personal goals. This course is also beneficial for students who have been out of school for some years or who lack good study skills or techniques. Any student who places into two or more developmental courses will need to take ACA 090.

Additionally, students are required to take a college success course. This course introduces the College's physical, academic, and social environment and promotes 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.

Tutoring

The Tutoring Program assists students who are experiencing academic difficulties in curriculum courses. Tutors provide additional individualized instruction and support necessary to help students achieve academic success at the college. Tutors assist with study skills, test-taking skills, and class content. Students may request tutoring assistance for any curriculum course by contacting the Student Services Department. There is no fee for tutoring services. The Tutoring Program employs students and other qualified individuals as tutors. Students may apply to be tutors by contacting the Curriculum Learning Center. Online tutoring is available to all students 24 hours per day. Please contact the Curriculum Learning Center (CLC) for more information.

Graduation

Advisors perform the following functions:

1. Assist students in reviewing their records of credits completed toward their certificate, diploma, or degree, and graduation. Provide students with student employment services information at that time.
2. Work with Student Services to have a system of providing an exit interview for all students near program completion to discuss jobs/career choices, goals, or additional training as desired.
3. Direct students to schedule the Career Readiness Certification exam (CRC).

A commencement exercise to award degrees, diplomas, and certificates is held at the end of the spring semester. The specific date for commencement is listed in the college calendar. All students receiving degrees, diplomas, and certificates are expected to attend commencement exercises. Students should see their advisor or Student Services for a "Graduation Request Form" the semester before they plan to graduate. Students must submit a "Graduation Request Form" to Student Services to be included in the graduation process.

Career Services

Career Services assists students and graduates with the career exploration process. Students or graduates who wish to talk with a professional staff member about career plans may make an appointment. The professional staff is available to assist students in choosing a major, assessing skills and interests, exploring information about jobs, arranging interviews, analyzing resumes, developing interviewing skills, and determining job-hunting strategies.

Students are encouraged to begin the job search process at least six months before graduation and to contact the North Carolina Division of Workforce Solutions for assistance in their job search.
Student Life and Development

Student Activities

ECC recognizes the importance of student activities for retention of students. The college provides programs developed in response to student requests and needs. A large portion of responsibility for campus affairs lies with the Student Government Association. The students plan and present many co-curricular campus activities. Activities vary from semester to semester depending upon student choice. More information about student activities is available in the Student Services Department.

Student Government Association (SGA)

The purpose of the Student Government Association (SGA) is to promote in students a personal sense of pride in and responsibility to the college and to accept their democratic responsibility as American citizens.

The SGA is composed of a representative from each curriculum and an elected president and vice president. All students who pay the activity fee are eligible to attend SGA meetings. Participation is open to all students without regard to race, gender, age, creed, color, religion, national origin, or disability. The SGA acts as an intermediary between the student, college, faculty, and administration. Through the Association, each student has a voice in student affairs. The SGA is responsible for organizing, approving, and funding all SGA activities. The activity fee pays for student activities.

The Dean of Students appoints the advisor to the SGA; this advisor supervises all SGA activities and meetings. The duties of the SGA advisor are as follows:

1. Oversee the governing of the SGA in an advisory capacity (nonvoting).
2. Attend all SGA meetings and functions.
3. Accompany the SGA members to all meetings and conferences.
4. Serve as a liaison between the SGA and Business Office concerning the disbursement of funds.
5. Provide training in the development of leadership skills for SGA members.

Ambassador Program

ECC Student Ambassadors is an honorary group of students who represent the college at special events on campus and in the community. Students from diverse areas of the college who have a variety of career goals and experiences are selected. These students possess leadership potential, communication skills, and high academic standards. Each ambassador serves for one year with the option to renew for the second year with the selection committee’s endorsement. For their service to the College, Ambassadors receive free tuition and fees for one semester, a professional blazer and polo shirt to wear at Ambassador functions, and an Edgecombe Community College Ambassador name badge. The Ambassadors participate in a leadership program throughout the year and discuss topics such as public speaking, time management, etiquette, resume writing, and interview skills. The Student Ambassadors serve as tour guides as well as hosts/hostesses at official Edgecombe Community College and Foundation events and activities, assist with recruitment of potential students, speak to groups on behalf of the College, and assist during New Student Orientation, registration, and graduation.

Ambassadors are expected to perform these services in both day and evening hours and on both campuses. The program is advised by a counselor in the Student Services Department.

To become an ECC Student Ambassador, a student must meet the following requirements:

1. Must have and maintain a 3.25-grade point average.
2. Must have completed 15 hours of coursework before the application deadline.
3. Must complete an Ambassador application and meet the deadline for applying.
4. Must submit two completed Faculty Nominations.
5. Must be interviewed and selected by a selection panel.
6. Must sign a contract accepting responsibilities of being an ECC Student Ambassador.
7. Must participate in an orientation and monthly meetings.

BUTTERFLIE

BUTTERFLIE (Building Unity through Teamwork, Empowerment, Respect, Friendship, and Leadership to Inspire Excellence), a program designed to mentor minority females, was implemented during the fall of 2006. The program focuses on issues such as
motivating and assisting the minority females enrolled at the college. It also helps those involved develop skills in time management and leadership. This program focuses on touching the lives of females who are aspiring to succeed and excel. Another priority of the program is to inspire women and to demonstrate support for the students enrolled in the college.

**Criminal Justice Club**

The Edgecombe Community College Criminal Justice Club works to recognize and promote scholarship among students engaged in preparation for professions in the criminal justice system and provide a forum for keeping abreast of new developments in criminal justice.

**Edgecombe Radiography Organization (ERO)**

Edgecombe Radiography Student Organization is an educational organization for full-time program radiography students. The objectives of ERO are to promote professional growth and leadership characteristics by participation in community projects and professional activities, encouraging membership before graduation. Continuing education is required for professional certification, and membership and participation at professional meetings is the best practice for obtaining continuing education credits. It also allows for a peer support group and the opportunity to experience local, state and national professional activities and seminars.

ERO raises funds to support professional and graduate activities, encouraging teamwork and enhancing leadership skills.

**EMPAC**

EMPAC (Empowering Males with a Purpose to Achieve and Celebrate) is a mentoring program that empowers minority males to assist one another with the development and enhancement of maturity skills needed to be role models at home, in school, and in the community. EMPAC hosts workshops and assists in community service projects. The goals of EMPAC are as follows:

1. Increase retention and graduation
2. Increase personal development
3. Raise social and civic awareness
4. Promote leadership development
5. Promote cultural awareness and diversity
6. Access resources to meet life's challenges

**Health Information Technology (HIT) Society for Students & Alumni**

The purpose of this society is to enhance and support the lifelong learning process of students and professionals in Health Information Management Association (HIMA) with a vision of quality and customer satisfaction.

The following goals guide the work of the society:

1. To establish a mentoring program for the sharing of educational and professional life experiences between alumni and HIT students.
2. To maintain an effective and timely communication exchange regarding the dynamic changes in the profession and impact of those changes on the HIT educational program through a variety of mediums. Those mediums include an online discussion forum, email, the HIT Society Newsletter, and HIT Web site development.
3. To provide financial support through the HIT Society Educational/Scholarship Program, which assists dedicated students desiring to enter the Health Information field and supports leading-edge educational offerings.
4. To establish a viable medium for collecting and maintaining measurable data concerning ECC HIT graduates through continued contact.
5. To provide a local medium for coordinating education events through informal roundtable discussions and formal workshops/seminars based upon immediate identified needs.
6. To provide an ongoing mechanism for "consumers" of the ECC HIT program to have direct input in the continuous improvement of the effectiveness of the program.

**Human Services Organization**

The ECC Organization for Human Services is an educational organization for students interested in human services issues. The objectives of this organization include creating a professional network for Human Services students and graduates; providing students with a peer support group; encouraging students to become active in human services prior to graduation by volunteering in the community and coordinating education programs; allowing students to offer informative presentations and workshops to ECC and the public; and enabling students to be a part of a statewide, regional, and national human services organization.
Phi Beta Lambda (PBL)

Phi Beta Lambda is the national organization for all students in post-secondary schools and colleges enrolled in programs designed to develop vocational and professional competencies and who accept the purpose of Phi Beta Lambda (PBL) and subscribe to its creed. The purpose of the organization is to: "...provide opportunities for post-secondary and college students to develop vocational competencies for business and office occupations and business teacher education. Phi Beta Lambda is an integral part of the instructional program and, also, promotes a sense of civic and personal responsibility."

PBL is open to all degree majors.

Phi Theta Kappa (PTK)

Phi Theta Kappa is an honor society whose purpose is to recognize and encourage scholarship among two-year college students. This honor society provides the opportunity for the development of leadership and service, for the exchange of ideas and ideals, and for stimulation of interest in academic excellence. To be a member of Phi Theta Kappa students must meet the following qualifications:

1. Be enrolled at ECC
2. Have completed 12 credit hours in an associate degree program
3. Have a cumulative grade point average of 3.5 or higher
4. Adhere to the ECC student code of conduct

Once these qualifications have been met, students are invited to be members and to participate in various service and scholarship activities. New members of Phi Theta Kappa are inducted into this honor society each year. Being a member of Phi Theta Kappa affords students numerous benefits and opportunities. Some of these benefits include the following:

1. Golden Key Pin
2. Membership Certificate
3. Phi Theta Kappa Transfer Directory
4. Phi Theta Kappa Seal on Diploma
5. "Member of Phi Theta Kappa" on Transcript
6. Golden Tassel for Graduation
7. Scholarship Information and Opportunities
8. Regional Conferences and Leadership Development Program
9. International Conventions
10. Honors Institutes (Opportunity to meet distinguished professionals)

Student Association of Medical Assisting

The Student Association of Medical Assisting was developed to provide a professional representation of the college where medical assisting students can unite and actively participate to promote the advocacy for quality patient-centered healthcare. This club meets once a month except during holidays or when the college is closed. The Student Association of Medical Assisting gives students an opportunity for leadership in their program of study.

Student Nurses Association

The Student Nurses Association is an educational organization for students in the Nursing Program. The purpose of this association is to unite the nursing student body in service to the school and community; to work toward public understanding, acceptance, and support of the nursing students of ECC; to foster the highest standards of professionalism among the nursing students; and to be a source of support and help to one another.

Surgical Technology Student Association

The membership of the Surgical Technology Student Association consists of students in the Surgical Technology program. The goals of the association include: to promote and encourage participation in community affairs and activities towards health care, to represent the surgical technology student to the consumer, institutions and other organizations, to facilitate the students' responsibilities for contributing to Surgical Technology education, and to provide an avenue to raise funds for projects and educational opportunities while enrolled in the program.
Student Discipline, Rules, & Regulations

Student Conduct

Edgecombe Community College (ECC) is dedicated to fulfilling the educational, training, and cultural needs of the community and its students. Attending ECC obligates the student to display the qualities of courtesy, respect, and integrity that characterize the behavior of adult learners. The College's policy prohibiting academic dishonesty and the Student Code of Conduct are guides for students in understanding their rights and responsibilities. Students who fail to display these qualities will be subject to disciplinary sanctions. Students suspected of violating the College's policy prohibiting academic dishonesty or Student Code of Conduct will be afforded due process as outlined below.

Definitions

"Academic Dean" means a person(s) authorized by the Vice President of Instruction (including department chairs) to determine whether a student has committed academic dishonesty and render a decision regarding an academic grievance and impose sanctions. Decisions made by an Academic Dean are final pending appeal to the Campus Appeals Committee.

"Academic Dishonesty" includes, but not limited to, cheating, plagiarism, aiding and abetting others to cheat or plagiarize, or other forms of academic dishonesty.

"Academic Grievance" means an adverse decision relating to a student's course of study, course(s), grade about which a student submits a Student Complaint. An academic grievance does not include a faculty member's administrative withdrawal of a student who has accumulated unofficial absences more than the number of times indicated in the faculty member's attendance policy in the course syllabus (See Academic Regulations, Grades, & Attendance.)

"Accused Student" means any student accused of academic dishonesty or violating the Student Code of Conduct.

"Campus Appeals Committee" means the committee that is authorized by the Vice President of Instruction to consider an appeal of an Academic Dean's determination as to whether a student has committed academic dishonesty; or decision regarding an academic grievance and by the Vice President of Student Services to consider an appeal from a Dean in Student Services determination as to whether a student has violated the Student Code of Conduct; or decision regarding a non-academic grievance; and recommend a decision and sanctions to the appropriate Vice President for a final determination.

"Cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

"College" or "ECC" means Edgecombe Community College. The College's policy prohibiting academic dishonesty and Student Code of Conduct applies to both of the College's campuses, and students enrolled in a distance education course.

"Complainant" means any person who submits an allegation that a student has committed academic dishonesty or violated the Student Code of Conduct or submits a Student Complaint.

"College Community" includes any person who is a student, faculty member, College employee, or any guest.

"College Employee" includes any person employed by the College performing administrative or professional responsibilities.

"College Property" includes all land, buildings, facilities, and all other property in possession of, owned, used, or controlled by the College.

"Dean in Student Services" means a person(s) authorized by the Vice President of Student Services to determine whether a student has violated the Student Code of Conduct and render a decision regarding a non-academic grievance and impose sanctions. Decisions made by the Dean of Student Services are final pending appeal to the Campus Appeals Committee.

"Faculty" means any person hired by the College to conduct classroom or teaching activities or otherwise considered by the College to be a member of its faculty.

"Plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
"Policy" means the written regulations of the College as found in, but not limited to, the policy prohibiting academic dishonesty, Student Code of Conduct, Student Handbook, General Catalog, College web page, and College computer use policy.

"Student" includes all persons taking courses at the College, either full-time or part-time. Persons who withdraw after allegedly committing academic dishonesty or violating the Student Code of Conduct, or who are not officially enrolled for a particular term but have a continuing relationship with the College, or have been notified of their acceptance for admission are considered "students."

**Student Academic Dishonesty**

Academic dishonesty, including but not limited to cheating, plagiarism, aiding and abetting others to cheat or plagiarize, or other forms of academic dishonesty, is a serious offense and is expressly prohibited. Each student is responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, diploma, or certificate. Any student found to have committed or to have attempted to commit any act of academic dishonesty is subject to the disciplinary sanctions outlined below. This policy applies to allegations of student's academic dishonesty even if the student withdraws from school while a disciplinary matter is pending.

The President of the College has appointed the Vice President of Instruction to be responsible for matters of academic dishonesty and academic grievances, the development of policies for the administration thereof, and the imposition of sanctions on any student(s) found to have committed academic dishonesty or failed to comply with academic policies. The Vice President of Instruction may authorize an Academic Dean or department chair to investigate allegations of academic dishonesty and academic grievances and make a determination regarding the facts and applicable sanctions. Decisions related to academic dishonesty and academic grievances made by the Vice President of Instruction, or Vice President of Student Services if the Vice President of Instruction delegates such responsibility for a specific incident to him or her are final.

**Student Code of Conduct**

This Student Code of Conduct applies to conduct that occurs on College property, at College-sponsored activities, and to off-campus conduct that adversely affects the College and the pursuit of its objectives as determined by the Vice President of Student Services. Each student is responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, diploma, or certificate. The Student Code of Conduct applies to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

Any student found to have committed or to have attempted to commit any of the following misconduct is subject to the disciplinary sanctions outlined below:

1. Falsification, forgery, alteration, unauthorized possession, or misuse of College documents, records, or identification, or knowingly furnishing false information to the College or a College employee.
2. Destruction, damage, unauthorized entry, possession, or misuse of private or College property.
3. Theft or attempted theft of property or damage, other than accidental, to the property of the College, members of the College community, or campus visitors or other personal or public property.
4. Disruption or obstruction of teaching, administration, or any other function or activity of the College.
5. Denial of or interference with any person's lawful right of access to, use of, or exit from any College property or with any other lawful right of any person on the campus.
6. Verbal, physical, or psychological abuse, threats, intimidation, harassment, coercion, and/or other conduct, including but not limited to stalking or bullying, in person or by electronic means, which threatens bodily harm to self or another person or persons in the College community or endangers the health or safety of any person.
7. Hazing of any kind, including acts directed against an ECC student by another student, or by a group of students which intimidates or subjects another student to indignity or humiliation. The express or implied consent, apathy, or acquiescence of the victim will not be a defense.
8. Sexual harassment as defined by the College's Sexual Harassment Policy in the Student Handbook.
9. Sexual violence or attempted sexual violence including physical, sexual acts perpetrated against a person's will or where a person is incapable of giving consent.
10. Engaging in any sexual activity on any College property.
11. Conduct that is disorderly, lewd, or indecent; breach of the peace; or aiding, abetting, or procuring another person to breach the peace on College property or at a College activity.
12. Conducting or participating in gang activity on the College's campuses or at any College-sponsored event. This violation includes, but is not limited to, displaying of gang symbols and colors.
13. Violation of the College's Tobacco-Free Campus Policy found in the Student Handbook.
14. Possession, use, manufacturing, sale, or delivery of alcoholic beverages on College properties or violation of the College's Alcoholic Beverage, Drug, and Weapons policy in the Student Handbook.
15. Possession, use, manufacturing, sale, or delivery of marijuana, narcotics, or other controlled substances or dangerous drugs or illicit drugs in violation of local, state, or federal law or the College's Alcoholic Beverage, Drug, and Weapons policy in the Student Handbook.
16. Being under the influence of alcohol or drugs.
17. Possession or use of firearms, illegal knives, dangerous weapons, explosives, dangerous chemicals, or a combination thereof while on campus in violation of the College's Alcoholic Beverage, Drug, and Weapons policy in the Student Handbook. The appropriate use of chemicals in class is exempt from this policy.
18. Malfeasance or misuse of elective or appointed office in a student organization which is injurious to the organization, its members, or the welfare of the College community.
19. Failure to comply with the directions of College employees or law enforcement officers acting in the performance of their duties and to identify oneself to these persons when requested to do so.
20. Violation of any College policy, rule, or regulation.
21. Violations of any city, state or federal law.
22. Theft or other abuse of computer facilities and resources, including but not limited to:
   - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
   - Unauthorized transfer of a file.
   - Use of another individual's identification, password, or both.
   - Use of computing facilities and resources to interfere with the work of another student, faculty member or College employee.
   - Use of computing facilities and resources to send obscene or abusive messages.
   - Use of computing facilities and resources to interfere with normal operation of the College computing system.
   - Use of computing facilities and resources in violation of copyright laws.
   - Violation of the Acceptable Use Guidelines for College Computing Resources.
23. Any unauthorized use of electronic or other devices to make an audio or video record of any person while on College premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress.
24. Failure to report behavior that threatens the public safety of the College community.
25. Abuse of the Due Process for Students and Student Appeals process, including but not limited to:
   - Failure to obey the notice from an Academic Dean or Dean in Student Services or the Campus Appeals Committee to appear for a meeting or hearing as part of the Due Process for Students and Student Appeals process.
   - Falsification, distortion, or misrepresentation of information to an Academic Dean, Dean in Student Services, Vice President, or before the Campus Appeals Committee as part of the Due Process for Students and Student Appeals process.
   - Disruption or interference with the orderly conduct of a Campus Appeals Committee proceeding.
   - Submission of an allegation that a student has violated the College's policy prohibiting academic dishonesty or Student Code of Conduct in bad faith.
   - Attempting to discourage an individual's proper participating in, or use of, the Due Process for Students and Student Appeals process.
   - Attempting to influence the impartiality of a member of a Campus Appeals Committee before, or during a proceeding.
   - Harassment (verbal or physical) and intimidation of a member of a Campus Appeals Committee before, during, or after a proceeding.
   - Failure to comply with the disciplinary sanction(s).
   - Influencing or attempting to influence another person to commit an abuse of the Due Process for Students and Student Appeals process.
26. Other violations determined by College authorities to warrant disciplinary action.

College disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Code of Conduct. The proceedings under this Student Code of Conduct may be carried out before, simultaneously with, or following any criminal proceedings at the discretion of the Vice President of Student Services and determinations made or disciplinary sanctions imposed without regard to the outcome of the criminal proceedings.

The President of the College has appointed the Vice President of Student Services to be responsible for the administration of the Student Code of Conduct and non-academic grievances, the development of policies for the administration thereof and imposition of sanctions on any student(s) found to have committed a violation of the Student Code of Conduct or failed to comply with any of the College's policies (other than academic policies). The Vice President of Student Services may authorize a Dean in Student Services to investigate allegations of violation(s) of the Student Code of Conduct and non-academic grievances and make a determination regarding the facts and applicable sanctions. Decisions related to the Student Code of Conduct and non-academic grievances made by the Vice President of Student Services, or Vice President of Instruction if the Vice President of Student Services delegates such responsibility for a specific incident to him or her are final.
**Student Academic Dishonesty and Code of Conduct Procedures**

Students are expected to be self-disciplined and display the qualities of courtesy, respect, and integrity at all times. Members of the college community may counsel a student about their need to exercise self-discipline and display these qualities at any time.

Faculty members are responsible for managing the classroom environment. Students who engage in misconduct that disrupts a class or college-sponsored activity may be directed by the faculty member to leave the class or activity for the remainder of the period. Such dismissal of a student from a class or activity should be reported as a complaint by the faculty member to the appropriate Dean in Student Services. Suspension from a class or activity for a longer period or administratively withdrawing a student for misconduct by a faculty member requires the approval of the Vice President of Student Services. The student may initiate a Formal Appeal by submitting a written appeal within ten class days of the date of the suspension or administrative withdrawal.

**Complaints**

Any member of the College community may file a complaint against a student alleging, in good faith, a violation of the College's policy difficulties in curriculum courses. Tutors provide additional individualized instruction and support necessary to help students achieve academic success at the college. Tutors assist with study skills, test-taking skills, and class content. Students may request tutoring assistance for any curriculum course by contacting the Student Services Department. There is no fee for tutoring services. The Tutoring Program employs students and other qualified individuals as tutors. Students may apply to be tutors by contacting the Curriculum Learning Center. Online tutoring is available to all students 24 hours per day. Please contact the Curriculum Learning Center (CLC) for more prohibiting academic dishonesty and the Student Code of Conduct. Complaints alleging violations of the College's policy prohibiting academic dishonesty shall be in writing and directed to the appropriate Academic Dean. Complaints alleging violations of the Student Code of Conduct shall be in writing and directed to the appropriate Dean in Student Services on the campus on which the alleged violation occurred or where the student is registered or attends class. Complaints should be submitted as soon as possible after the event takes place or when it is reasonably discovered.

**Rights of the Accused Student**

The ECC Board of Trustees and the College are committed to providing all students with due process as provided in the Fourteenth Amendment to The Constitution of the United States of America.

Throughout the process of determining if a student committed academic dishonesty or violated the Student Code of Conduct, the Accused Student has the following rights:

- to seek information from the appropriate Dean about the Investigation and Resolution Process (outlined below);
- to be informed of the charge(s) and alleged misconduct outlined in the complaint;
- to be afforded a reasonable opportunity to offer a relevant response/defense;
- to be informed of and respond to the relevant evidence upon which the complaint is based;
- to remain silent with no inference of responsibility drawn;
- to be considered not responsible until proven responsible by a preponderance of the evidence;
- to appeal the decision of the appropriate Dean as outlined in the Formal Appeal Procedure (outlined below); and
- to waive any of the above rights.

**Investigation and Resolution Process**

The College's process for resolving allegations that a student committed academic dishonesty or violated the Student Code of Conduct utilizes an investigatory model, not an adversarial model, with the primary goal of uncovering the truth. The standard of proof is a preponderance of the evidence. An investigation begins when a complaint is forwarded to, and the case is opened by the appropriate Dean. During the investigation, an Accused Student should continue to attend class and required College functions unless otherwise instructed by the Academic Dean or Dean of Student Services investigating the complaint.

After the Dean receives a complaint, he/she will review the information to decide what process, if any, to initiate. The Dean may:

1. Determine that the facts of the complaint or report, even if true, would not constitute academic dishonesty or a violation of the Student Code of Conduct;
2. Resolve the situation through an informal resolution process including but not limited to mediation or a meeting between the Accused Student and a third party; or
3. Initiate an investigation by gathering facts and meeting with the Accused Student.
If the Dean initiates an investigation, he/she may meet with the Complainant(s) and any witnesses to gather additional information. The Dean will verbally notify the Accused Student of the complaint and his/her decision to investigate it and interview him/her to gather additional information.

Upon conclusion of the investigation, the Dean will render a decision, which will be communicated to the Accused Student in writing via the Student's College email address. If the Dean decides that the Accused Student committed academic dishonesty or violated the Student Code of Conduct, the notice of his/her decision will include a brief description of the findings, the relevant provision(s) of the academic dishonesty policy or Student Code of Conduct violated, a description of any disciplinary sanctions, and reference to the Formal Appeal process described below.

If the Dean does not render a decision satisfactory to the Accused Student, the Student may initiate a Formal Appeal by submitting a written appeal within ten class days of the Dean's decision to the Vice President of Instruction if it relates to academic dishonesty or the Vice President of Student Services if it relates to a violation of the Student Code of Conduct.

**Disciplinary Sanctions**

Sanctions are imposed when a student is found to have violated the College's policy prohibiting academic dishonesty, the Student Code of Conduct, or other academic or non-academic policies of the College. Sanctions are determined by the severity of the case and the disciplinary history of the student. A student will be given one of the sanctions below. Sanctions may be imposed singly or in combination upon individuals, groups, or organizations.

Other than College expulsion or revocation or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions. Both an Accused Student(s) (or group or organization) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the Accused Student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.

The following sanctions by the College include, but are not limited to:

**Warning:** A warning is a written notice to the student or organization that the conduct in question violates College regulations. For organizations, a warning may include notification to the organization's president or adviser.

**Reduction in Grade or No Credit:** A reduction in a grade or no credit on an assignment, examination, or course in which an act of academic dishonesty occurred.

**Loss of Privileges:** The College may deem it appropriate to take away certain privileges from a student or organization for a specified period. This sanction may include, but is not limited to, limited access to or use of all or part of College property, participation in some or all College activities including educational or graduation exercises, removal from an elective or appointed office of a registered campus organization, removal of recognition, and ineligibility to represent the College.

**Imposition of Special Conditions:** The student(s) may be asked to perform certain tasks, or make restitution, whether monetary or by specific duties or assignments, or comply with a behavioral contract.

**Disciplinary Probation:** Disciplinary probation is levied for a specific time based on the seriousness of the violation and serves as a warning that any further violation of College regulations during the specified time may result in more serious consequences, including suspension or expulsion.

**Interim Suspension:** Interim suspension is a sanction levied by the Vice President of Student Services, or a designee when she/he is satisfied that the continued presence of the student on the campus constitutes a threat to the security or emotional safety and well being of members of the College community or College property.

**Suspension:** Suspension is the separation of the student or organizations from the College for a definite period or until written specified conditions are met, after which the student is eligible to return or readmission. Conditions for return or readmission may be specified by the appropriate Vice President.

**Expulsion:** Expulsion is the permanent separation of the student or organization from the College. A student expelled from the College is not eligible for readmission.

**Revocation of Admission or Degree:** Admission to or a degree awarded from the College may be revoked for fraud, misrepresentation, or other violation of College standards in obtaining the degree, or for other serious violations committed by a student before graduation.
Withholding Degree: The College may withhold awarding a degree otherwise earned until the completion of the process outlined in the College's policy prohibiting academic dishonesty or the Student Code of Conduct, including the completion of all sanctions imposed if any.

Other sanctions which are deemed appropriate by the College.

Student Complaints

Academic and Non-Academic Grievances

If a student has an academic or non-academic grievance, i.e., other than one related to the College's policy prohibiting academic dishonesty and the Student Code of Conduct, the student should attempt to resolve their concern with the member of the college community having direct responsibility for their concern. The student should discuss his/her concern with the student, faculty member, or College employee(s) involved and try to reach a mutually agreeable solution as soon as possible after the event takes place or when it is reasonably discovered but no later than the first ten class days of the academic term immediately following the term in which the alleged event occurred.

If the student's concern relates to a course of study, course, grade, faculty member or College employee(s), the faculty member or College employee(s) should meet with the student to discuss the concern within ten class days. In the event a faculty member or College employee(s) is unable or declines to meet with the student, the student may meet with the appropriate department head.

Every reasonable attempt should be made to resolve informally any dispute between students and the college at the level at which the dispute arises. Recognizing that such matters cannot always be resolved informally, ECC provides a formal process through which students can appeal the application of certain college rules and regulations and the assignment of a grade. In all cases, it is the intent of the College to assure the fair and equitable treatment of all students in the college community.

If the student is not satisfied with the response provided by the student, faculty member, or College employee(s) involved, the student may submit a complaint, in writing, to the appropriate Dean. Upon receipt of the complaint, the Dean reviews the facts of the complaint and may conduct further inquiry. The Dean will notify the student of his/her decision in writing within ten class days after receipt of the student's complaint. If the Dean does not render a decision satisfactory to the student, the student may initiate a Formal Appeal by submitting a written appeal within ten class days of the Dean's decision to the Vice President of Instruction if it relates to an academic grievance or the Vice President of Student Services if it relates to a non-academic grievance.

Formal Appeal Procedure

Student Academic Dishonesty, Student Code of Conduct, and Student Complaints

1. The appropriate Vice President submits the Student's appeal to the Campus Appeals Committee Chair, within ten class days of his/her receipt, for consideration. If the Vice President receiving the Appeal is implicated in it, that Vice President will forward it to the other Vice President for submission to the Campus Appeals Committee and final decision.
2. The Campus Appeals Committee Chair schedules the hearing within ten class days from the date of his/her receipt of the Student's appeal from the Vice President. The hearing will be held not more than fifteen class days nor less than five class days after the Accused Student or Complainant has been notified of the hearing date unless the Chair extends the date for the hearing for a good cause. If the appeal involves more than one Accused Student, the Chair may permit the hearing to be conducted jointly or separately in his/her sole discretion.
3. The Campus Appeals Committee Chair notifies the Accused Student or Complainant of the date, time, and place of the hearing. In addition, the Chair notifies the Accused Student or Complainant that he/she may submit any statements or documents that he/she wishes for the Chair to distribute to the members of the Campus Appeals Committee prior to the hearing, to arrange for witnesses to present pertinent information at the hearing, and may be accompanied at the hearing by an advisor. The Accused Student or Complainant may be assisted by any advisor they choose, at their own expense. The advisor must be a Student or College employee and may not be an attorney. The Accused Student or Complainant must notify the Campus Appeals Committee Chair of the name and contact information of any witnesses and advisor not less than two class days before the scheduled hearing.
4. The Campus Appeals Committee Chair may notify the Complainant, Dean, and other witnesses identified by the Accused Student, Complainant, or Committee of the date, time and place of the hearing and ask them to appear and/or provide relevant documents to be distributed to the Accused Student and/or Complainant and members of the Campus Appeals Committee prior to the hearing. The Committee will accommodate concerns for personal safety, well-being, and fears of confrontation of the Accused Student or Complainant or witnesses by using a visual screen, electronic communication, or written statement as determined appropriately is the sole discretion of the Chair.
5. The Campus Appeals Committee convenes the hearing.
   - The hearing is conducted by the Committee in private and in an informal and expeditious manner.
   - Only members of the Campus Appeals Committee, Accused Student or Complainant and their advisors, if any, and witnesses testifying before the Committee are permitted to attend the hearing. Admission of any other person to the hearing will be at the sole discretion of the Committee Chair. Only the Accused Student or Complainant and their advisors are permitted to attend the entire portion of the hearing (excluding the Committee's deliberations). If the Accused Student or Complainant does not appear at the hearing, the hearing will proceed, evidence considered, and a decision made by the Committee.
   - At the hearing, the Accused Student or Complainant and witnesses may testify. The Accused Student or Complainant's advisor is not permitted to speak or participate directly in the hearing. The Accused Student or Complainant and witnesses may be questioned only by members of the Campus Appeals Committee. The Accused Student or Complainant may suggest questions to be asked of witnesses to the Committee Chair, and he/she will decide whether the questions are appropriate to be asked of the witness.
   - The Dean will present the information he or she received during the investigation.
   - The Committee Chair is empowered to rule on procedural matters and the relevance of witnesses and evidence.
   - After the portion of the hearing concludes in which all pertinent information has been received and the Accused Student and/or Complainant and advisors have been dismissed, the Campus Appeals Committee will determine (by majority vote) whether the Accused Student committed academic dishonesty or violated the Student Code of Conduct or its decision regarding the Student complaint.
   - A tape recording or other record of the hearing (excluding deliberations) is made and preserved for reference and review until the appeal is decided by the appropriate Vice President.

6. The Campus Appeals Committee Chair communicates the Committee's decision, in writing, to the appropriate Vice President. The Vice President reviews the decision of the Committee and sanction(s) and may accept, repeal, or amend any decision or sanction according to his or her best judgment. The Vice President will render a decision and notify the Accused Student or Complainant within ten class days of his or her receipt of the written decision by the Campus Appeals Committee. The decision of the Vice President is final and cannot be appealed.

**Composition of the Campus Appeals Committee**

1. A chairperson appointed by the college President
2. Two full-time faculty members nominated by the Vice President of Instruction
3. Two Student Services staff members nominated by the Vice President of Student Services
4. One student nominated by the campus Student Government Association
5. One Dean/Administrator nominated by the college President

The college President has the authority to accept or reject the nominated members and alternates to the Campus Appeals Committee. The Campus Appeals Committee serves for one academic year. Two alternative faculty members and Student Services staff members and one alternative student and Dean/Administrator will be nominated to serve on the committee in times when conflicts of interest are present.

At least one representative from each group (student, faculty, staff/administrator) must be present at the hearing.

**Attendance Appeal Process**

To be considered for reinstatement in the class, students must submit a Student Attendance Appeals Form (located on the college website on the Student Portal Forms page) to the Attendance Committee within three (3) class days of notification of withdrawal. The Attendance Committee consists of two (2) instructors. Students' right to appeal is limited to one appeal per course per semester. Students are allowed to attend the class from which they were withdrawn until the Attendance Committee has rendered its decision. The Attendance Committee must meet within three (3) class days after an appeal has been filed. The decision of the Attendance Committee is final. Please be advised, some curriculum programs may have more stringent requirements on attendance, and students should refer to curriculum handbooks for the appropriate appeal process.
Rules and Regulations

Parking Regulations

Students are expected to drive carefully and courteously and not exceed the fifteen-mile-per-hour (15 MPH) speed limit while on campus. Parking areas for students are designated. Students must not park in reserved spaces or loading zones. Violators' cars may be towed away. Parking stickers should be displayed on the rear window on the passenger side of students' cars. Free parking stickers are available from the receptionist on each campus.

Visitors

Visitors who have official business at the college are welcome. However, persons who do not have legitimate reasons for being on the campus are not allowed to use the campus facilities. Loitering is strictly prohibited. Visitors should stop by the receptionist area and pick up an ID badge to wear while on campus.

Student Records

Student records are maintained permanently for all students who enroll at ECC. Curriculum records are maintained in the Student Services Department. Continuing Education records are located in the Continuing Education Department. Student records may be sent to other institutions or authorized persons only when requested by students. A written request should be made to the registrar. Each copy of a student record is released at the rate of five dollars ($5) per copy.

Student files may contain the following:

1. Application
2. Transcript of high school or post high school grades
3. Correspondence (except form letters)
4. Placement/Admission test results
5. Medical forms
6. Veterans' records
7. Statement of residency

Education Records Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) affords students who attend a postsecondary institution, such as the college, certain rights concerning their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the college receives a request for access. A student should submit to the registrar, dean, head of an academic department, or another appropriate school official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct school official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the Vice President of Student Services, clearly identify the part of the record the student wants to be changed, and specify why it should be changed. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

FERPA permits the disclosure of PII from students' education records, without the consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, the FERPA regulations require the institution to record the disclosure. Students have a right to inspect and review the record of disclosures. The College may disclose PII from the education records without obtaining the prior written consent of the student -

- To other school officials, including teachers, within the College whom the school has determined to have legitimate educational interests. These officials may include contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in FERPA are met.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of FERPA.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of FERPA, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to FERPA.
- Information designated by the school as "directory information." (see below)
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of FERPA. The disclosure may only include the final results of the disciplinary proceeding concerning that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of FERPA, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

The College may disclose a student's "directory information" without their consent, and without violating FERPA if the student has not restricted their personal information. The College considers the following to be "directory information":

- name
- college email address
- address (local & home)
- telephone number (any listed)
- date of birth
- college/school & curriculum
- enrollment status & credit hours
- dates of attendance
- classification
- receipt or non-receipt of degree
- academic awards received (e.g., dean's list, honors students)
participation in officially recognized activities
previously attended educational institutions
photographs and digital images
While attending Edgecombe Community College, students may request to restrict the release of their directory information except to College officials with a legitimate educational interest, as described in item 3, above. To restrict the release of directory information, a signed and dated request must be made in writing to the Registrar, Room 116, McIntyre Building, 2009 W. Wilson St., Tarboro, NC 27886. Should the student graduate or otherwise leave the College, this restriction will remain in place until the student requests in writing for it to be removed.

Identity Theft Protection

In response to the requirement adopted by the Federal Trade Commission, Edgecombe Community College has established an Identity Theft Prevention Program. This program dictates reasonable policies and procedures to protect students and college employees from damages associated with the compromise of sensitive personal information.

The Identity Theft Prevention Program is implemented and annually updated by the Program Administrator and the Red Flags Committee. They are responsible for program administration, ensuring proper training for staff, reviewing staff reports regarding the detection of red flags, and the steps for preventing and mitigating identity theft.

The Program Administrator is the Director of Computer Services. The Red Flags Committee consists of the Vice President of Instruction, the Vice President of Student Services, the Associate Vice President of Instruction, Controller, Director of Human Resources, and the Director of Financial Aid.

College employees are expected to notify the Program Administrator once they become aware of an incident of identity theft or the college's failure to comply with its Identity Theft Prevention Program they become aware of them. While on college property, all persons are expected and required to obey all federal, state, and local laws and ordinances, as well as college policies governing appropriate conduct. Persons who violate this policy are subject to legal action determined appropriate by the ECC administration.

Security and Access Policies

ECC is open to students, employees, and visitors who have legitimate business to conduct during normal operating hours of 8:00 a.m. to 10:00 p.m. on Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Friday. Any individual found to be interfering with the educational process or normal business operations or posing any threat whatsoever to students or employees is escorted off campus.

After normal business hours, community groups may gain access to the Tarboro campus by prior arrangement with the Director of Cultural Arts and to the Rocky Mount campus by arrangement with the office of the Director of the Rocky Mount campus.

Student I.D. Cards

At registration, student I.D.s with a picture are supplied by the Student Government Association. All students need an I.D. to use the library as well as to attend special SGA-sponsored events, to pick up grades, to receive discounts from selected area merchants, to register, and to pick up financial aid checks. The activity fee covers the cost of the I.D. card; however, there is a five dollar ($5) charge for a replacement card. The I.D. card must be worn at all times while on campus.

Campus Security Policies

Under Title II, Public Law 101-542 and GS 74A, the ECC Board of Trustees has adopted the following policy:

ECC provides adequate security personnel and procedures to protect the safety of its students, faculty, and staff and to ensure the security of the college's assets. It is the responsibility of every college employee and student to report crimes whenever they become aware of them. While on college property, all persons are expected and required to obey all federal, state, and local laws and ordinances, as well as college policies governing appropriate conduct. Persons who violate this policy are subject to legal action determined appropriate by the ECC administration.

Alcoholic Beverage, Drug, and Weapons Policy
ECC prohibits the possession, transportation, use, or sale of any alcoholic beverage within the property boundaries of the college unless the function has received prior approval according to college policies and procedures. This policy applies to any student or employee of the college or visitor to ECC property.

The ECC Student Code of Conduct specifically prohibits the use, possession, sale, or transportation of any controlled substance as defined by the North Carolina General Statutes. Within these statutes is the stipulation that even though persons may be under the influence of legally prescribed medication, these persons are responsible for their behavior.

The ECC Employee Handbook contains a "Drug-Free Workplace Policy" statement, an acknowledgment of which is signed by all faculty and staff at their employment. This document is kept in employees’ personnel files.

All students, employees, and visitors are prohibited from using or carrying a dangerous weapon onto ECC property unless they are uniformed law officers. This prohibition applies to anything that can be construed or used as a weapon, such as firearms, knives, clubs, or stun guns. The ECC Student Code of Conduct specifically prohibits the use or possession of weapons and dangerous instruments on college properties as described in the North Carolina General Statutes. When a violation of any of these policies and statutes is detected, the appropriate law enforcement agency is called.
Social Media Policy

Employees, students, and friends of the College are encouraged to follow the College on its official website as well as on various social media sites such as Facebook and Twitter.

When joining social media sites, employees and students should make sure that they read and follow the terms of use, privacy policies, etc. for each site.

Additionally, employees and students should consider the following regarding the use of social media sites:

- You should treat everything you post on the Internet as though it were available to the general public. While your postings may be restricted to those who have access to your page (commonly referred to as “friends”), you cannot control what those people do with your postings - i.e., reposting, forwarding through email, etc.
- Most social media sites require you to supply an email address when joining. When joining social media sites, you should join using your personal (not work) email account, or create separate accounts for personal and professional use. Most people will find that their use of social media sites will evolve to include numerous personal contacts making work-related email inappropriate for this use. (Be aware that Facebook's terms of use prohibit maintaining more than one account. It is strongly suggested you use a personal email account when joining Facebook.)
- Use common sense when posting information, comments, photos, etc. Everything you post reflects on you both as an individual, and in many cases as an associate of the College. Use the same amount of restraint as you would use if you were posting the information on a bulletin board in a public space.
- Use privacy settings to ensure that you do not compromise your personal information and safety. Do not post information online that you do not want to be made available to the general public.
- Use College computing resources for College-related purposes. Employee access to social media sites during the workday should be reserved for business-related purposes. Access for personal reasons should take place during personal time.
- Make sure your access to and use of social media sites does not violate existing College policies.
- Remember, College-related social media sites may be subject to monitoring, archiving, and disclosure to third parties under North Carolina Public Records Law.

Crime Reports

A crime report is completed annually and made available to students on the ECC website. In addition to the website, employees may also obtain a copy of each annual report from the Director of Human Resources office.

As required by Section 485 (a) and (f) of the Higher Education Act, the Human Resources Director reports ECC crime statistics online to the National Campus Crime and Security Survey during the annual collection period of August 17 to October 17.

The public may access the results of the survey online.

Other Rules and Regulations

The Student Handbook lists other rules and regulations and grievance procedures. The college computer policy is posted on the college website.
Emergency Policies & Procedures and Campus Safety

- Inclement Weather Policy
- Reportable Communicable Disease Policy
- Campus Security Policies
- ID Card Policy
- Alcoholic Beverage, Drug, And Weapons Policy
- Tobacco-Free Campus Policy
- Alcohol and Substance Abuse Programs
- Timely Warnings
- Campus Security and Crime Awareness Report
- Sexual Harassment Policy

Inclement Weather Policy

The decision to close the college or delay the opening during inclement weather or other emergencies is the responsibility of the President or his/her designated representative.

Announcements concerning college operation are made by 6:30 a.m. on the following radio and television stations for all-day classes. Closing or delaying of day classes does not automatically affect the close of evening classes. Announcements concerning evening classes, if different from day classes are made on radio and television stations no later than 4:00 p.m.

<table>
<thead>
<tr>
<th>Station (TV)</th>
<th>Channel</th>
<th>City</th>
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<tbody>
<tr>
<td>WITN (TV)</td>
<td>Channel 7</td>
<td>Washington</td>
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<tr>
<td>WNCT (TV)</td>
<td>Channel 9</td>
<td>Greenville</td>
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<tr>
<td>WRAL (TV)</td>
<td>Channel 5</td>
<td>Raleigh</td>
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<td>WTVD (TV)</td>
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<td>WDWG (FM)</td>
<td>98.5 FM</td>
<td>Rocky Mount</td>
</tr>
<tr>
<td>POWER (FM)</td>
<td>95.5 FM</td>
<td>Rocky Mount</td>
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<tr>
<td>WZAX (FM)</td>
<td>99.7 FM</td>
<td>Rocky Mount</td>
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<tr>
<td>WNCT (FM)</td>
<td>107.9 MHZ</td>
<td>Greenville</td>
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<tr>
<td>WRAL (FM)</td>
<td>101.5 FM</td>
<td>Raleigh</td>
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</tbody>
</table>

A message regarding closings for both employees and students is placed on the college telephone message system by 6:30 a.m. and on the College's website.

Students, especially those coming in from outlying areas, should exercise personal judgment concerning highway conditions regardless of college announcements.

For the inclement weather policy specific to health sciences students assigned to a clinical site, these students should call the college phone number and press “4” for clinical instructions.

Actions that may be taken by the college include the following:

**College Closed** - In case of extremely severe weather or disaster, when roads are impassable or extremely dangerous, the college may be closed. A closing means that students need not report on the specified day(s). **College Delay** - Classes and the time employees and students report may be delayed.

When classes are canceled due to the closing of the college, make-up days may be added at the end of the term to ensure that students receive the full hours of instructional time required for each course.

**Reportable Communicable Disease Policy**

Students of the college who may be infected with a reportable communicable disease as defined by the North Carolina Mission for Health Services are not excluded from enrollment or restricted in their access to college services or facilities, unless medically-based judgments in individual cases establish that exclusion or restriction is necessary for the welfare of the individual or other members of the institutional community. Persons who know that they are infected are urged to share that information...
with their advisor because the college can assist in an appropriate response to their health and educational needs. This information is kept confidential.

**Campus Security Policies**

In accordance with Title II, Public Law 101-542 and GS 74G, the ECC Board of Trustees has adopted the following policy:

ECC provides adequate security personnel and procedures to protect the safety of its students, faculty, and staff and to ensure the security of the college's assets. It is the responsibility of all college employees and students to report crimes whenever they become aware of them. While on college property, all persons are expected and required to obey all federal, state, and local laws and ordinances, as well as college policies governing appropriate conduct. Persons who violate this policy are subject to legal action determined appropriate by the ECC administration.

**Security and Access Policies**

ECC is open to students, employees, and visitors who have legitimate business to conduct during normal operating hours of 8:00 a.m. to 10:00 p.m. on Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Fridays. During the summer months, ECC operates on an abbreviated schedule. Summer hours are Monday through Thursday from 7:15 a.m. to 10:00 p.m. Any individuals found to be interfering with the educational process or normal business operations or posing any threat whatsoever to students or employees are escorted off campus.

After normal business hours, community groups may gain access to the Tarboro campus by prior arrangement with the Business Office and to the Rocky Mount campus by arrangement with the office of the Director of the Rocky Mount campus.

**Individual Safety Practices**

Students should observe individual safety practices by doing the following:

1. Being alert and aware of their surroundings at all times. Their safety depends mostly upon their attitude and actions.
2. Carrying handbags, book bags, or briefcases close to the body.
3. Parking near the last building they will be in for the day or evening.
4. Remembering to lock vehicles.
5. Noting where they parked.
6. When returning to their car, having their keys out and ready.
7. If commuting to school by taxi or being dropped off at school by someone, waiting for the taxi or ride inside the lobby of the building to which the transportation drives. If they cannot see approaching vehicles from inside the lobby, they should tell their ride to pick them up in front of the McIntyre Building or the Fleming Building in Tarboro or in front of the Barnes Building in Rocky Mount. In these buildings, they can wait inside the lobby with the receptionist and easily see when their transportation arrives.
8. Checking the back seat and floorboard of their car before getting into it.
9. Avoiding walking alone in the dark and avoiding shortcuts that go through poorly lighted or confined areas.
10. Walking in groups whenever possible.
11. Walking confidently and looking directly at passers-by.
13. Going to the nearest campus phone and dialing 0 in Tarboro or 320 in Rocky Mount to get the receptionist if any of the following occur:
   1. They see a suspicious person.
   2. They see or have contact with someone behaving in a threatening or unusual manner.
   3. They see people fighting.
   4. They see someone, other than a uniformed law enforcement officer, with a weapon.
   5. Their instincts tell them something is wrong.

**ID Card Policy**

Students must have an official college ID badge which should be worn at all times while on campus. At registration, Student ID cards are supplied by the SGA. All students are required to present an ID to use the library resources, access the Print Management System, as well as, attend special SGA sponsored events and to receive discounts from selected area merchants. The activity fee covers the cost of the ID card; however, there is a $5 charge for a replacement card. Student ID cards must be renewed every academic year.
Alcoholic Beverage, Drug, And Weapons Policy

Alcoholic Beverages

In accordance with North Carolina state law, ECC prohibits the possession, transportation, use, or sale of any alcoholic beverage within the property boundaries of the college. This policy applies to any student or employee of the college or visitor to ECC property. Violators are subject to college disciplinary action, criminal prosecution, fine, and imprisonment. Exceptions include functions prior approved by the college President as authorized by the College Board of Trustees.

Drugs

ECC property has been designated "Drug-Free." ECC's Student Conduct policy specifically prohibits the use, possession, sale, or transportation of any controlled substance as defined by the North Carolina General Statutes. Within these statutes is the stipulation that even though a person may be under the influence of "legally prescribed medication," that person is totally responsible for his or her behavior.

The ECC Employee Handbook contains a "Drug-Free Workplace Policy" statement, an acknowledgment of which is signed by all faculty and staff at their employment. This document is kept in the employees' personnel files.

Violators of this policy are subject to college disciplinary action, criminal prosecution, fine, and imprisonment.

Weapons

All students, employees, and visitors are prohibited from using or carrying a weapon onto ECC property unless they are uniformed law officers. This prohibition applies to anything that can be construed or used as a weapon, such as firearms, knives, clubs, or stun guns. The ECC Student Conduct policy specifically prohibits the use or possession of weapons and dangerous instruments on college properties as described in the North Carolina General Statutes. Concealed carry permit holders may store a handgun in a lockbox or closed compartment in a locked car in a public parking area on campus, only in compliance with the North Carolina General Statutes. Violators of this policy are subject to college disciplinary action, criminal prosecution, fine, and imprisonment.

Tobacco-Free Campus Policy

Edgecombe Community College is committed to providing its employees and students with a safe and healthful environment. Edgecombe Community College also recognizes the use of tobacco products on campus grounds is detrimental to the health and safety of students, staff, faculty, and visitors. Edgecombe Community College further acknowledges that it has the legal authority to prohibit tobacco use pursuant to G.S. 143-599.

Therefore, Edgecombe Community College has established the following tobacco-free campus policy, to be implemented on August 1, 2011.

**Definition.** For the purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, bidis, hookahs, smokeless or spit tobacco, snuff, electronic or e-cigarettes, liquid nicotine vaporizers or other vapor delivery systems, or liquid nicotine.

**Specifics of Policy. Use of tobacco is prohibited by students, staff, faculty or visitors**

- in all campus buildings, facilities and vehicles owned by Edgecombe Community College;
- on campus grounds and property owned by Edgecombe Community College;
- at lectures, conferences, meetings, social and cultural events held on school property or school grounds.

**Implementation & Compliance.** A campus committee shall develop a plan for communicating the policy to students, staff, faculty, and visitors and will ensure appropriate campus signage.

Smoking waste management products such as ashtrays shall be removed.

Visitors who repeatedly violate the policy shall be asked to leave campus. Employees who repeatedly violate the policy shall be referred to their supervisors and shall be given tobacco cessation materials. Personnel action can result from repeated violations by staff or faculty.
Enforcement of this policy for students shall include the provision of an oral warning for the first offense and a written one for the second offense. The written warning file shall be filed with the Dean of Students on the Rocky Mount Campus and the Dean of Enrollment on the Tarboro Campus. The record shall be purged two years from the date of the incident. If a student is observed in violation of this policy a third time, he/she may be disciplined by the Vice President of Student Services as a violation of the student code of conduct.

**Opportunities for Cessation.** The administration will consult with county health department and other health organizations to provide faculty, staff, and students with information and access to free programs and services to help abstain from the use of tobacco products.

**Alcohol and Substance Abuse Programs**

ECC has developed a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug use and abuse, including dissemination of informational materials, educational programs, counseling services, referrals, and college disciplinary actions.

ECC's Student Services Department provides overall coordination of the Drug-Free School Program through various services.

**Alcohol and Drug Education**

ECC conducts an annual alcohol and drug seminar for staff and students. Alcohol and drug educational materials are displayed in Student Services areas.

**Counseling Services**

Student Services counselors and a Student Support Counselor are available for counseling.

**Referral Services**

Student Services counselors are located in the department for student referrals.

**College Disciplinary Actions**

The Vice President of Student Services is responsible for college disciplinary actions.

**Timely Warnings**

In the event that a situation arises, either on or off campus, that constitutes an ongoing or continuing threat to students and employees of the college, a campus-wide "timely warning" is issued through the ECC email system to students, faculty, and staff. The college President or his/her designee makes the decision to issue such a warning, through consultation with members of the College Management Team and the local police department.

**Campus Security and Crime Awareness Report**

The Director of Human Resources prepares this report annually to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be found on the ECC Web site at [http://www.edgecombe.edu](http://www.edgecombe.edu) under About ECC > Publications.

Campus crime, arrest, and referral statistics include those reported to designated college officials and campus police.

Each year, an email notification is made to all enrolled students stating that this report has been completed and providing the information needed to access this report online. All employees receive similar notification. Printed copies of this report may be obtained from the office of the Director of Human Resources.

**Sexual Harassment Policy**

ECC prohibits any form of sexual harassment involving any of its employees in the employment relationship or involving any college employee and a student of the college in the college relationship, whether it is in the form of a college employee sexually harassing a student or a student sexually harassing a college employee. The college has a firm belief and has established a policy
that all employees are entitled to work and all students are entitled to learn in an environment free of discrimination or intimidation based on sex. Any act, comment, or behavior which is of a sexually suggestive or harassing nature and which in any way interferes with employees' or students' performance or creates an intimidating, hostile, or offensive environment is strictly prohibited. Students or employees who feel that they have been subjected to sexual harassment may file a complaint with the Vice President of Student Services. Complaints involving the Vice President of Student Services should be filed with the President.

**Corporate and Community Development**

Continuing Education includes College and Career Readiness (Basic Skills), Hispanic/Latino Initiative, Human Resources Development (HRD), Occupational Extension, and Lifelong Learning. Workforce Development includes Fire, Emergency Medical Services and Rescue, and Law Enforcement; Business and Industry Services; NCWorks Career Centers; and the Small Business Center (SBC).

**College and Career Readiness (Basic Skills)**

The mission of the Basic Skills program at ECC is to provide educational opportunities for adults 16 years of age or older who are out of school. The program focuses on the needs of adults who do not have a high school diploma or who need basic education skills to function effectively in society. The programs are Adult Basic Education (ABE I & II), Adult High School (AHS) Online, English as a Second Language (ESL), and High School Equivalency (HSE).

The Learning Labs are set up for individualized instruction. Students are welcome to come in and brush up on old skills or learn new ones. HSE, ABE, and the AHS Online programs are offered. Materials are available in books and on audio and video tapes, as well as through computer-assisted instruction. Regardless of previous education, students begin at their current skill level and progress at their own pace. An instructor is always present to assist students in their studies. Students can attend at their own convenience during scheduled center hours. There is no tuition fee to attend the center, but students should have their own pencils and notebook paper. The Learning Labs are located on both campuses and are open during the following times: Monday through Thursday from 8:00 a.m. to 9:00 p.m., and Friday from 8:00 a.m. to 4:00 p.m. The schedule may change for the summer session. Additional information can be obtained from any Basic Skills Center instructor on the Rocky Mount or the Tarboro campus.

**Adult Basic Education (ABE I)**

ABE I (formerly Compensatory Education) is defined as those educational opportunities that allow adults with developmental disabilities to function at their fullest potential. The program focuses on basic and real-life skills, which are language, social studies, mathematics, consumer economics, community living, health, and vocational education. These skills are geared toward helping students become independent and self-directing in the home, on the job, and in the community.

**Adult Basic Education (ABE II)**

ABE II classes are offered on the Rocky Mount and the Tarboro campuses, as well as at some community sites. No registration fee is required, and materials are provided by the college. Materials are specifically prepared with the emphasis on adult needs and interests.

**Adult High School (AHS) Online**

The AHS program is offered online through NovaNet, which is approved by the Department of Public Instruction. The AHS program is designed for students who want the opportunity to complete the courses needed to earn an Adult High School Diploma. The AHS program of ECC is fully accredited as a high school, and graduates are granted the same rights and privileges as graduates of any high school in North Carolina.

Adults who are 18 years of age or older may enroll. Individuals who are 16 and 17 years of age may enroll with special permission from public school officials and parents or legal guardians. There are no fees or tuition for this program. Additional information can be obtained from the AHS Online Coordinator. Students completing the AHS program may participate in the ECC annual graduation ceremony. They may purchase caps and gowns through the Student Services Department.
Requirements for graduation are as follows:

- 4 units of English
- 4 units of Mathematics (including Algebra I)
- 3 units of Science
- 4 units of History
- 1 unit of Health/Physical Education*
- 6 Electives

**Total of 22 units required**

* Students who have not passed high school Physical Education cannot enroll in the AHS program.

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

The ESL program consists of classes that assist adults with limited or no English proficiency. ESL classes are offered at beginning, intermediate, and advanced levels.

The course curriculum is designed to develop or improve skills in reading, writing, speaking, and listening. The English language is integrated with topics that prepare students for everyday life, citizenship, and the workforce.

Classes are offered on the Rocky Mount and the Tarboro campuses, as well as at other community sites within Edgecombe County. All books and instructional materials are provided by the Basic Skills department.

**High School Equivalency (HSE)**

The HSE program is designed for adults who have not completed high school. A series of five tests designed to measure general competence is required. Reading, mathematics, science, social studies, and writing skills are the five testing areas.

An individualized plan of study via face-to-face classes is created for each student. Upon successful completion of tests, students earn the equivalent of a high school diploma. To be admitted to the HSE program, individuals must meet the following requirements:

1. Students must be 18 years of age or older.
2. Students who are 16 and 17 years of age may enroll only with written permission from the appropriate high school official and the permission of their parent or legal guardian. To apply to the program, students must complete an application and appear before an admissions committee.

Books are supplied free by the program for use in class. Students who take the HSE test must pay a testing fee. Students also must submit a copy of their Social Security card and a picture ID prior to testing.

HDE classes are offered on the Rocky Mount campus, the Tarboro campus, and at other community sites. Students completing the HSE may participate in the ECC annual graduation ceremony. They may purchase caps and gowns through the Student Services Department.

**Hispanic / Latino Initiative**

The purpose of the Hispanic/Latino Initiative is to assist the Hispanic/Latino community in Edgecombe County with a smooth transition from their culture and language to the American culture and language. It is designed to provide resources and training at the college for individuals to improve their quality of life. The Hispanic/Latino community is offered the opportunity to obtain and/or improve their personal, communication, and workplace skills.

Under this program, the college offers a variety of Spanish classes on a continuing basis to assist citizens in learning how to communicate in another language. Several English as a Second Language (ESL) classes are offered on the campuses and in the community.

Additionally, the college offers a course, Workplace Spanish for School Employees, designed for teachers of Edgecombe County Public Schools to develop their Spanish speaking skills. As a result, teachers become more aware of the Hispanic/Latino culture.

The college collaborates with the City of Rocky Mount to assist with the Latino Festival that is held in downtown Rocky Mount.

For more information about the Hispanic/Latino Initiative, interested persons should contact the Hispanic/Latino Coordinator at 252-823-5166.
Human Resources Development (HRD)

HRD is a state-funded program administered by the North Carolina Community College System. HRD focuses on the development of basic workplace skills by providing skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. There is an HRD program in all 58 community colleges.

The HRD program is student-centered and focuses on the creation of developmental activities geared toward (1) the acquisition of work-related and family self-sufficiency skills, (2) the establishment of a variety of options for upgrading employment-related skills, and (3) the development of proactive outreach, instructional, and case management strategies to help students reach their goals.

Local colleges have the flexibility to customize the scope and duration of courses to meet the needs of their community and/or targeted populations. Thus, HRD programs offer short-term training classes, usually 4 to 10 hours, in addition to their traditional employability skills courses that are offered from 40 to 115 hours. Course offerings include topics such as Interview/Resume/Application (IRA), Roadmap to Re-Entry, Basic Financial Literacy, SUPER Man, SUPER Woman, Job Smart, and On Target for Employment. HRD courses are free of charge to individuals who meet one of the following criteria: (1) are unemployed, (2) have received notice of layoff, (3) are working, but their income is 200 percent below the federal poverty level and (4) are working and eligible for the federal earned income tax credit (This factor is appealing to individuals who need training but cannot afford to pay the registration fee.).

For additional information concerning the HRD program and HRD classes, interested persons should contact the HRD Director.

Lifelong Learning

Lifelong Learning is a department that engages in innovative community-based programming that fosters cultural and intellectual teaching and learning with an emphasis on creative expression, social interaction, global understanding, and personal satisfaction.

Lifelong Learning creates classes for diverse populations/communities based upon need. These courses offer opportunities reflecting the needs of business, industry, professional and public service agencies, and community services.

Following are some diverse classes and programs offered at Edgecombe Community College. If you are interested in a class that you do not see listed, please contact us.

ALIVE@25

ARTS
Line Dancing
Shag Dancing
Storytelling

CREATIVE
Crochet for Beginners
Crochet - Advanced
Distress Furniture with Southern Strokes Design (by Jennifer Cooke)
DIY Wooden Pallets Furniture Design
Gunsmithing
Introduction to Scrapbooking
Splash into Painting
Spring Bows & Wreath Making
Upholstery Auto/Marine
Upholstery Repair

CULINARY ARTS
Basic Cake Decorating
Cooking School Series

FITNESS
Spring into Fitness (with Savannah Cummins)
Golf Basics (with Tommie Deal at Maccripine Country Club)

HISTORIC PRESERVATION - GENEALOGY
Introduction to Genealogy
Understanding Census Records - Advanced Genealogy
Identifying and Preserving Old Photos - Advanced Genealogy
Military Records - Advanced Genealogy
Researching Historic Property

HISTORIC PRESERVATION - CONSTRUCTION and TRADES
Wood Roofing Repair
Historic Carpentry Tools
Building with Reclaimed Material
Structural Pathology
Historic Landscape and Gardening
Build an Adirondack Chair
Windows and Exterior Doors
Porch Repair
Painting and Finishing
Barns, Smokehouses, and Dependencies
Architecture of Northeastern North Carolina
Designing and Replicating Historic Home Interiors
Annual Preservation Trades Fair

HORTICULTURE/GARDENING
Beekeeping: Managing a Colony of Bees

MUSIC
Beginning Guitar
Intermediate Guitar

SAFETY
Motorcycle Safety

TECHNOLOGY
Introduction to MS Word & PowerPoint
Introduction to MS Excel
Introduction to PowerPoint
Android for Newbies
iPhone for Newbies
Keyboarding
Simple Computers

For more information about Lifelong Learning, interested persons should contact the Continuing Education Program Administrator at 252-823-5166 ext. 357.

Occupational Extension Classes

Occupational Extension classes are designed for the specific purpose of training individuals for employment, upgrading the skills of persons presently employed, and retraining others for new employment. Classes are offered in all technical and occupational fields and vary in length according to the complexity of the skill and the need of the employee or employer. Most classes are developed and taught on request, are usually offered at a time and location convenient to the employee and employer, and are custom-designed.

Continuing Education Online Classes

Ed2Go classes are online continuing education classes that can be completed at home, in the office, in the college media center. These courses are offered every month, with the length of the courses being about eight weeks. Two lessons are issued each week for six weeks, and the average time required to complete a lesson is about two hours. Because the book is online, there is no extra fee. There is a chat room with the instructor and other students around the world, as well as supplementary materials and assignments. The majority of the classes are through occupational extension, while some are only for personal enrichment. These classes are considered 24 contact hours, which equals 2.4 CEUs. There is a specific category for teacher renewal classes. All Ed2Go classes are monitored electronically by the Lifelong Learning office. Interested persons should visit the college's website to view the variety of classes offered.
Recertification Classes

Courses can be custom-designed for the purpose of recertification. Teachers can take occupational extension classes if they relate to their field of work or take ED2Go classes online. A class that is ten contact hours is one CEU for teachers. When individuals complete a class, the Continuing Education office issues a certificate, which can be submitted to the NC Department of Public Instruction for teacher renewal credit.

The Special Programs office works with other state agencies that require annual recertification for professionals. Some of the agencies are the NC Real Estate Commission, NC Appraisal Board, NC Board of Cosmetic Art Examiners, NC State Board of Examiners for Electrical Contractors, NC Board of Nursing, and NC Department of Health/Human Services Division of Facility Services. These agencies consider one contact hour to be equal to one CEU. The Special Programs office submits names of those completing the courses to the appropriate agencies and also issues official certificates to the attendees.

For more information about Continuing Education, and Recertification Classes, contact the Continuing Education Program Assistant at (252) 823-5166 ext. 357.

Business and Industry Services

Business and Industry Services offers Customized Training Programs funded by the NCCCS for individual businesses meeting the criteria described below. Specific courses customized to individual business needs, public courses for individuals. WorkKeys(R) services and NC Career Readiness Certificates are also offered by Business and Industry Services.

Customized Training Programs

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

Eligible businesses include: Manufacturing, Technology Intensive (i.e., Information Technology, Life Sciences), Regional or National Warehousing and Distribution Centers, Customer Support Centers, Air Courier Services, National Headquarters with operations outside of North Carolina, and Civil Service employees providing technical support to US military installations located in North Carolina.

To receive assistance, eligible businesses and industries must demonstrate two or more of the following criteria:

- The business is making an appreciable capital investment;
- The business is deploying new technology;
- The business is creating jobs, expanding an existing workforce, or enhancing the productivity and profitability of the operations within the State; and,
- The skills of the workers will be enhanced by the assistance.

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.

Full-time probationary employees of qualified Customized Training companies are eligible for training delivered by the community college. The use of Customized Training funds requires that trainees are paid by the company for all time during training hours.

Customized Courses for Individual Businesses

Courses can be provided at times and locations that meet individual business needs. Examples include:

- Apprenticeship programs approved by the Department of Labor
- Kepner-Tregoe courses (a nationally recognized leader in problem-solving): currently ECC offers Analytical Troubleshooting for industrial employees
- Leadership, supervisory, customer service & recruiting & selection skills
  - DDI, Development Dimensions International ®
  - DISC - a behavior-based learning tool for understanding individuals & groups
• Practical Project Management - a 3-day seminar for professionals who are new to managing projects or experienced managers who wish to review and reinforce best practices in project management. It offers foundation tools & techniques as defined by the Project Management Institute.

• Continuous Improvement Skills and Methods,
  o ISO 9000 Auditing and Implementation courses
  o Lean Six Sigma Yellowbelt, Greenbelt, & Blackbelt
  o Specific Lean and Six Sigma Topics Including:
    ▪ 5S
    ▪ Process & Value Stream Mapping
    ▪ Error Proofing
    ▪ Lean Office
    ▪ Quick Changeover
    ▪ Theory of Constraints
    ▪ Design of Experiments
    ▪ Statistical Process Control

• Safety Skills, for example:
  o Confined Space
  o Forklift Training
  o HazCom
  o HazWoper 24, 40, Refresher
  o Lockout/Tagout
  o OSHA 10 hr. - General Industry
  o PPE

• Specific Technical Skills:
  o AutoCAD
  o Biotechnology
  o Computer Applications: Microsoft Word, Excel, PowerPoint, Project, Access, FrontPage, QuickBooks, Publisher, and Windows; Introduction to Computers, Internet Basic, and More
  o Hydraulics & Pneumatics
  o Machining
  o Manufacturing Automation
  o MSSC Certified Production Technician
  o PLCs - Programmable Logic Controllers
  o Refrigeration

• Train the Trainer

**Business and Industry Public Course Offerings**

These courses enable students to upgrade professional skills; learn new technologies, or achieve professional certifications, licensures, renewals, or job skill upgrades. These courses are offered as a result of requests or identified needs and can be open to any appropriate individual.

• Introduction to Tire Manufacturing - a 33-hour course, successful completion is required for employment consideration at Bridgestone in Wilson, NC
• Introduction to Electronics Manufacturing - a 30-hour course, successful completion is required for employment consideration at Keihin CST in Tarboro, NC (call for details)

For more information on any **Customized Training or Business and Industry Services** offerings contact the Director of Customized Training and Workforce Development at (252) 823-5166, ext. 197.

**WorkKeys® and North Carolina's Career Readiness Certificate (CRC)**

The WorkKeys® system provides job profiles, skill assessments, and skills training in basic workplace skills. The Career Readiness Certificate (CRC) certifies core employability skills required across multiple industries and occupations. It:

• Is a portable credential that promotes career development and skill attainment for the individual
• Confirms to employers that an individual possesses basic workplace skills in reading for information, applied math, and locating information and is capable of learning job-specific skills
• Is an Economic and Workforce Development tool that transcends all populations and all occupations
• Is a Multi-Level Approach: Bronze, Silver, and Gold Level Certificates
  o Bronze Level - core employability skills for approximately 30% of the jobs profiled by WorkKeys® in these skill areas
Silver Level - core employability skills for approximately 65% of the jobs profiled by WorkKeys® in these skill areas
Gold Level - core employability skills for approximately 90% of the jobs profiled by WorkKeys® in these skill areas
Platinum Level - core employability skills for approximately 99% of the jobs profiled by WorkKeys® in these skill areas

- Is earned by the individual by assessing with WorkKeys® in reading, applied math, and locating information (WorkKeys® is a comprehensive employability skills assessment tool used by thousands of companies in the United States and internationally)
- Is administered by local community colleges and NCWorks Career Centers.
- For more information about this testing service, you can visit the following website: www.crcnc.org. In addition to the general information, students and clients will find practice tests on this website.
- CRC fees are as follows:
  $30.00 - Complete battery - Reading for Information, Locating Information, and Applied Math.
  $10.00 - Cost for individual assessment.
  $5.00 - Cost for a reprint of scores.
  $10.00 - Cost of a certificate.
- For more information about how to request your CRC scores, feel free to e-mail your request to the CRC Administrator.

At Edgecombe Community College contact the CRC Administrator (252) 823-5166, ext. 243, or go to http://www.edgecombe.edu/continuing-education/career-readiness-certificate.

Emergency Services / Public Safety

The Fire Service program provides full time and volunteer fire departments with the opportunity to gain knowledge, practical skills, and certification in modern firefighting, rescue, officer development, and fire department management skills. The Emergency Medical Services and Rescue program provides certification in a wide variety of emergency medical and rescue-related programs. The Law Enforcement program provides Sworn Credentialled Law Enforcement Officers, Detention Officers, and Communication Personnel with the opportunity to gain knowledge and skills based on new and existing technology. The First Responder program provides a wide variety of specialized training to individuals and organizations that are included in the Emergency Management and local government emergency plans and recognized as first responders during disaster and emergencies. This includes but not limited to Emergency Medical Personnel, Firefighters, Hospital Staff, Law Enforcement, Public Health Personnel, Public Works/Utility Personnel, Skilled Support Personnel and other emergency management response, support, volunteer personnel at all levels.

Fire Service

The Fire Service program is designed to provide full time and volunteer fire departments with the opportunity to gain knowledge, practical skills, certification and re-certification in modern firefighting, rescue, medical first responder, officer development, and fire department management skills. Programs are open to all fire departments in the Edgecombe County area. A broad range of specialty classes, based on both department needs and new training standards, are offered during the year on the college campus or at various fire departments. Fire Service classes that require physical exertion and use specialized departmental equipment are offered to credentialed fire service personnel only.

Classes include but are not limited to the following:
- Firefighter I & II Certification (Includes Skill Assessment & Written Test)
- Basic Fire Fighter Training (Non-Certified, no written test)
- Live Fire Burns (Both Structural, Simulator Trailer and LP Gas)
- Aerial Operations Series
- Driver Operator Series
- Rescue Technician
- National Incident Management System (IS 700, 100, 200, 300, 400, 800)
- Incident Command
- Rapid Intervention (RIT)
- Special Rescue Operations
- Wildland Fire Management & Safety
- Hazardous Materials Awareness and Operational Level
- Hazardous Materials/Terrorism /Weapons of Mass Destruction
- Land Search Rescue
- Basic Arson Awareness
- Clandestine Drug Lab Awareness
- Water Rescue / Swift Water
- First Responder / CPR / Basic First Aid
- NC Fire Incident Reporting System / Computer Basics
- Rescue Technician / Extrication
- Confined Space/Trench Rescue
- Spanish for Fire Service
- Emergency Vehicle Driver
- Pump Operator Series
- Water Shuttle
- Search Warrants

Emergency Medical Services (EMS)

The EMS and Rescue program is designed to provide certification in a wide variety of emergency medical and rescue-related programs. It provides full time and volunteer Rescue Squads with the opportunity to gain knowledge, practical skills, and advanced skills based on pre-hospital emergency situations. Programs are open to all EMS departments in the Edgecombe County area. A broad range of specialty classes, based on both department needs and new training standards, is offered during the year on the college campus or at various departments. Many of these classes may be offered to interested citizens, however, Emergency Medical Service classes that require physical exertion and use specialized departmental equipment are offered to credentialed EMS service personnel only.

Classes include but are not limited to:

- Emergency Medical Technician **
- Emergency Medical Technician-Intermediate **
- Emergency Medical Technician-Paramedic **
- Emergency Medical Responder **
- Basic Life Support (ITLS)
- Emergency Medical Technician Recertification**
- Advanced Life Support
- Pediatric Advanced Life Support
- Rescue Technician
- Cardio Pulmonary Resuscitation (CPR)
- Automatic Electronic Defibrillator (AED)
- Vehicle Extrication
- Anatomy and Physiology
- National Incident Management System (IS 700, 100, 200, 300, 400, 800)
- Incident Command
- Emergency Vehicle Driving
- Hazardous Materials/Terrorism /Weapons of Mass Destruction
- Clandestine Drug Lab Awareness
- Spanish for EMS
- Scope of Practice Assessment

A wide variety of EMS Refresher Programs based on need and departmental request.

* N.C. Office of Emergency Medical Services, Credentialed, Skills Assessment, and Written Exam. This is a four-year renewable certification with optional monthly continuing education updates through departmental in-service training or refresher course near the end of the credentialed period.

** Programs offered to the general public without departmental affiliation.

Law Enforcement
The Law Enforcement program at ECC is designed to provide Sworn Law Enforcement Officers, Detention Officers, and Communication Personnel with the opportunity to gain knowledge and skills based on new and existing technology. Programs are open to all Law Enforcement Agencies in the State. A broad range of mandated and specialty classes, based on both department needs and new training standards, are offered during the year on the college campus or at various department locations.

Classes include but are not limited to:

- Legal Updates *
- Domestic Violence *
- Ethical Awareness *
- Blood Borne pathogens *
- Juvenile Minority Sensitivity *
- Basic Firearms Training *
- Advanced Firearms Training / Combat
- Officer Survival
- Detention Officer Certification
- Basic Arson Detection / Investigation
- Emergency Medical Technician-Basic
- First Responder / CPR / Basic First Aid
- Report Writing
- Defensive Tactics
- Basic Canine Patrol Dog Training (400Hrs)
- K-9 Handler Training (obedience, agility, tracking, woods & building)
- Advanced K-9 Handler Training (apprehension, narcotics, parcel search)
- Vehicle Search
- Search & Seizure
- Criminal Investigation
- Spanish for Criminal Justice
- National Incident Management System (IS 700, 100, 200, 300, 400, 800)
- Rapid Deployment
- Spanish for Law Enforcement Service
- Verbal Judo
- Customer Service
- AHA CPR, AED & First Aid
- Emergency Medical Dispatcher (CE)

A wide variety of Law Enforcement Initial and Refresher Programs are based on need and departmental requests.

*State mandated annual training may vary by agency.

Classes are offered to sworn, law enforcement officers only.

**Basic Law Enforcement Training, (BLET)**

Basic Law Enforcement Training is an accredited program of the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission. BLET is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise. Successful graduates earn 18 credits toward an associate degree in criminal justice technology, receive a certificate, and are qualified to take the certification examination mandated by the North Carolina Justice Education and Training Standards Commission.

In addition to the BLET Certificate, successful graduates receive certifications in:

- Taser
- Pepper Spray
- Expandable Baton
- Shotgun

**First Responders**
The First Responder program at ECC is designed to provide full time and volunteer disaster and emergency response personnel with the opportunity to gain knowledge, practical skills in disaster, emergency response, rescue, and life safety skills. Programs are open to all individuals and organizations that are included in the Emergency Management and local government emergency plans and designated first responders during disaster and emergencies. This includes but not limited to Emergency Medical Personnel, Firefighters, Hospital Staff, Law Enforcement, Public Health Personnel, Public Works/Utility Personnel, Public School / College Administration & Staff, Skilled Support Personnel and other emergency management response, support, volunteer personnel at all levels.

Classes include but are not limited to:

- National Incident Management System NIMS (IS 700, 100, 200, 300, 400, 800)
- First Responder / CPR / Basic First Aid / AED
- Hazardous Materials Awareness and Operational Level
- Hazardous Materials/Terrorism /Weapons of Mass Destruction
- Search & Rescue
- Legal Updates
- Blood Borne Pathogens
- Emergency Medical Technician-Basic
- Report Writing
- Special Rescue Operations
- Land Search Rescue
- Web EOC
- Multi-Hazards in Schools
- Community Mass Care Management
- Other emerging programs from Federal, State and Local Government Agencies
- Mounted Search & Rescue
- AHA CPR, AED & First Aid

A wide variety of Initial and Refresher Programs are based on Federal, State, and Local Emergency Management requests. For more information about Fire, EMS and Rescue, and Law Enforcement, contact the coordinator at (252) 823-5166, ext. 293.

Health Occupations

Edgecombe Community College currently offers various certificate training programs in healthcare. Courses include Personal Home Care Aide State Training (PHCAST), Breastfeeding Basics, Nurse Aide I & II Refresher, and Community Health Coach. Nurse Aide I & II traditional and hybrid, Phlebotomy traditional and hybrid, Geriatric Aide, Medication Aide, and Medication Aide Instructor Training. Healthcare Provider CPR is included in each course with the exception of Medication Aide courses. The college is in partnership with community organizations and developing programs to reach county residents who have an interest in pursuing a health career. Visit the Edgecombe Community College website for registration and class schedules or contact the Health Occupations Coordinator at 252-823-5166 ext. 223 for course information or if you are an agency interested in offering a course for a group of students.

Small Business Center (SBC)

The ECC Small Business Center is part of a statewide network designed to support the development of new businesses and the growth of existing businesses by being a community-based provider of training, counseling, and resource information.

The SBC provides free, confidential counseling services for new and existing businesses. Available on an as-needed basis, counselors serve as sounding boards for ideas and concerns individuals may have about their businesses. The professional staff also helps find solutions to challenging business questions. The center has contact with vital local business and community leaders and other member agencies across the state that will help with business ventures.

Confidential counseling services and access to resource libraries are free of charge. Some seminars and workshops require a minimal registration fee. The SBC offers a wide variety of seminars and workshops to help small businesses be successful. Topics include but are not limited to the following:

- Doing Business with the Military
- Employment Law Updates
- Financing a Business
- How to Start a Business
The SBC 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 for use. In addition to providing training, counseling, and other resources, the SBC puts individuals in touch with vital local business and community leaders. As a member of the North Carolina Business Alliance, the center connects individuals with other member agencies across the state to help jump-start ventures.

For more information, interested persons should contact the following address:
Small Business Center
2009 W. Wilson St.
Tarboro, NC 27886
(252) 823-5166, ext. 220

NCWorks Career Centers

The NCWorks Career Center in the Edgecombe County service area is governed by the local area Workforce Development Board, Turning Point WDB. It provides oversight to other centers in the region as well. Job seekers can receive career and labor market counseling to assist with career choices and job placement. The mission of the TPWDB is: Provide a workforce that answers the demands of a transforming knowledge and skills-driven economy.

For more information about the NCWorks Career Center in Edgecombe County, please call 252-443-6175. The Center is located at 110 Fountain Park Drive, Suite 22-B, Battleboro, NC 27809. The mailing address is P.O. Box 7516, Rocky Mount, NC 27804.

Enrollment and Class Schedules

Adults 18 years old or older regardless of educational background who are not enrolled in public school may be admitted to Continuing Education courses. With the approval of the appropriate public school official, some students between 16 and 18 years of age may be considered for enrollment.

Classes are scheduled during the day, in the evening, and on weekends, on and off campus and at various locations and times throughout Edgecombe County. Courses are organized based on need, interest, and availability of suitable facilities. Continuing Education courses are also offered online.

Registration

Students should register in advance for Continuing Education courses to assure they have a seat. Some courses will require advance registration and payment. To register for a course or for more information, individuals should call the Continuing Education Office on the Tarboro campus at 252-823-5166 ext. 293 or on the Rocky Mount campus at 252-823-5166 ext. 356.

Fees

Tuition fees for occupational extension courses are set by the NCCCS State Board. Fees vary depending upon the number of course contact hours.

Tuition fees for self-supporting courses vary according to the number of students enrolled and the materials needed.

Textbook and supply charges are announced at the first class meeting. All students are responsible for textbook and supply charges. No student is officially enrolled until all fees and charges are paid.

Refund Policy

Refunds are based on the following circumstances:

1. A 100 percent refund is issued upon the request of students if they are pre-registered for an occupational extension class and officially withdraw from the class prior to the first day of class.
2. For classes that meet four times or less, a 75 percent refund is issued if persons withdraw on or before the first session of class and request the refund.
3. For classes that meet five or more times, a 75 percent refund is allowed if students officially withdraw on or before the 10 percent point. The 10 percent point varies from course to course.
4. For contact hour classes, ten calendar days from the first day of the class is the determination date.
5. There are no refunds for self-supporting courses once they have begun.
6. If the course is canceled or seats are not available in the class, the college makes a full refund.

**Attendance and Certificates**

1. Students are expected to attend classes regularly. Attendance records are maintained by the class teachers.
2. Official certificates are issued by the Continuing Education office for students who satisfactorily complete classes. Completion criteria vary from class to class.
3. For professional licensure, recertification, and re-licensure, attendance information is forwarded to the appropriate agency by mail or e-mail, if requested by the agency.
Grading Policy

The Continuing Education Division awards grades for every course taken, regardless of the length of the course. All grades are recorded on a permanent record, which is maintained by the college indefinitely.

Grade Significance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>Represents satisfactory completion of course requirements</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>Given to students who do not successfully complete course requirements or attend less than 75 percent of the classes</td>
</tr>
<tr>
<td>DR</td>
<td>Dropped</td>
<td>Given to students who register but do not attend class again before the 10 percent point of classes</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>Represents satisfactory completion of course requirements</td>
</tr>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>B</td>
<td>85 - 92</td>
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<tr>
<td>C</td>
<td>77 - 84</td>
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<td>D</td>
<td>70 - 76</td>
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<tr>
<td>F</td>
<td>0 - 69</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
</tbody>
</table>

Continuing Education Unit (CEU)

The Continuing Education Unit (CEU) is designed to recognize and record individual and institutional participation in non-traditional studies and special activities. Recertification, licensure, and re-licensure courses require CEUs. CEUs are awarded for teacher certificate renewal courses in terms of one CEU for every ten course contact hours. Other groups such as real estate brokers, real estate appraisers, cosmetologists, manicurists, estheticians, and electrical contractors receive one CEU for every course contact hour. Policies for CEUs vary from agency to agency.
Curriculum Instruction & Programs of Study

Purpose of Curriculum Instruction

In accord with the college's stated mission, it is the purpose of curriculum instruction to prepare graduates for employment as skilled and productive members of the workforce and for continued academic success in their pursuit of further study.

Goals for Curriculum Education

- To provide an academic advising system that assists all students in setting and achieving appropriate academic goals.
- To require all students to demonstrate an appropriate level of reading, writing, and mathematics skill prior to taking college-level courses.
- To require all graduates, as appropriate for each degree, diploma, or certificate program, to develop the following:
  - Communication Skills (reading, writing, listening, and speaking)
  - Mathematics Reasoning Skills
  - Technological Skills
  - Critical Thinking Skills
  - Global and Cultural Awareness
  - Sustainability
- To require all degree graduates, as appropriate to each degree program, to further demonstrate competencies in the following areas:
  - Humanities/Fine Arts
  - Sciences
  - Social Sciences
- To meet and/or exceed all North Carolina Community College System performance standards for curriculum programs.

Options for Program Completion

ECC offers a wide variety of college credit curriculum programs. Students enrolled in curriculum courses at ECC can choose one of these options for program completion: the associate degree, the diploma, or the certificate. Courses in many areas are available day, night, on weekends, and through distance education. A high school diploma or its equivalent is required for admission into an associate degree or diploma program. Students take placement assessments in math, reading, computers, biology, and English before beginning their studies and may need to take developmental courses in those subjects if they are required prerequisites and their scores so indicate. Developmental courses do not count toward the number of course credits required for graduation.

Associate Degree Programs

The college awards four degrees: Associate in Arts, Associate in General Education, Associate in Science, and Associate in Applied Science. The Associate in Arts and Associate in Science degrees are designed for those students who wish to transfer to a four-year college or university after completing their first two years at ECC. Associate in Applied Science degree programs prepare students for entry-level jobs in paraprofessional fields as technicians; however, students may transfer some credits to selected colleges and universities for further study. Students take general education courses in addition to courses of an occupational nature. The Associate in General Education degree program is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth, and development. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities. Degree programs require an identified sixty-four to seventy-six (64-76) semester hours of credit in a curriculum program. Each graduate must demonstrate competence in communication skills, mathematical reasoning skills, technological skills, cultural and global awareness, critical thinking, and sustainability skills.

Diploma Programs

Diploma programs are designed to provide training that will enable graduates to enter a skilled occupation at the entry level and to progress rapidly to the skilled or craftsman level. Diploma programs require an identified thirty-six to forty-eight (36-48) semester hours of credit and include courses in communication skills and social sciences. In some curriculum areas, diploma programs are the equivalent of the first three (3) semesters of the associate degree program, and courses earned in completing the diploma count toward the associate degree.

Certificate Programs
Certificate programs train students for immediate employment and can generally be completed in one (1) or two (2) semesters on a full-time or part-time basis. Certificates are awarded to students who successfully complete an identified twelve to eighteen (12-18) semester hours of credit in a curriculum program. In some curriculum areas, the courses earned in completing the certificate program count toward the diploma and/or associate degree.
**Associate in Arts Degree, A.A. (A10100)**

The Associate in Arts 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. 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.

### General Education Hours

The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

#### English Composition

Select 6 SHC from the following list of courses.

- ENG 111 - Writing & Inquiry Credit: 3
- ENG 112 - Writing/Research in the Disciplines Credit: 3

#### Humanities/Fine Arts/Communications

Select 9 SHC from the following list of courses. Minimum 2 subjects.

- ART 111 - Art Appreciation Credit: 3
- COM 231 - Public Speaking Credit: 3
- ENG 231 - American Literature I Credit: 3
- ENG 232 - American Literature II Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

#### Social/Behavioral Sciences

Select 9 SHC from the following list of courses. Minimum 2 subjects.

- ECO 251 - Principles of Microeconomics Credit: 3
- ECO 252 - Principles of Macroeconomics Credit: 3
- HIS 111 - World Civilizations I Credit: 3
- HIS 131 - American History I Credit: 3
- HIS 132 - American History II Credit: 3
- POL 120 - American Government Credit: 3
- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3

#### Mathematics

Select 3 SHC from the following list of courses.

- MAT 143 - Quantitative Literacy Credit: 3
- MAT 152 - Statistical Methods I Credit: 4
- MAT 171 - Precalculus Algebra Credit: 4

#### Natural Sciences

Select 4 SHC from 1 of the following 7 groups of courses.

**Group 1**

- AST 111 - Descriptive Astronomy Credit: 3
- AST 111A - Descriptive Astronomy Lab Credit: 1

**Group 2**

- AST 151 - General Astronomy I Credit: 3
- AST 151A - General Astronomy I Lab Credit: 1

**Group 3**

- BIO 110 - Principles of Biology Credit: 4
Group 4
- BIO 111 - General Biology I Credit: 4

Group 5
- CHM 151 - General Chemistry I Credit: 4

Group 6
- GEL 111 - Introductory Geology Credit: 4

Group 7
- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1

Additional General Education Courses
An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. Students may use the following list or any previously unused CAA general education courses in the program of study from which to make their selections.

- BIO 112 - General Biology II Credit: 4
- BIO 140 - Environmental Biology Credit: 3
- BIO 140A - Environmental Biology Lab Credit: 1
- CHM 131 - Introduction to Chemistry Credit: 3
- CHM 131A - Introduction to Chemistry Lab Credit: 1
- CHM 132 - Organic & Biochemistry Credit: 4
- CHM 152 - General Chemistry II Credit: 4
- CIS 110 - Introduction to Computers Credit: 3
- CIS 115 - Intro to Prog & Logic Credit: 3
- COM 140 - Intro to Intercultural Comm Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- DRA 112 - Literature of the Theatre Credit: 3
- DRA 126 - Storytelling Credit: 3
- GEO 111 - World Regional Geography Credit: 3
- GEO 112 - Cultural Geography Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- HUM 120 - Cultural Studies Credit: 3
- HUM 211 - Humanities I Credit: 3
- MAT 172 - Precalculus Trigonometry Credit: 4
- MAT 271 - Calculus I Credit: 4
- MAT 272 - Calculus II Credit: 4
- MAT 273 - Calculus III Credit: 4
- PHY 251 - General Physics I Credit: 4
- PHY 252 - General Physics II Credit: 4
- PSY 241 - Developmental Psychology Credit: 3
- PSY 281 - Abnormal Psychology Credit: 3
- REL 110 - World Religions Credit: 3
- REL 212 - Intro to New Testament Credit: 3
- REL 221 - Religion in America Credit: 3
- SOC 213 - Sociology of the Family Credit: 3
- SOC 220 - Social Problems Credit: 3
- SOC 225 - Social Diversity Credit: 3
- SPA 111 - Elementary Spanish I Credit: 3
- SPA 112 - Elementary Spanish II Credit: 3

Other Required Hours

Academic Transition
- ACA 122 - College Transfer Success Credit: 1

Electives
An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and
transfer university. Students may use the following list or any previously unused courses in the program of study from which to make their selections.

- ACC 120 - Principles of Financial Accounting Credit: 4
- ACC 121 - Prin of Managerial Acct Credit: 4
- BIO 155 - Nutrition Credit: 3
- BIO 163 - Basic Anatomy & Physiology Credit: 5
- BIO 168 - Anatomy & Physiology I Credit: 4
- BIO 169 - Anatomy & Physiology II Credit: 4
- BIO 175 - General Microbiology Credit: 3
- BUS 110 - Introduction to Business Credit: 3
- BUS 115 - Business Law I Credit: 3
- BUS 137 - Principles of Management Credit: 3
- CJC 111 - Intro to Criminal Justice Credit: 3
- CJC 141 - Corrections Credit: 3
- CSC 134 - C++ Programming Credit: 3
- CSC 139 - Visual BASIC Programming Credit: 3
- CSC 151 - JAVA Programming Credit: 3
- DRA 142 - Costuming Credit: 3
- DRA 145 - Stage Make-up Credit: 2
- DRA 170 - Play Production I Credit: 3
- EGR 150 - Intro to Engineering Credit: 2
- GIS 111 - Intro to Geographic Info Sys Credit: 3
- HEA 110 - Personal Health/Wellness Credit: 3
- HEA 112 - First Aid & CPR Credit: 2
- HIS 141 - Genealogy & Local History Credit: 3
- HIS 236 - North Carolina History Credit: 3
- PED 110 - Fit and Well for Life Credit: 2
- PED 117 - Weight Training I Credit: 1
- POL 130 - State & Local Government Credit: 3
- PSY 263 - Educational Psychology Credit: 3

Total Semester Hours Credit 60-61

One semester hour of credit (SHC) may be included in a 61 SHC Associate in Arts program of study. The transfer of this hour is not guaranteed.
**Associate in General Education Degree, A.G.E. (A10300)**

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth, and development. Coursework includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided. Through these skills, students will have a sound base for lifelong learning.

Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

**General Education Hours**

15 Credits

The Associate in General Education curriculum program shall include a minimum of 15 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including six hours in communications, three hours in humanities/fine arts, three hours in social/behavioral sciences, and three hours in natural sciences or mathematics. Courses must be at the 110-199 or 210-299 level.

**English/Communications**

Select 6 SHC from the following list of courses.

- COM 140 - Intro to Intercultural Comm Credit: 3
- COM 231 - Public Speaking Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- ENG 112 - Writing/Research in the Disciplines Credit: 3
- ENG 114 - Prof Research & Reporting Credit: 3

**Humanities/Fine Arts**

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- DRA 112 - Literature of the Theatre Credit: 3
- DRA 126 - Storytelling Credit: 3
- ENG 231 - American Literature I Credit: 3
- ENG 232 - American Literature II Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- HUM 120 - Cultural Studies Credit: 3
- HUM 211 - Humanities I Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 212 - Intro to New Testament Credit: 3
- REL 221 - Religion in America Credit: 3
- SPA 111 - Elementary Spanish I Credit: 3
- SPA 112 - Elementary Spanish II Credit: 3

**Social/Behavioral Sciences**

Select 3 SHC from the following list of courses.

- ECO 251 - Principles of Microeconomics Credit: 3
- ECO 252 - Principles of Macroeconomics Credit: 3
- GEO 111 - World Regional Geography Credit: 3
- GEO 112 - Cultural Geography Credit: 3
- HIS 111 - World Civilizations I Credit: 3
- HIS 112 - World Civilizations II Credit: 3
- HIS 131 - American History I Credit: 3
- HIS 132 - American History II Credit: 3
- POL 120 - American Government Credit: 3
- PSY 150 - General Psychology Credit: 3
- PSY 241 - Developmental Psychology Credit: 3
- PSY 281 - Abnormal Psychology Credit: 3
SOC 210 - Introduction to Sociology Credit: 3
SOC 213 - Sociology of the Family Credit: 3
SOC 220 - Social Problems Credit: 3
SOC 225 - Social Diversity Credit: 3

Natural Sciences/Mathematics
Select 3 SHC from the following list of courses.

- AST 111 - Descriptive Astronomy Credit: 3
- AST 111A - Descriptive Astronomy Lab Credit: 1
- AST 151 - General Astronomy I Credit: 3
- AST 151A - General Astronomy I Lab Credit: 1
- BIO 110 - Principles of Biology Credit: 4
- BIO 111 - General Biology I Credit: 4
- BIO 112 - General Biology II Credit: 4
- BIO 140 - Environmental Biology Credit: 3
- BIO 140A - Environmental Biology Lab Credit: 1
- CHM 131 - Introduction to Chemistry Credit: 3
- CHM 131A - Introduction to Chemistry Lab Credit: 1
- CHM 132 - Organic & Biochemistry Credit: 4
- CHM 151 - General Chemistry I Credit: 4
- CHM 152 - General Chemistry II Credit: 4
- GEL 111 - Introductory Geology Credit: 4
- MAT 143 - Quantitative Literacy Credit: 3
- MAT 152 - Statistical Methods I Credit: 4
- MAT 171 - Pre-calculus Algebra Credit: 4
- MAT 172 - Pre-calculus Trigonometry Credit: 4
- MAT 271 - Calculus I Credit: 4
- MAT 272 - Calculus II Credit: 4
- MAT 273 - Calculus III Credit: 4
- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1
- PHY 251 - General Physics I Credit: 4
- PHY 252 - General Physics II Credit: 4

Other Major Hours
50 Credits
Other major hours include additional general education and professional courses. A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included. Selected topics or seminar courses may be included in a program of study up to a maximum of three semester hours credit.

Academic Transition
Select 1 SHC from the following list of courses.

- ACA 111 - College Student Success Credit: 1
- ACA 122 - College Transfer Success Credit: 1

Electives
Take 49 SHC from the following list or from any previously unused courses in the program of study.

- ACC 120 - Principles of Financial Accounting Credit: 4
- ACC 121 - Prin of Managerial Acct Credit: 4
- BIO 155 - Nutrition Credit: 3
- BIO 163 - Basic Anatomy & Physiology Credit: 5
- BIO 168 - Anatomy & Physiology I Credit: 4
- BIO 169 - Anatomy & Physiology II Credit: 4
- BIO 275 - Microbiology Credit: 4
- BTC 181 - Basic Lab Techniques Credit: 4
- BTC 250 - Principles of Genetics Credit: 3
- BUS 110 - Introduction to Business Credit: 3
• BUS 115 - Business Law I Credit: 3
• BUS 116 - Business Law II Credit: 3
• BUS 125 - Personal Finance Credit: 3
• BUS 137 - Principles of Management Credit: 3
• BUS 240 - Business Ethics Credit: 3
• CIS 110 - Introduction to Computers Credit: 3
• CIS 111 - Basic PC Literacy Credit: 2
• CIS 113 - Computer Basics Credit: 1
• CIS 115 - Intro to Prog & Logic Credit: 3
• CJC 111 - Intro to Criminal Justice Credit: 3
• CJC 121 - Law Enforcement Ops Credit: 3
• CJC 141 - Corrections Credit: 3
• CSC 134 - C++ Programming Credit: 3
• CSC 139 - Visual BASIC Programming Credit: 3
• CSC 151 - JAVA Programming Credit: 3
• DBA 120 - Database Programming I Credit: 3
• DRA 140 - Stagecraft I Credit: 3
• DRA 142 - Costuming Credit: 3
• DRA 145 - Stage Make-up Credit: 2
• EDU 144 - Child Development I Credit: 3
• EDU 145 - Child Development II Credit: 3
• EDU 216 - Foundations of Education Credit: 4
• EDU 221 - Children with Exceptionalities Credit: 3
• EGR 150 - Intro to Engineering Credit: 2
• GIS 111 - Intro to Geographic Info Sys Credit: 3
• HEA 110 - Personal Health/Wellness Credit: 3
• HEA 112 - First Aid & CPR Credit: 2
• HEA 130 - Health-Adult Sexuality Credit: 3
• HIS 141 - Genealogy & Local History Credit: 3
• HIS 236 - North Carolina History Credit: 3
• HIT 110 - Fundamentals of HIM Credit: 3
• HIT 114 - Health Data Sys/Standards Credit: 3
• HUM 140 - History of Architecture Credit: 3
• MAT 110 - Math Measurement & Literacy Credit: 3
• MED 121 - Medical Terminology I Credit: 3
• MED 122 - Medical Terminology II Credit: 3
• PED 110 - Fit and Well for Life Credit: 2
• PED 117 - Weight Training I Credit: 1
• POL 130 - State & Local Government Credit: 3
• PSY 118 - Interpersonal Psychology Credit: 3
• PSY 141 - Death & Dying Credit: 3
• PSY 263 - Educational Psychology Credit: 3

Total Semester Hours Credit 65
Associate in General Education - Nursing BSN Transfer (A1030NG)
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.

Fall - 1st Semester
- ENG 111 - Writing & Inquiry Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3
- Humanities/Fine Arts Elective

Spring - 2nd Semester
- ACA 122 - College Transfer Success Credit: 1
- CHM 131 - Introduction to Chemistry Credit: 3
and
- CHM 131A - Introduction to Chemistry Lab Credit: 1
or
- CHM 151 - General Chemistry I Credit: 4
- ECO 251 - Principles of Microeconomics Credit: 3
or
- ECO 252 - Principles of Macroeconomics Credit: 3
- ENG 231 - American Literature I Credit: 3
or
- ENG 232 - American Literature II Credit: 3
- PSY 241 - Developmental Psychology Credit: 3

Summer - 3rd Semester
- BIO 168 - Anatomy & Physiology I Credit: 4
- HIS 111 - World Civilizations I Credit: 3
or
- HIS 112 - World Civilizations II Credit: 3
or
- HIS 131 - American History I Credit: 3
or
- HIS 132 - American History II Credit: 3
- MAT 152 - Statistical Methods I Credit: 4
- POL 120 - American Government Credit: 3

Fall - 4th Semester
- BIO 169 - Anatomy & Physiology II Credit: 4
- BIO 275 - Microbiology Credit: 4
- ENG 112 - Writing/Research in the Disciplines Credit: 3
or
- ENG 114 - Prof Research & Reporting Credit: 3
- Humanities/Fine Arts Elective
Behavioral/Social Sciences Elective
Elective Courses
Humanities/Fine Arts
Select 6 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

Behavioral/Social Sciences
Select 3 SHC from the following list of courses.

- SOC 213 - Sociology of the Family Credit: 3
- SOC 220 - Social Problems Credit: 3
- SOC 225 - Social Diversity Credit: 3
- SOC 240 - Social Psychology Credit: 3

Total Semester Hours Credit 60
**Associate in Science Degree, A.S. (A10400)**

The Associate in Science 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 the basic computer use.

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.

**General Education Hours**

45 Credits

The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

**English Composition**

Select 6 SHC from the following list of courses.

- ENG 111 - Writing & Inquiry Credit: 3
- ENG 112 - Writing/Research in the Disciplines Credit: 3

**Communications/Humanities/Fine Arts**

Select 6 SHC from the following list of courses.

Minimum 2 subjects.

- ART 111 - Art Appreciation Credit: 3
- COM 231 - Public Speaking Credit: 3
- ENG 231 - American Literature I Credit: 3
- ENG 232 - American Literature II Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

Minimum 2 subjects

**Behavioral/Social Sciences**

Select 6 SHC from the following list of courses.

Minimum 2 subjects.

- ECO 251 - Principles of Microeconomics Credit: 3
- ECO 252 - Principles of Macroeconomics Credit: 3
- HIS 111 - World Civilizations I Credit: 3
- HIS 131 - American History I Credit: 3
- HIS 132 - American History II Credit: 3
- POL 120 - American Government Credit: 3
- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3

Minimum 2 subjects

**Mathematics**

Select 8 SHC from the following list of courses.

- MAT 171 - Precalculus Algebra Credit: 4
- MAT 172 - Precalculus Trigonometry Credit: 4
- MAT 271 - Calculus I Credit: 4
- MAT 272 - Calculus II Credit: 4

**Natural Sciences**

Select 8 SHC from 1 of the following 10 groups of courses.

**Group 1**

- AST 151 - General Astronomy I Credit: 3
- AST 151A - General Astronomy I Lab Credit: 1
- BIO 110 - Principles of Biology Credit: 4
Group 2
- AST 151 - General Astronomy I Credit: 3
- AST 151A - General Astronomy I Lab Credit: 1
- GEL 111 - Introductory Geology Credit: 4

Group 3
- AST 151 - General Astronomy I Credit: 3
- AST 151A - General Astronomy I Lab Credit: 1
- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1

Group 4
- BIO 110 - Principles of Biology Credit: 4
- GEL 111 - Introductory Geology Credit: 4

Group 5
- BIO 110 - Principles of Biology Credit: 4
- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1

Group 6
- BIO 111 - General Biology I Credit: 4
- BIO 112 - General Biology II Credit: 4

Group 7
- CHM 151 - General Chemistry I Credit: 4
- CHM 152 - General Chemistry II Credit: 4

Group 8
- GEL 111 - Introductory Geology Credit: 4
- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1

Group 9
- PHY 151 - College Physics I Credit: 4
- PHY 152 - College Physics II Credit: 4

Group 10
- PHY 251 - General Physics I Credit: 4
- PHY 252 - General Physics II Credit: 4

Additional General Education Courses
An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. Students may use the following list or any previously unused CAA general education courses in the program of study from which to make their selections.

- AST 111 - Descriptive Astronomy Credit: 3
- AST 111A - Descriptive Astronomy Lab Credit: 1
- AST 152 - General Astronomy II Credit: 3
- AST 152A - General Astronomy II Lab Credit: 1
- BIO 140 - Environmental Biology Credit: 3
- BIO 140A - Environmental Biology Lab Credit: 1
- CHM 131 - Introduction to Chemistry Credit: 3
- CHM 131A - Introduction to Chemistry Lab Credit: 1
- CHM 132 - Organic & Biochemistry Credit: 4
- CIS 110 - Introduction to Computers Credit: 3
- CIS 115 - Intro to Prog & Logic Credit: 3
- COM 140 - Intro to Intercultural Comm Credit: 3
- GEO 111 - World Regional Geography Credit: 3
- GEO 112 - Cultural Geography Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- HUM 120 - Cultural Studies Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
- MAT 152 - Statistical Methods I Credit: 4
• MAT 273 - Calculus III Credit: 4
• PSY 241 - Developmental Psychology Credit: 3
• PSY 281 - Abnormal Psychology Credit: 3
• REL 110 - World Religions Credit: 3
• REL 212 - Intro to New Testament Credit: 3
• REL 221 - Religion in America Credit: 3
• SOC 213 - Sociology of the Family Credit: 3
• SOC 220 - Social Problems Credit: 3
• SOC 225 - Social Diversity Credit: 3
• SPA 111 - Elementary Spanish I Credit: 3
• SPA 112 - Elementary Spanish II Credit: 3

Other Required Hours
15 Credits

Academic Transition
Take 1 credit from:
• ACA 122 - College Transfer Success Credit: 1

Electives
An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. Students may use the following list or any previously unused courses in the program of study from which to make their selections.

• ACC 120 - Principles of Financial Accounting Credit: 4
• ACC 121 - Prin of Managerial Acct Credit: 4
• BIO 155 - Nutrition Credit: 3
• BIO 163 - Basic Anatomy & Physiology Credit: 5
• BIO 168 - Anatomy & Physiology I Credit: 4
• BIO 169 - Anatomy & Physiology II Credit: 4
• BIO 175 - General Microbiology Credit: 3
• BUS 110 - Introduction to Business Credit: 3
• CSC 134 - C++ Programming Credit: 3
• CSC 139 - Visual BASIC Programming Credit: 3
• CSC 151 - JAVA Programming Credit: 3
• EGR 150 - Intro to Engineering Credit: 2
• GIS 111 - Intro to Geographic Info Sys Credit: 3
• HEA 110 - Personal Health/Wellness Credit: 3
• HEA 112 - First Aid & CPR Credit: 2
• HIS 141 - Genealogy & Local History Credit: 3
• HIS 236 - North Carolina History Credit: 3
• PED 110 - Fit and Well for Life Credit: 2
• PED 117 - Weight Training I Credit: 1
• POL 130 - State & Local Government Credit: 3
• PSY 263 - Educational Psychology Credit: 3

Total Semester Hours Credit 60-61

One semester hour of credit (SHC) may be included in a 61 SHC Associate in Science program of study. The transfer of this hour is not guaranteed.
Accounting and Finance, A.A.S. (A25800)

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Coursework 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 - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- BUS 115 - Business Law I Credit: 3
- BUS 121 - Business Math Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- ACC 149 - Intro to Acct Spreadsheets Credit: 2
- BUS 116 - Business Law II Credit: 3
- ECO 251 - Principles of Microeconomics Credit: 3
  or
- ECO 252 - Principles of Macroeconomics Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
  or
- MAT 152 - Statistical Methods I Credit: 4
  or
- MAT 171 - Precalculus Algebra Credit: 4

Summer - 3rd Semester

- ACC 122 - Prin of Financial Acct II Credit: 3
- ACC 140 - Payroll Accounting Credit: 2
- Accounting Elective
- Major Elective

Fall - 4th Semester

- ACC 121 - Prin of Managerial Acct Credit: 4
- BUS 240 - Business Ethics Credit: 3
- ENG 114 - Prof Research & Reporting Credit: 3
- Humanities/Fine Arts Elective

Spring - 5th Semester

- ACC 131 - Federal Income Taxes Credit: 3
- ACC 220 - Intermediate Accounting I Credit: 4
- BUS 125 - Personal Finance Credit: 3
- Major Elective

Elective Courses

Accounting Elective
Select 2 SHC from the following list of courses.

- ACC 150 - Acct Software Applications Credit: 2
- ACC 151 - Acct Spreadsheet Applications Credit: 2
- ACC 152 - Adv Software Applications Credit: 2

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- ENG 231 - American Literature I Credit: 3
- ENG 232 - American Literature II Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 212 - Intro to New Testament Credit: 3
- REL 221 - Religion in America Credit: 3

Major Elective(s)

Select 6 SHC from the following list of courses.

- ACC 180 - Practices in Bookkeeping Credit: 3
- ACC 210 - Enterprise Risk Management Credit: 3
- ACC 240 - Govt & Not-for-Profit Acct Credit: 3
- BAF 143 - Financial Planning Credit: 3
- BUS 137 - Principles of Management Credit: 3
- BUS 225 - Business Finance Credit: 3
- WBL 111 - Work Based Learning I Credit: 1
- WBL 112 - Work Based Learning I Credit: 2
- WBL 115 - Work Experience Seminar I Credit: 1
- WBL 121 - Work Based Learning II Credit: 1
- WBL 122 - Work Based Learning II Credit: 2
- WBL 125 - Work Experience Seminar II Credit: 1

Total Semester Hours Credit 67

Accounting & Finance Diploma (D25800)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 110 - Introduction to Business Credit: 3
- BUS 115 - Business Law I Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- ACC 121 - Prin of Managerial Acct Credit: 4
- ACC 131 - Federal Income Taxes Credit: 3
- ACC 140 - Payroll Accounting Credit: 2
- ACC 149 - Intro to Acct Spreadsheets Credit: 2
- BUS 125 - Personal Finance Credit: 3

Summer - 3rd Semester
Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 212 - Intro to New Testament Credit: 3
- REL 221 - Religion in America Credit: 3

Major Electives

Select 8 SHC from the following list of courses.

- ACC 122 - Prin of Financial Acct II Credit: 3
- ACC 150 - Acct Software Applications Credit: 2
- ACC 151 - Acct Spreadsheet Applications Credit: 2
- ACC 152 - Adv Software Applications Credit: 2
- ACC 180 - Practices in Bookkeeping Credit: 3
- BUS 116 - Business Law II Credit: 3
- BUS 137 - Principles of Management Credit: 3
- BUS 240 - Business Ethics Credit: 3
- WBL 111 - Work Based Learning I Credit: 1
- WBL 112 - Work Based Learning I Credit: 2
- WBL 115 - Work Experience Seminar I Credit: 1
- WBL 121 - Work Based Learning II Credit: 1
- WBL 122 - Work Based Learning II Credit: 2
- WBL 125 - Work Experience Seminar II Credit: 1

Total Semester Hours Credit 42
Accounting & Finance - Financial Services Certificate (C25800B)

Fall - 1st Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 125 - Personal Finance Credit: 3

Spring - 2nd Semester

- ACC 149 - Intro to Acct Spreadsheets Credit: 2
- BAF 143 - Financial Planning Credit: 3

Summer - 3rd Semester

- ACC 210 - Enterprise Risk Management Credit: 3
- BUS 225 - Business Finance Credit: 3

Total Semester Hours Credit 18

Accounting & Finance - Excel Certificate (C25800C)

Fall - 1st Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 115 - Business Law I Credit: 3

Spring - 2nd Semester

- ACC 121 - Prin of Managerial Acct Credit: 4
- ACC 122 - Prin of Financial Acct II Credit: 3
- ACC 149 - Intro to Acct Spreadsheets Credit: 2
- ACC 151 - Acct Spreadsheet Applications Credit: 2

Total Semester Hours Credit 18

Accounting & Finance - Quickbooks Certificate (C25800D)

Fall - 1st Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 115 - Business Law I Credit: 3

Spring - 2nd Semester

- ACC 122 - Prin of Financial Acct II Credit: 3
- ACC 149 - Intro to Acct Spreadsheets Credit: 2
- ACC 150 - Acct Software Applications Credit: 2
- ACC 152 - Adv Software Applications Credit: 2

Total Semester Hours Credit 16
Automotive Systems Technology Diploma (D60160)

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Coursework may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

The Automotive Systems Technology program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- AUT 113 - Automotive Servicing 1 Credit: 2
- AUT 116 - Engine Repair Credit: 3
- AUT 116A - Engine Repair Lab Credit: 1
- AUT 181 - Engine Performance 1 Credit: 3
- MAT 110 - Math Measurement & Literacy Credit: 3
- TRN 110 - Intro to Transport Technology Credit: 2

Spring - 2nd Semester

- AUT 151 - Brake Systems Credit: 3
- AUT 183 - Engine Performance 2 Credit: 4
- TRN 120 - Basic Transport Electricity Credit: 5
- Physics/Welding Elective(s)

Summer - 3rd Semester

- AUT 123 - Powertrain Diag & Service Credit: 2
- AUT 141 - Suspension & Steering Sys Credit: 3
- ENG 102 - Applied Communications II Credit: 3

Elective Courses

Select 4 (PHY) or 2 (WLD) SHC from the following list of courses.

- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1
  or
- WLD 112 - Basic Welding Processes Credit: 2

Total Semester Hours Credit 37-39

Automotive Systems Technology - Basic Auto Servicing Certificate (C60160A)

Fall - 1st Semester

- AUT 116 - Engine Repair Credit: 3
- AUT 181 - Engine Performance 1 Credit: 3
- TRN 110 - Intro to Transport Technology Credit: 2

Spring - 2nd Semester

- AUT 151 - Brake Systems Credit: 3
- TRN 120 - Basic Transport Electricity Credit: 5
Total Semester Hours Credit 16
Barbering Diploma (D55110)

The Barbering Curriculum is designed to provide competency-based knowledge, scientific/artistic principles and hands-on fundamentals associated with the barber industry. The curriculum also provides a simulated environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional barbering, 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 Examiners. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in barbershops and related businesses.

Fall - 1st Semester

- BAR 111 - Barbering Concepts I Credit: 4
- BAR 112 - Barbering Clinic I Credit: 8
- MAT 110 - Math Measurement & Literacy Credit: 3

Spring - 2nd Semester

- BAR 113 - Barbering Concepts II Credit: 4
- BAR 114 - Barbering Clinic II Credit: 8
- ENG 102 - Applied Communications II Credit: 3

Summer - 3rd Semester

- BAR 115 - Barbering Concepts III Credit: 4
- BAR 116 - Barbering Clinic III Credit: 4

Fall - 4th Semester

- BAR 117 - Barbering Concepts IV Credit: 2
- BAR 118 - Barbering Clinic IV Credit: 7
- CIS 113 - Computer Basics Credit: 1

Total Semester Hours Credit 48
**Biotechnology, A.A.S. (A20100)**

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist, laboratory technician/instrumentation technician, and quality control/quality assurance technician.

Graduates should be qualified for employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

Biotechnology is a program that focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products, including the commercial exploitation of microbes, plants, and animals. Potential course work includes instruction in general biology, general and organic chemistry, physics, biochemistry, molecular biology, immunology, microbiology, genetics, and cellular biology.

**Required Courses**

- ACA 111 - College Student Success Credit: 1 *
  or
- ACA 122 - College Transfer Success Credit: 1 *
- BIO 111 - General Biology I Credit: 4 *
- BIO 112 - General Biology II Credit: 4 *
- BIO 275 - Microbiology Credit: 4 *
- BTC 181 - Basic Lab Techniques Credit: 4 *
- BTC 250 - Principles of Genetics Credit: 3 *
- CHM 132 - Organic & Biochemistry Credit: 4 *
- CIS 110 - Introduction to Computers Credit: 3 *
- ENG 111 - Writing & Inquiry Credit: 3 *
- PHY 110 - Conceptual Physics Credit: 3 *
- PHY 110A - Conceptual Physics Lab Credit: 1 *
- PHY 151 - College Physics I Credit: 4 *
- BIO 280 - Biotechnology Credit: 3
- BTC 270 - Recombinant DNA Technology Credit: 4
- BTC 275 - Industrial Microbiology Credit: 4
- BTC 281 - Bioprocess Techniques Credit: 4
- BTC 285 - Cell Culture Credit: 3
- BTC 286 - Immunological Techniques Credit: 4

**Elective Courses**

- Mathematics Elective
  - MAT 110 - Math Measurement & Literacy Credit: 3 *
    or
  - MAT 171 - Precalculus Algebra Credit: 4 *
    or
  - MAT 172 - Precalculus Trigonometry Credit: 4 *
- Humanities/Fine Arts Elective
  - HUM 110 - Technology & Society Credit: 3 *
    or
  - HUM 115 - Critical Thinking Credit: 3 *
- Experience Elective
  - BTC 288 - Biotech Lab Experience Credit: 2
• WBL 112 - Work Based Learning I Credit: 2
Communications Elective

• ENG 112 - Writing/Research in the Disciplines Credit: 3
or
• ENG 114 - Prof Research & Reporting Credit: 3 *
Chemistry Elective

• CHM 131 - Introduction to Chemistry Credit: 3 *
  and
• CHM 131A - Introduction to Chemistry Lab Credit: 1 *
  or
• CHM 151 - General Chemistry I Credit: 4 *
  and
• CHM 152 - General Chemistry II Credit: 4 *
Behavioral/Social Science Elective

• POL 120 - American Government Credit: 3 *
  or
• PSY 150 - General Psychology Credit: 3 *
  or
• SOC 210 - Introduction to Sociology Credit: 3 *
  or
• SOC 220 - Social Problems Credit: 3 *
Total Semester Hours Credit 66-67

* The courses marked with an asterisk may be completed at ECC. All other courses must be completed at Pitt Community College. Upon successful completion of the course requirements, an Associate in Applied Science degree in Biotechnology will be awarded by Pitt Community College.
**Business Administration, A.A.S. (A25120)**

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a sound business education base for lifelong learning.

Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1  
- BUS 110 - Introduction to Business Credit: 3  
- BUS 115 - Business Law I Credit: 3  
- BUS 121 - Business Math Credit: 3  
- CIS 110 - Introduction to Computers Credit: 3  
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4  
- BUS 116 - Business Law II Credit: 3  
- ECO 251 - Principles of Microeconomics Credit: 3  
  Or  
- ECO 252 - Principles of Macroeconomics Credit: 3  
- MAT 143 - Quantitative Literacy Credit: 3  
  Or  
- BIO 140 - Environmental Biology Credit: 3  
  And  
- BIO 140A - Environmental Biology Lab Credit: 1

Summer - 3rd Semester

- ACC 140 - Payroll Accounting Credit: 2  
  Or  
- ACC 149 - Intro to Acct Spreadsheets Credit: 2  
  Or  
- ACC 150 - Acct Software Applications Credit: 2  
- BUS 135 - Principles of Supervision Credit: 3  
  Or  
- BUS 151 - People Skills Credit: 3  
  Or  
- BUS 153 - Human Resource Mgmt Credit: 3  
  Or  
- BUS 255 - Org Behavior in Bus Credit: 3  
- BUS 137 - Principles of Management Credit: 3  
  And  
- Humanities/Fine Arts Elective

Fall - 4th Semester

- ACC 121 - Prin of Managerial Acct Credit: 4  
- ENG 114 - Prof Research & Reporting Credit: 3  
- MKT 120 - Principles of Marketing Credit: 3
• Major Elective

Spring - 5th Semester

• ACC 131 - Federal Income Taxes Credit: 3
• BUS 125 - Personal Finance Credit: 3
• BUS 230 - Small Business Mgmt Credit: 3
• BUS 239 - Bus Applications Seminar Credit: 2
• BUS 240 - Business Ethics Credit: 3

Elective Courses

Humanities/Fine Arts Elective

3 credit hours

• Select 3 SHC from the following courses: ENG 231, ENG 232, or any of the following prefixes: ART, DRA, HUM, MUS, PHI, or REL.
• Recommended Electives: ART 111*, DRA 111*, DRA 126, HUM 110, HUM 115, HUM 120, REL 110, MUS 110*, or PHI 240* *UGETC courses

Major Electives

3 credit hours

• Select 3 SHC from the following courses:
  • ACC 122 - Prin of Financial Acct II Credit: 3
  • ACC 180 - Practices in Bookkeeping Credit: 3
  • INT 110 - International Business Credit: 3
  • INT 210 - International Trade Credit: 3
  • LOG 110 - Introduction to Logistics Credit: 3
  • LOG 120 - Global Logistics Credit: 3
  • LOG 210 - Fleet Management Credit: 3
  • LOG 220 - Logistics Management Credit: 3
  • MKT 123 - Fundamentals of Selling Credit: 3
  • MKT 125 - Buying & Merchandising Credit: 3
  • MKT 220 - Advertising and Selling Credit: 3
  • MKT 224 - International Marketing Credit: 3
  • WBL 111 - Work Based Learning I Credit: 1
  • WBL 112 - Work Based Learning I Credit: 2
  • WBL 115 - Work Experience Seminar I Credit: 1
  • WBL 121 - Work Based Learning II Credit: 1
  • WBL 122 - Work Based Learning II Credit: 2
  • WBL 125 - Work Experience Seminar II Credit: 1

Total Semester Hours Credit 67

Business Administration Diploma (D25120)

Fall - 1st Semester

• ACA 111 - College Student Success Credit: 1
• BUS 110 - Introduction to Business Credit: 3
• BUS 115 - Business Law I Credit: 3
• CIS 110 - Introduction to Computers Credit: 3
• ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester
- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 116 - Business Law II Credit: 3
- BUS 121 - Business Math Credit: 3
- BUS 125 - Personal Finance Credit: 3
- ECO 251 - Principles of Microeconomics Credit: 3

Summer - 3rd Semester
- BUS 137 - Principles of Management Credit: 3
- BUS 240 - Business Ethics Credit: 3
- ECO 252 - Principles of Macroeconomics Credit: 3
- MKT 120 - Principles of Marketing Credit: 3

Total Semester Hours Credit 38-41

Business Administration - Business Leadership Certificate (C25120C)

Fall - 1st Semester
- BUS 110 - Introduction to Business Credit: 3
- BUS 115 - Business Law I Credit: 3
- MKT 120 - Principles of Marketing Credit: 3

Spring - 2nd Semester
- BUS 240 - Business Ethics Credit: 3
- BUS 137 - Principles of Management Credit: 3
- CIS 110 - Introduction to Computers Credit: 3

Total Semester Hours Credit 18

Business Administration - Global Logistics & Distribution Mgmt Certificate (C25120D)

Fall - 1st Semester
- BUS 115 - Business Law I Credit: 3
- LOG 110 - Introduction to Logistics Credit: 3
- LOG 210 - Fleet Management Credit: 3

Spring - 2nd Semester
- BUS 137 - Principles of Management Credit: 3
- LOG 120 - Global Logistics Credit: 3
- LOG 220 - Logistics Management Credit: 3

Total Semester Hours Credit 18

Business Administration - International Business Certificate (C25120E)

Fall - 1st Semester
- BUS 110 - Introduction to Business Credit: 3
- BUS 115 - Business Law I Credit: 3
- INT 110 - International Business Credit: 3

Spring - 2nd Semester
- GEO 111 - World Regional Geography Credit: 3
- INT 210 - International Trade Credit: 3
- MKT 224 - International Marketing Credit: 3

Total Semester Hours Credit 18
Business Administration - Marketing Certificate (C25120F)

Spring - 1st Semester

- BUS 110 - Introduction to Business Credit: 3
- MKT 120 - Principles of Marketing Credit: 3
- MKT 123 - Fundamentals of Selling Credit: 3

Summer - 2nd Semester

- CIS 110 - Introduction to Computers Credit: 3
- MKT 125 - Buying & Merchandising Credit: 3
- MKT 220 - Advertising and Selling Credit: 3

Total Semester Hours Credit 18
Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Coursework may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry. The Collision Repair and Refinishing program prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

### Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- AUB 111 - Painting & Refinishing I Credit: 4
- AUB 121 - Non-Structural Damage I Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- TRN 110 - Intro to Transport Technology Credit: 2
- WLD 110 - Cutting Processes Credit: 2

### Spring - 2nd Semester

- AUB 112 - Painting & Refinishing II Credit: 4
- AUB 122 - Non-Structural Damage II Credit: 4
- MAT 110 - Math Measurement & Literacy Credit: 3
- TRN 130 - Intro to Sustainable Transport Credit: 3

### Summer - 3rd Semester

- AUB 141 - Mech & Elec Components I Credit: 3
- AUB 150 - Automotive Detailing Credit: 2
- SOC 210 - Introduction to Sociology Credit: 3

### Fall - 4th Semester

- AUB 131 - Structural Damage I Credit: 4
- AUB 150 - Automotive Detailing Credit: 2
- ENG 114 - Prof Research & Reporting Credit: 3
- TRN 180 - Basic Welding for Trans Credit: 3

### Spring - 5th Semester

- AUT 151 - Brake Systems Credit: 3
- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1
- TRN 120 - Basic Transport Electricity Credit: 5
- WBL 111 - Work Based Learning I Credit: 1
- WBL 115 - Work Experience Seminar I Credit: 1

### Elective Courses

Select 3 SHC from the following list of courses.

- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
• PHI 240 - Introduction to Ethics Credit: 3

Major Electives

Select 2-4 SHC from the following list of courses.

• AUB 114 - Special Finishes Credit: 2
• AUB 132 - Structural Damage II Credit: 4
• AUB 136 - Plastics & Adhesives Credit: 3
• BUS 110 - Introduction to Business Credit: 3
• TRN 170 - PC Skills for Transportation Credit: 2

Total Semester Hours Credit 66-68

Collision Repair & Refinishing Technology Diploma (D60130)

Fall - 1st Semester

• ACA 111 - College Student Success Credit: 1
• AUB 111 - Painting & Refinishing I Credit: 4
• AUB 121 - Non-Structural Damage I Credit: 3
• AUB 131 - Structural Damage I Credit: 4
• TRN 110 - Intro to Transport Technology Credit: 2
• TRN 180 - Basic Welding for Trans Credit: 3

Spring - 2nd Semester

• AUB 112 - Painting & Refinishing II Credit: 4
• AUB 122 - Non-Structural Damage II Credit: 4
• PHY 110 - Conceptual Physics Credit: 3
• PHY 110A - Conceptual Physics Lab Credit: 1
• TRN 120 - Basic Transport Electricity Credit: 5

Summer - 3rd Semester

• AUB 150 - Automotive Detailing Credit: 2
• ENG 111 - Writing & Inquiry Credit: 3
• Major Elective
• Major Elective

Elective Courses

Major Electives

2-4 credit hours

• Select 2-4 SHC from the following courses:

• AUB 114 - Special Finishes Credit: 2
• AUB 132 - Structural Damage II Credit: 4
• AUB 136 - Plastics & Adhesives Credit: 3
• AUB 141 - Mech & Elec Components I Credit: 3
• BUS 110 - Introduction to Business Credit: 3
• WBL 111 - Work Based Learning I Credit: 1
• WBL 115 - Work Experience Seminar I Credit: 1

Total Semester Hours Credit 44-46

Collision Repair & Refinishing - Non-Structural Damage Certificate (C60130A)

Fall - 1st Semester
- AUB 121 - Non-Structural Damage I Credit: 3
- TRN 110 - Intro to Transport Technology Credit: 2
- TRN 180 - Basic Welding for Trans Credit: 3

Spring - 2nd Semester

- AUB 122 - Non-Structural Damage II Credit: 4
- TRN 120 - Basic Transport Electricity Credit: 5

Total Semester Hours Credit 17

Collision Repair & Refinishing - Painting & Refinishing Certificate (C60130B)

Fall - 1st Semester

- AUB 111 - Painting & Refinishing I Credit: 4
- AUB 121 - Non-Structural Damage I Credit: 3
- TRN 110 - Intro to Transport Technology Credit: 2

Spring - 2nd Semester

- AUB 112 - Painting & Refinishing II Credit: 4

Summer - 3rd Semester

- AUB 114 - Special Finishes Credit: 2
- AUB 150 - Automotive Detailing Credit: 2

Total Semester Hours Credit 17

Collision Repair & Refinishing - Structural Damage Certificate (C60130C)

Fall - 1st Semester

- AUB 131 - Structural Damage I Credit: 4
- TRN 180 - Basic Welding for Trans Credit: 3

Spring - 2nd Semester

- AUB 132 - Structural Damage II Credit: 4
- TRN 120 - Basic Transport Electricity Credit: 5

Total Semester Hours Credit 16
Computed Tomography Certificate (C45200A)

The Computed Tomography Technology curriculum prepares students to use specialized equipment to visualize cross-sectional anatomical structures and aid physicians in the demonstration of pathologies and disease processes. Individuals entering this curriculum must be registered or registry-eligible by the American Registry of Radiologic Technologists (ARRT) in radiography, radiation therapy, or nuclear medicine technology. Nuclear medicine technology applicants may also be registered or registry eligible by the Nuclear Medicine Technology Certification Board (NMTCB).

Coursework prepares the technologist to provide patient care and perform studies utilizing imaging equipment, professional communication, and quality assurance in scheduled and emergency procedures through academic and clinical studies.

Graduates may be eligible to sit for the American Registry of Radiologic Technologist Advanced-Level testing in Computed Tomography. They may find employment in facilities which perform these imaging procedures.

ECC is approved by the North Carolina Community College System to offer the Computed Tomography Technology Curriculum. ECC has entered into a Level III Instructional Service Agreement with Johnston Community College and Vance-Granville Community College to better meet the needs of healthcare facilities across eastern North Carolina. This collaborative program is referred to as the Eastern North Carolina Consortium of Computed Tomography and Magnetic Resonance Imaging program. Each semester the curriculum is offered through ECC and taught at one or more of the colleges within the Consortium.

In all health sciences programs, students are assigned clinical rotations with area health care agencies. The student must meet employee health standards and the criminal background and/or drug screening requirements of the agency at the student's expense prior to or at any time after beginning the program.

Admission Policy and Procedures

Admission into health science programs is competitive. The number of students accepted into the program is determined by clinical space available and may, therefore, vary each term.

Step I Application to ECC and the CT program (Must be completed by March 1st for Fall applicants and October 1st for Spring applicants.)

1. Submit an Application to the College. CT should be indicated as the desired Program of Study.
2. Submit a CT program application.
3. Submit official transcripts of high school graduation or equivalency and all college coursework.
4. Submit an official transcript from a JRCERT approved radiography/radiation therapy/nuclear medicine program that includes the fall semester of the senior year.
5. A 2.5 GPA on curriculum coursework in radiography or radiation therapy or nuclear medicine is required to be eligible for acceptance into the CT program. Applicants who are still enrolled in their program of study program must have a minimum 2.5 GPA on all curriculum courses through the fall term of the senior year.
6. Submit verification of (ARRT/NMTCB) certification or be ARRT/ NMTCB-eligible. ARRT/NBTCB-eligible students must show evidence of ARRT certification prior to completion of the CT program.

Step II Acceptance

Applicants will be ranked based on the categories listed on the applicant point's explanation sheet. In order to receive points in a category, applicants must send supporting documentation required in Step I by the deadlines. Qualified applicants with the most points will receive an acceptance letter with an enclosed medical form. The student must accept or reject the seat in writing to the CT Admissions Counselor. All other applicants will be notified that they have been placed on a waiting list. Students will continue to be accepted from the waiting list until the program is full.

Registration Requirements for Clinical Courses

Students who accept a CT seat must meet the following requirements by the date provided in order to register for classes. Failure to meet deadlines will result in withdrawal of acceptance status and placement on the waiting list.

1. Submit completed medical form and CPR certification for health care providers (1 year).
2. If required by the clinical agency, complete criminal background check and/or drug screening.

Fall - 1st Semester

- CAT 210 - CT Physics & Equipment Credit: 3
• CAT 211 - CT Procedures Credit: 4
• CAT 231 - CT Clinical Practicum Credit: 11
Total Semester Hours Credit 18
**Cosmetology Diploma (D55140)**

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

**Fall - 1st Semester**

- COS 111 - Cosmetology Concepts I Credit: 4
- COS 112 - Salon I Credit: 8
- MAT 110 - Math Measurement & Literacy Credit: 3

**Spring - 2nd Semester**

- COS 113 - Cosmetology Concepts II Credit: 4
- COS 114 - Salon II Credit: 8
- ENG 102 - Applied Communications II Credit: 3

**Summer - 3rd Semester**

- COS 115 - Cosmetology Concepts III Credit: 4
- COS 116 - Salon III Credit: 4

**Fall - 4th Semester**

- COS 117 - Cosmetology Concepts IV Credit: 2
- COS 118 - Salon IV Credit: 7

Total Semester Hours Credit 48
**Cosmetology Instructor Certificate (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.

Fall - 1st Semester

- COS 271 - Instructor Concepts I Credit: 5
- COS 272 - Instructor Practicum I Credit: 7

Spring - 2nd Semester

- COS 273 - Instructor Concepts II Credit: 5
- COS 274 - Instructor Practicum II Credit: 7

Total Semester Hours Credits 24
Criminal Justice Technology, A.A.S. (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.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CJC 111 - Intro to Criminal Justice Credit: 3
- CJC 113 - Juvenile Justice Credit: 3
- CJC 131 - Criminal Law Credit: 3
- COM 140 - Intro to Intercultural Comm Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- CIS 110 - Introduction to Computers Credit: 3
- CJC 112 - Criminology Credit: 3
- CJC 120 - Interview/Interrogations Credit: 2
- CJC 121 - Law Enforcement Ops Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
- Major Elective

Summer - 3rd Semester

- POL 130 - State & Local Government Credit: 3
- PSY 150 - General Psychology Credit: 3

Fall - 4th Semester

- CJC 141 - Corrections Credit: 3
- CJC 221 - Investigative Principles Credit: 4
- ENG 112 - Writing/Research in the Disciplines Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3
- Humanities/Fine Arts Elective

Spring - 5th Semester

- CJC 215 - Org & Administration Credit: 3
- CJC 231 - Constitutional Law Credit: 3
- CJC 212 - Ethics & Comm Relations Credit: 3
- PSY 281 - Abnormal Psychology Credit: 3
- SOC 225 - Social Diversity Credit: 3
- Major Elective

Elective Courses

- Humanities/Fine Arts Elective

3 credit hours

- Select 3 SHC from the following courses: ENG 231, ENG 232, or any of the following prefixes: ART, DRA, HUM, MUS, PHI, or REL.
Major Electives

6 credit hours

- Select 6 SHC from the following courses:
  - CCT 110 - Intro to Cyber Crime Credit: 3
  - CJC 131 - Criminal Law Credit: 3
  - CJC 151 - Intro to Loss Prevention Credit: 3
  - CJC 161 - Intro to Homeland Security Credit: 3
  - CJC 162 - Intel Analysis & Security Mgmt Credit: 3
  - CJC 211 - Counseling Credit: 3
  - CJC 221 - Investigative Principles Credit: 4
  - CJC 232 - Civil Liability Credit: 3
  - CJC 233 - Correctional Law Credit: 3
  - CJC 241 - Comm-Based Corrections Credit: 3
  - CJC 260 - Threat Assessment Credit: 2
  - HEA 112 - First Aid & CPR Credit: 2
  - SOC 220 - Social Problems Credit: 3
  - WBL 111 - Work Based Learning I Credit: 1
  - WBL 112 - Work Based Learning I Credit: 2
  - WBL 115 - Work Experience Seminar I Credit: 1
  - WBL 121 - Work Based Learning II Credit: 1
  - WBL 122 - Work Based Learning II Credit: 2
  - WBL 125 - Work Experience Seminar II Credit: 1

Total Semester Hours Credit 73

Criminal Justice Technology Certificate (C55180A)

Fall - 1st Semester

- CJC 111 - Intro to Criminal Justice Credit: 3
- CJC 131 - Criminal Law Credit: 3
- CJC 141 - Corrections Credit: 3
- CJC 221 - Investigative Principles Credit: 4

Spring - 2nd Semester

- CJC 112 - Criminology Credit: 3

Total Semester Hours Credit 16

Criminal Justice Technology Crime Assessment Certificate (C55180B)

Fall - 1st Semester

- CJC 221 - Investigative Principles Credit: 4
- CJC 111 - Intro to Criminal Justice Credit: 3

Spring - 2nd Semester

- CCT 110 - Intro to Cyber Crime Credit: 3
- CJC 121 - Law Enforcement Ops Credit: 3
- CJC 131 - Criminal Law Credit: 3

Total Semester Hours Credit 16
Dental Assisting Diploma (D45240)

Offered through a Collaborative Program Agreement with Martin Community College

The Dental Assisting curriculum prepares individuals to assist the dentist in the delivery of dental treatment and to function as integral members of the dental team while performing chairside and related office and laboratory procedures.

Coursework includes instruction in general studies, biomedical sciences, dental sciences, clinical sciences, and clinical practice. A combination of lecture, laboratory, and clinical experiences provide students with knowledge in infection/hazard control, radiography, dental materials, preventive dentistry, and clinical procedures.

Graduates may be eligible to take the Dental Assisting National Board Examination to become Certified Dental Assistants. As a Dental Assistant II, defined by the Dental Laws of North Carolina, graduates work in dental offices and other related areas.

Martin Community College will accept two students from ECC each year who meet admission requirements for the Dental Assisting program. Applications for these two slots must be submitted by ECC no later than March 1 of each year. For specific admission requirements, students should consult the Martin Community College catalog or contact an ECC counselor.

Required Courses

- ACA 111 - College Student Success Credit: 1 *
  or
- ACA 115 - Success and Study Skills Credit: 1
- BIO 106 - Intro to Anat/Phys/Micro Credit: 3 *
- CIS 110 - Introduction to Computers Credit: 3 *
  or
- CIS 111 - Basic PC Literacy Credit: 2 *
- DEN 100 - Orofacial Anatomy Credit: 3
- DEN 101 - Pre-clinical Procedures Credit: 7
- DEN 102 - Dental Materials Credit: 5
- DEN 103 - Dental Sciences Credit: 2
- DEN 104 - Dental Health Education Credit: 3
- DEN 105 - Practice Management Credit: 2
- DEN 106 - Clinical Practice I Credit: 5
- DEN 107 - Clinical Practice II Credit: 5
- DEN 111 - Infection/Hazard Control Credit: 2
- DEN 112 - Dental Radiography Credit: 3
- ENG 102 - Applied Communications II Credit: 3 *
  or
- ENG 111 - Writing & Inquiry Credit: 3 *
  or
- ENG 114 - Prof Research & Reporting Credit: 3 *
- PSY 118 - Interpersonal Psychology Credit: 3 *

Total Semester HoursCredit 48

*The courses marked with an asterisk may be completed at ECC. All other courses must be completed at Martin Community College. Upon successful completion of the course requirements, a diploma in Dental Assisting will be awarded by Martin Community College.
Dental Hygiene, A.A.S. (A45260)

Offered through a Collaborative Program Agreement with Halifax Community College

The Dental Hygiene curriculum provides individuals with the knowledge and skills to access, plan, implement, and evaluate dental hygiene care for the individual and the community.

Students will learn to prepare the operatory, take patient histories, note abnormalities, plan care, teach oral hygiene, clean teeth, take x-rays, apply preventive agents, complete necessary chart entries, and perform other procedures related to dental hygiene care.

Graduates of this program may be eligible to take national and state/regional examinations for licensure which are required to practice dental hygiene. Employment opportunities include dental offices, clinics, schools, public health agencies, industry, and professional education.

Halifax Community College will accept two students from ECC each year who meet admission requirements for the Dental Hygiene program. Applications for these two slots must be submitted by ECC no later than March 1 of each year. For specific admission requirements, students should consult the Halifax Community College catalog or contact an ECC counselor.

Required Courses

Courses that may be taken at Edgecombe Community College

- BIO 169 - Anatomy & Physiology II Credit: 4
- BIO 275 - Microbiology Credit: 4
- BIO 168 - Anatomy & Physiology I Credit: 4
- ENG 111 - Writing & Inquiry Credit: 3
- ENG 114 - Prof Research & Reporting Credit: 3
- SOC 240 - Social Psychology Credit: 3
- Humanities/Fine Arts Elective

Courses that must be taken at Halifax Community College

- CHM 130 - General, Organic, & Biochemistry Credit: 3
- DEN 110 - Orofacial Anatomy Credit: 3
- DEN 111 - Infection/Hazard Control Credit: 2
- DEN 112 - Dental Radiography Credit: 3
- DEN 120 - Dental Hygiene Pre-clinic Lecture Credit: 2
- DEN 121 - Dental Hygiene Pre-clinic Lab Credit: 2
- DEN 123 - Nutrition/Dental Health Credit: 2
- DEN 124 - Peridontology Credit: 2
- DEN 125 - Dental Office Emergencies Credit: 1
- DEN 130 - Dental Hygiene Theory I Credit: 2
- DEN 131 - Dental Hygiene Clinic I Credit: 3
- DEN 140 - Dental Hygiene Theory II Credit: 1
- DEN 141 - Dental Hygiene Clinic II Credit: 2
- DEN 220 - Dental Hygiene Theory III Credit 2
- DEN 221 - Dental Hygiene Clinic III Credit: 4
- DEN 222 - Dental and Oral Pathology Credit: 2
- DEN 223 - Dental Pharmacology Credit: 2
- DEN 224 - Materials and Procedures Credit: 2
- DEN 230 - Dental Hygiene Theory IV Credit: 1
- DEN 231 - Dental Hygiene Clinic IV Credit: 4
- DEN 232 - Community Dental Health Credit: 3
- DEN 233 - Professional Development Credit: 2

Elective Courses
Humanities/Fine Arts Elective

Select 3 SHC from the following courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- ENG 231 - American Literature I Credit: 3
- ENG 232 - American Literature II Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 212 - Intro to New Testament Credit: 3
- REL 221 - Religion in America Credit: 3

Total Semester Hours Credit 74

Upon successful completion of the course requirements, an Associate in Applied Science degree in Dental Hygiene will be awarded by Halifax Community College.
Early Childhood Education Birth-K Licensure, A.A.S. (A55220BK)

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.

Coursework 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.

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.

Total Semester Hours Credit 71

Early Childhood Education Non-Licensure, A.A.S. (A55220NL)

Total Semester Hours Credit 71

Early Childhood Education Traditional Non-Transfer, A.A.S. (A55220TR)

Total Semester Hours Credit 68
Electrical Systems Technology Diploma (D35130)

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.

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

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

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CIS 111 - Basic PC Literacy Credit: 2
  Or
- CIS 113 - Computer Basics Credit: 1
- ELC 112 - DC/AC Electricity Credit: 5
- ELC 113 - Basic Wiring I Credit: 4
- ELC 233 - Energy Management Credit: 3
- ISC 112 - Industrial Safety Credit: 2
- MAT 110 - Math Measurement & Literacy Credit: 3

Spring - 2nd Semester

- ELC 114 - Basic Wiring II Credit: 4
- ELC 117 - Motors & Controls Credit: 4
- ELC 126 - Electrical Computations Credit: 3
- ELC 233 - Energy Management Credit: 3
- ELN 229 - Industrial Electronics Credit: 4
- ISC 112 - Industrial Safety Credit: 2
- MEC 151 - Mechanical Mfg Sys Credit: 2
- ENG 102 - Applied Communications II Credit: 3

Summer - 3rd Semester

- ELC 128 - Introduction to PLC Credit: 3
  Or
- ELN 260 - Prog Logic Controllers Credit: 4
- ELN 231 - Industrial Controls Credit: 3

Total Semester Hours Credit 45-48

Electrical Systems - Electrical Wiring Certificate (C35130A)

Fall - 1st Semester

- ELC 112 - DC/AC Electricity Credit: 5
- ELC 113 - Basic Wiring I Credit: 4
- ISC 112 - Industrial Safety Credit: 2

Spring - 2nd Semester

- ELC 114 - Basic Wiring II Credit: 4
- ELC 126 - Electrical Computations Credit: 3

Total Semester Hours Credit 18

Electrical Systems - Motors & Controls Certificate (C35130B)
Fall - 1st Semester

- ELC 112 - DC/AC Electricity Credit: 5
- ELC 128 - Introduction to PLC Credit: 3
  or
- ELN 260 - Prog Logic Controllers Credit: 4

Spring - 2nd Semester

- ELC 114 - Basic Wiring II Credit: 4
- ELC 117 - Motors & Controls Credit: 4

Total Semester Hours Credit 16-17

Electrical Systems - Industrial Electronics Certificate (C35130C)

Fall - 1st Semester

- ELC 112 - DC/AC Electricity Credit: 5
- ELC 233 - Energy Management Credit: 3

Spring - 2nd Semester

- ELC 126 - Electrical Computations Credit: 3
- ELN 229 - Industrial Electronics Credit: 4
- MEC 151 - Mechanical Mfg Sys Credit: 2

Total Semester Hours Credit 17-18

Electrical Systems - Energy Management Systems Technology Certificate (C35130D)

Fall - 1st Semester

- ELC 112 - DC/AC Electricity Credit: 5
- ELC 233 - Energy Management Credit: 3

Spring - 2nd Semester

- ELC 128 - Introduction to PLC Credit: 3
- ELN 229 - Industrial Electronics Credit: 4

Summer - 3rd Semester

- ATR 111 - Automated Systems Credit: 3
  or
- ELN 231 - Industrial Controls Credit: 3

Total Semester Hours Credit 18
Entrepreneurship, A.A.S. (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 - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- BUS 115 - Business Law I Credit: 3
- BUS 121 - Business Math Credit: 3
- BUS 139 - Entrepreneurship I Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 116 - Business Law II Credit: 3
- BUS 245 - Entrepreneurship II Credit: 3
  Or
- BUS 280 - REAL Small Business Credit: 4
- ETR 220 - Innovation and Creativity Credit: 3

Summer - 3rd Semester

- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- HUM 110 - Technology & Society Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3

Fall - 4th Semester

- ACC 121 - Prin of Managerial Acct Credit: 4
- BUS 137 - Principles of Management Credit: 3
- ENG 114 - Prof Research & Reporting Credit: 3
- MKT 120 - Principles of Marketing Credit: 3

Spring - 5th Semester

- ECO 251 - Principles of Microeconomics Credit: 3
- ETR 230 - Entrepreneur Marketing Credit: 3
- ETR 240 - Funding for Entrepreneurs Credit: 3
- ETR 270 - Entrepreneurship Issues Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3

Total Semester Hours Credit 66-67
Entrepreneurship Diploma (D25490)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 110 - Introduction to Business Credit: 3
- BUS 121 - Business Math Credit: 3
- BUS 139 - Entrepreneurship I Credit: 3

Spring - 2nd Semester

- BUS 245 - Entrepreneurship II Credit: 3
  Or
- BUS 280 - REAL Small Business Credit: 4
- ETR 220 - Innovation and Creativity Credit: 3
- ETR 230 - Entrepreneur Marketing Credit: 3
- ETR 240 - Funding for Entrepreneurs Credit: 3

Summer - 3rd Semester

- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- ETR 270 - Entrepreneurship Issues Credit: 3
- HUM 110 - Technology & Society Credit: 3

Total Semester Hours Credit 39

Entrepreneurship Certificate (C25490)

Fall - 1st Semester

- BUS 110 - Introduction to Business Credit: 3
- BUS 139 - Entrepreneurship I Credit: 3
- BUS 245 - Entrepreneurship II Credit: 3

Spring - 2nd Semester

- ETR 220 - Innovation and Creativity Credit: 3
- ETR 230 - Entrepreneur Marketing Credit: 3
- ETR 240 - Funding for Entrepreneurs Credit: 3

Total Semester Hours Credit 18
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.

**Fall - 1st Semester**
- COS 119 - Esthetics Concepts I Credit: 2
- COS 120 - Esthetics Salon I Credit: 6

**Spring - 2nd Semester**
- COS 125 - Esthetics Concepts II Credit: 2
- COS 126 - Esthetics Salon II Credit: 6

Total Semester Hours Credit 16
Facility Maintenance Worker - Diploma (D50170)

The Facility Maintenance Worker curriculum is designed to prepare students to maintain and repair physical structures and systems of commercial and industrial establishments such as hotels, hospitals, apartment complexes, and shopping centers.

Students will learn to use hand and power tools; replace defective electrical switches and fixtures; maintain performance of environmental control systems; repair plumbing fixtures, woodwork, plastic, and sheetrock; lay brick; finish small areas of concrete; and paint structures.

Upon completion of this curriculum, the graduate should possess the necessary skills to qualify for employment as a facility maintenance worker.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- AHR 110 - Intro to Refrigeration Credit: 5
- FMW 102 - Practical Wiring I Credit: 4
- MAS 140 - Introduction to Masonry Credit: 2
- MAT 110 - Math Measurement & Literacy Credit: 3
- PLU 130 - Plumbing Systems Credit: 6

Spring - 2nd Semester

- BPR 130 - Print Reading/Construction Credit: 3
- ENG 102 - Applied Communications II Credit: 3
- FMW 105 - Basic Heating Credit: 3
- FMW 107 - Introduction to Carpentry Credit: 3
- ISC 115 - Construction Safety Credit: 2
- Major Elective(s)

Summer - 3rd Semester

- FMW 100 - Intro to Natl Electrical Code Credit: 1
- FMW 108 - Electrical Blueprints Credit: 2
- Major Elective(s)

Elective Courses

Major Elective(s)

Select 2 courses from the following list.

- AHR 111 - HVACR Electricity Credit: 3
- ELC 233 - Energy Management Credit: 3
- FMW 101 - Basic Natl Elec Code Problems Credit: 2
- FMW 106 - Domestic Air Conditioning Credit: 3
- AHR 160 - Refrigerant Certification Credit: 1

Total Semester Hours Credit 41-44

Facility Maintenance Worker - AC, Heating, & Refrigeration Certificate (C50170A)

Fall - 1st Semester

- AHR 110 - Intro to Refrigeration Credit: 5
- AHR 160 - Refrigerant Certification Credit: 1
- FMW 102 - Practical Wiring I Credit: 4

Spring - 2nd Semester

- AHR 111 - HVACR Electricity Credit: 3
• FMW 105 - Basic Heating Credit: 3
Total Semester Hours Credit 16

Facility Maintenance Worker - Construction Building Certificate (C50170B)

Fall - 1st Semester
• FMW 102 - Practical Wiring I Credit: 4
• ISC 115 - Construction Safety Credit: 2
• MAS 140 - Introduction to Masonry Credit: 2

Spring - 2nd Semester
• BPR 130 - Print Reading/Construction Credit: 3
• FMW 107 - Introduction to Carpentry Credit: 3

Total Semester Hours Credit 18

Facility Maintenance Worker - Green Energy Systems Certificate (C50170D)

Fall - 1st Semester
• AHR 111 - HVACR Electricity Credit: 3
• ELC 233 - Energy Management Credit: 3
• FMW 102 - Practical Wiring I Credit: 4

Spring - 2nd Semester
• FMW 105 - Basic Heating Credit: 3
• FMW 106 - Domestic Air Conditioning Credit: 3

Total Semester Hours Credit 16
General Occupational Technology, A.A.S. (A55280)

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade skills and to earn an associate degree, diploma, and/or certificate by taking courses suited for individual occupational interests and/or needs.

The curriculum content will be customized for students according to occupational interests and needs. A program of study for each student will be selected from any non-developmental level courses offered by the College.

Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities.

General Education Courses

(15 SHC)

General education course work includes study in the areas of humanities and fine arts, social and behavioral sciences, mathematics, and English composition. The following courses are required:

- ENG 111 - Writing & Inquiry Credit: 3 *
- ENG 114 - Prof Research & Reporting Credit: 3 *
- MAT 143 - Quantitative Literacy Credit: 3

Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following courses: ENG 231, ENG 232, or any of the following prefixes: ART, DRA, HUM, MUS, PHI, or REL.

Behavioral/Social Sciences Elective

Select one course from the following prefixes: ANT, GEO, HIS, POL, PSY, or SOC.

Major Courses

(49 SHC)

Select a minimum 49 SHC from a combination of major courses for curriculums approved to be offered by the college. Courses which offer specific job knowledge and skills must be included. Work experience, including work-based learning, practicums, and internships, may be included in the degree program up to a maximum of 8 SHC.

Other Required Hours

(4 SHC)

Local employer requirements, as well as college designated graduation requirements, are accommodated in other required hours. The following courses (4 SHC) are required:

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3

Total Semester Hours Credit 68
General Occupational Technology - Diploma (D55280)

General Education Courses

(6 SHC)

General education course work includes study in the areas social and behavioral sciences and English composition. The following courses are required:

- ENG 111 - Writing & Inquiry Credit: 3 *

Behavioral/Social Sciences Elective

Select one course from the following prefixes: ANT, GEO, HIS, POL, PSY, or SOC.

Major Courses

(26 SHC)

Select a minimum 26 SHC from a combination of major courses for curriculums approved to be offered by the college. Courses which offer specific job knowledge and skills must be included. Work experience, including work-based learning, practicums, and internships, may be included in the degree program up to a maximum of 4 SHC.

Other Required Hours

(4 SHC)

Local employer requirements, as well as college designated graduation requirements, are accommodated in other required hours. The following courses (4 SHC) are required:

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3

Total Semester Hours Credit 36

General Occupational Technology - Certificate (C55280)

Major Courses

(15 SHC)

Select a minimum 15 SHC from a combination of major courses for curriculums approved to be offered by the college. Courses which offer specific job knowledge and skills must be included. Work experience, including work-based learning, practicums, and internships, may be included in the degree program up to a maximum of 2 SHC.

Other Required Hours

(1 SHC)

Local employer requirements, as well as college designated graduation requirements, are accommodated in other required hours. The following courses (1 SHC) are required:

- ACA 111 - College Student Success Credit: 1

Total Semester Hours Credit 16
GOT - Global Distinction Certificate - Cultural Studies Concentration (C55280GC)

Required Courses

- ART 111 - Art Appreciation Credit: 3
  Or
- MUS 110 - Music Appreciation Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- COM 140 - Intro to Intercultural Comm Credit: 3
- HUM 120 - Cultural Studies Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- SPA 111 - Elementary Spanish I Credit: 3

Total Semester Hours Credit 18

GOT - Global Distinction Certificate - Social Studies Concentration (C55280GS)

Required Courses

- ENG 111 - Writing & Inquiry Credit: 3
- GEO 111 - World Regional Geography Credit: 3
  Or
- GEO 112 - Cultural Geography Credit: 3
- HIS 111 - World Civilizations I Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3
- SOC 220 - Social Problems Credit: 3
- SOC 225 - Social Diversity Credit: 3

Total Semester Hours Credit 18
**Geospatial Technology, A.A.S. (A40220)**

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, process improvement technicians, engineering technicians, construction technicians, industrial and technology managers, or research technicians.

Geospatial Technology is a course of study that prepares students to use technical skills and advanced computer hardware and software for programming, database management and internet applications using geographic data and geographic information systems. Includes instruction in mathematics, computer-assisted cartography, geographic information systems, map design and layout, photogrammetry, air photo interpretation, remote sensing, spatial analysis, geodesy, cartographic editing, global navigation satellite system technology and applications to specific industrial, commercial, research, and governmental mapping problems. Graduates should find employment as field technicians or as database and mapping assistants.

### Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- GIS 111 - Intro to Geographic Info Sys Credit: 3
- GIS 120 - Introduction to Geodesy Credit: 3

### Spring - 2nd Semester

- CIS 115 - Intro to Prog & Logic Credit: 3
- CTI 110 - Web, Pgm, & DB Foundation Credit: 3
- GIS 112 - Introduction to GPS Credit: 3
- GIS 121 - Georeferencing & Mapping Credit: 3
- Behavioral/Social Sciences Elective

### Summer - 3rd Semester

- ENG 112 - Writing/Research in the Disciplines Credit: 3
Or
- ENG 114 - Prof Research & Reporting Credit: 3

- MAT 143 - Quantitative Literacy Credit: 3
Or
- MAT 152 - Statistical Methods I Credit: 4

- Humanities/Fine Arts Elective

### Fall - 4th Semester

- DBA 120 - Database Programming I Credit: 3
- GIS 215 - GIS Data Models Credit: 3
- GIS 230 - GIS Data Creation Credit: 3
- GIS 235 - Raster GIS Credit: 3
- GIS 245 - Intro to Spatial Analysis Credit: 3

### Spring - 5th Semester

- DBA 110 - Database Concepts Credit: 3
- GIS 222 - Internet Mapping Credit: 3
- GIS 249 - Remote Sensing Credit: 3
- GIS 255 - Advanced Spatial Analysis Credit: 3
- GIS 261 Programming in GIS

Elective Courses
Behavioral/Social Sciences Elective

3 credit hours

- Select 3 SHC from the following list of courses:
  - GEO 111 - World Regional Geography Credit: 3
  - GEO 112 - Cultural Geography Credit: 3

Humanities/Fine Arts Elective

3 credit hours

- Select 3 SHC from the following courses: ENG 231, ENG 232, or any of the following prefixes: ART, DRA, HUM, MUS, PHI, or REL.

Total Semester Hours Credit 67

Geospatial Technology - Internet Mapping Services Certificate (C40220A)

Fall - 1st Semester

- CIS 110 - Introduction to Computers Credit: 3
- CTI 110 - Web, Pgm, & DB Foundation Credit: 3
- GIS 111 - Intro to Geographic Info Sys Credit: 3

Spring - 2nd Semester

- GEO 111 - World Regional Geography Credit: 3
  or
- GEO 112 - Cultural Geography Credit: 3
- GIS 121 - Georeferencing & Mapping Credit: 3
- GIS 222 - Internet Mapping Credit: 3

Total Semester Hours Credit 18

Geospatial Tech - Geographic Information Science Certificate (C40220B)

Fall - 1st Semester

- CIS 110 - Introduction to Computers Credit: 3
- GIS 111 - Intro to Geographic Info Sys Credit: 3
- GIS 120 - Introduction to Geodesy Credit: 3

Spring - 2nd Semester

- GEO 111 - World Regional Geography Credit: 3
  or
- GEO 112 - Cultural Geography Credit: 3
- GIS 112 - Introduction to GPS Credit: 3
- GIS 121 - Georeferencing & Mapping Credit: 3

Total Semester Hours Credit 18
Health Information Technology, A.A.S. (A45360)

The Health Information Technology curriculum provides individuals with the knowledge and skills to process, analyze, abstract, compile, maintain, manage, and report health information.

Students will supervise departmental functions; classify, code, and index diagnoses and procedures; coordinate information for cost control, quality management, statistics, marketing, and planning; monitor governmental and non-governmental standards; facilitate research, and design system controls to monitor patient information securely.

Graduates of the Associate in Applied Science (AAS) degree in Health Information Technology program will be eligible to write the national certification examination to become a Registered Health Information Technician (RHIT). Employment opportunities include hospitals, consulting firms, computer and software vendors, rehabilitation facilities, nursing homes, health insurance organizations, outpatient clinics, physicians’ offices, hospice, and mental health facilities.

The Health Information Technology program currently offers seven (7) programs of study to meet a wide array of health informatics and information technology healthcare workforce needs with six (6) programs nested within our parent Associate in Applied Science degree in Health Information Technology.

The online Associate in Applied Science degree in Health Information Technology program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM - http://www.cahiim.org). All courses are available online with the requirement of all clinical courses being fulfilled onsite at healthcare agencies geographically located in students’ areas with online documentation support, as available.

Due to limited Professional Practice Experience slots at healthcare agencies/clinical sites, the program is limited to the number of students that can participate in these clinical courses. If there are more students ready to enter Professional Practice Experience than there are clinical slots, then selection will be based on objective criteria, including GPA and progression in the program. Students must follow the HIT program progression policy.

Admission Policies and Procedures for Health Information Technology

The Health Information Technology applicant is required to meet steps I-III before enrollment in the program.

STEP I Application Process (must be completed by June 1st for fall semester and October 1st for spring semester)

1. Submit an Edgecombe Community College Admission Application
2. Submit official transcripts of high school graduation or GED. Currently enrolled high school students should submit a partial transcript. A final transcript must be submitted at the time of graduation.
3. Submit official transcripts from all colleges attended.
4. Contact an Admissions counselor to determine the need for placement testing.
   - Placement testing may be required if the prerequisites for ENG 111 and MAT 171 have not been completed or transferred in from another college. This determination is made by the counselor's review of the high school transcript.
   - The BIO 168 prerequisite may be met by placing out of BIO 094, or by completing or transferring in BIO 094 or an equivalent substitute as determined by the Science Department Chair.
   - If ENG 111, MAT 171, and BIO 168 or their prerequisites are transferred in from another college(s), placement testing is not required.
5. Submit a Health Information Technology program application by June 1st to be considered for fall admission or by October 1st for spring admission. Subsequent dates for acceptance of applications will be established if space becomes available prior to fall or spring semester admission.
6. Achieve a 2.5 GPA or greater on 3 HIT curriculum courses as follows:
   - HIT Degree Applicants: BIO 168, MED 121, and HIT 110
   - HIT Coding Diploma Applicants: BIO 168, MED 121, and HIT 114
   - Equivalent courses may be substituted as determined by the Program Chair.
7. Certificate applicants who decide at any point to pursue an HIT degree or diploma must complete another HIT application and meet admission requirements to the program.

STEP II Ranking and Conditional Acceptance

1. Eligible applicants who complete Step I will be ranked according to the GPA on all ECC HIT curriculum courses that have been completed from all colleges, including courses with less than a C. The ranking GPA also includes all courses that have been completed more than once.
2. A letter of conditional acceptance will be mailed to the highest ranking 60-75 applicants, depending on clinical space available.
3. A waiting list letter will be mailed to any remaining eligible applicants.
4. The student must accept or reject the seat in writing to the HIT Admissions Counselor by the deadline.
5. Applicants will continue to be selected from the waiting list until the program is filled.

**STEP III Full Acceptance**

After accepting an HIT seat, the student must meet the following requirements in order to be fully accepted:

1. Submit a completed medical form provided by the college, including required immunizations, performed within a 6-month time frame by the required deadline.
2. If developmental courses were required upon admission to the college, the developmental prerequisites for ECC HIT curriculum general education courses must be completed prior to enrollment in the program.
3. Demonstrate a 2.5 GPA on all ECC HIT curriculum courses that have been completed up to the point of enrollment in the program. The highest grade on all completed courses from all colleges will be used in this calculation, including courses with less than a C.
4. Submit criminal background check by the required deadline.
5. Failure to meet deadlines will result in withdrawal of acceptance status.
6. Demonstrate an overall 2.0 GPA at ECC on courses completed at ECC up to the point of enrollment.
7. A drug screen may be required after enrollment in the program depending on assigned clinical site requirements.

**Program Progression Policy**

1. Students must achieve a "C or better" on all curriculum courses and maintain at least a 2.0 GPA after being accepted into the program. Students failing to meet the required academic status will have the immediate next, one (1), semester to retake the non-compliant course and achieve a satisfactory course(s) grade and/or regain the required 2.0 GPA.
2. Students who do not achieve a satisfactory grade and/or regain a 2.0 GPA will be dismissed from the program. At that point, the student must follow the Readmission Policy, if desired.
3. Students who fail to meet the Program Progression Policy by making less than a compliant course grade of a "C or better" on any three (3) curriculum courses required of the HIT program shall in effect constitute usage of the admission and two readmission opportunities, be dismissed from the HIT program, and be required to immediately notify Student Services of a change in their major from the HIT program back to Associate in General Education (AGE) or any other program of study of the student’s choosing that will enable the student to be successful. Should the student fail to follow this policy, the HIT program chair will send a letter to Student Services requesting such action to be taken and the student's record flagged to block unadvised self-registration.
4. Students should immediately notify their academic advisor of their first non-compliant grade in order that the appropriate resources can be identified to assist the student to be successful.

**Readmission/Transfer Policies and Procedures**

Students may apply for readmission to the Health Information Technology programs two times. Students desiring to transfer from another Commission on Accreditation of Health Informatics & Information Management Education (CAHIIM) program or students applying for readmission that have been out for more than two years must take a proctored challenge exam for each HIT course previously completed. Students who have been out of the program for more than one year must meet the admissions and program requirements effective at the time of admission. Acceptance into the program is not guaranteed and is based on clinical space available.

**Readmission Steps**

1. Applicants must apply to the program as a "readmit" if they have previously been enrolled in any Health Information Technology program and exited for any reason. Transcripts of "readmit" applicants are evaluated by the Program Chair in consultation with the Dean of Health Sciences. The student will receive a letter from the Program Chair detailing requirements for readmission which may include challenge exams and/or competency check-offs.
2. Readmission is allowed twice. All admissions or readmissions in any Health Information Technology programs are counted toward this policy.
3. The applicant must meet admission requirements.

**Transfer Steps**

1. Applicants must apply to the program as a "transfer" student if they are currently enrolled in any Health Information Technology program or are eligible to continue in their current program. The Program Chair, in consultation with the Dean of Health Sciences, evaluates the core courses for equivalency to determine if transfer credit will be granted. The Registrar evaluates general education courses for credit. The student will receive a letter from the Program Chair summarizing the results of the transcript evaluation including core courses that were accepted for transfer credit and any additional requirements which may include challenge exams and/or competency check-offs.
2. The applicant must meet admission requirements.

**Maintaining Online HIT Program Integrity**
Graduates of HIT programs are required to submit a CAHIIM accredited school program code when registering for the AHIMA national "RHIT" examination. Submission of a program code validates to CAHIIM that the student completed the HIT coursework at a specific school. Therefore, to maintain program outcome accountability, all HIT and OST coursework must be taken at ECC once students are accepted into the HIT program.

It is recommended that the HIT degree program be completed in five (5) consecutive semesters and the HIT diploma program be completed in three to five (3-5) semesters. Degree students must complete the HIT curriculum within eleven (11) consecutive semesters; diploma students must complete the program within seven (7) consecutive semesters. For students not following the full-time program of study to complete the HIT degree or diploma programs, all general education and related courses must be taken prior to taking HIT prefixed courses. (HIT 110 and HIT 114, the exception). This will provide a greater opportunity for students to maintain the body of knowledge needed for success on the national "RHIT" exam and/or the "CCS" and/or "CCS-P" exam.

Fall - 1st Semester

- BIO 168 - Anatomy & Physiology I Credit: 4
- CIS 113 - Computer Basics Credit: 1
- HIT 110 - Fundamentals of HIM Credit: 3
- HIT 114 - Health Data Sys/Standards Credit: 3
- HIT 124 - Professional Practice Experience II Credit: 1
- MED 121 - Medical Terminology I Credit: 3

Spring - 2nd Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- ENG 111 - Writing & Inquiry Credit: 3
- HIT 112 - Health Law & Ethics Credit: 3

- MAT 110 - Math Measurement & Literacy Credit: 3
  or
- MAT 143 - Quantitative Literacy Credit: 3

- MED 122 - Medical Terminology II Credit: 3
- PSY 150 - General Psychology Credit: 3

Summer - 3rd Semester

- HIT 211 - ICD Coding Credit: 4
- HIT 220 - Health Informatics & EHRs Credit: 2
- HIT 226 - Principles of Disease Credit: 3
- HUM 115 - Critical Thinking Credit: 3

Fall - 4th Semester

- DBA 120 - Database Programming I Credit: 3

- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3

- HIT 210 - Healthcare Statistics Credit: 3
- HIT 214 - CPT/Other Coding Systems Credit: 2
- HIT 215 - Reimbursement Methodology Credit: 2
- HIT 222 - Prof Practice Experience III Credit: 2
- OST 248 - Diagnostic Coding Credit: 3

Spring - 5th Semester

- HIT 216 - Quality Management Credit: 2
- HIT 218 - Mgmt Principles in HIT Credit: 3
- HIT 224 - Prof Practice Experience IV Credit: 2
The Health Information Technology Coding Diploma program is designed to prepare graduates for jobs in the coding sector of the healthcare field. The Diploma program graduate, with the American Health Information Management Association (AHIMA) recommended experience, is eligible to sit for the "CCS" (Certified Coding Specialist) and/or the "CCS-P" (Certified Coding Specialist - Physician based) mastery level certified coding specialist examinations. Technicians who specialize in coding are often called data analysts, health information coders, medical record coders, coder/abstractors, or coding specialists.

Certified Coding Specialists are professionals skilled in classifying medical data from patient records, generally in the hospital setting. These coding practitioners review patients' records and assign appropriate codes for each diagnosis and procedure. The CCS-P is a coding practitioner with expertise in physician-based settings such as physician's offices, group practices, multispecialty clinics, or specialty centers.

Graduates of this program will be able to transfer all course credits into the higher level, AAS degree in HIT, program.

Fall - 1st Semester

- BIO 168 - Anatomy & Physiology I Credit: 4
- ENG 111 - Writing & Inquiry Credit: 3
- HIT 114 - Health Data Sys/Standards Credit: 3
- HIT 124 - Professional Practice Experience II Credit: 1
- MED 121 - Medical Terminology I Credit: 3

Spring - 2nd Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- HIT 112 - Health Law & Ethics Credit: 3
- MED 122 - Medical Terminology II Credit: 3
- OST 248 - Diagnostic Coding Credit: 3

Summer - 3rd Semester

- HIT 211 - ICD Coding Credit: 4
- HIT 226 - Principles of Disease Credit: 3
- PSY 150 - General Psychology Credit: 3

Fall - 4th Semester

- HIT 214 - CPT/Other Coding Systems Credit: 2
- HIT 215 - Reimbursement Methodology Credit: 2
- HIT 222 - Prof Practice Experience III Credit: 2
- OST 247 - Procedure Coding Credit: 3

Health Information Technology - Coding Certificate (C45360A)

Students seeking to enroll in the Health Information Technology (HIT) Coding Certificate program must have two current and consecutive years of full-time hospital inpatient coding work experience and be currently employed as a fulltime hospital inpatient coder. Priority admission to this program will be given to ECC HIT Clinical Affiliate Hospitals. Students do not need prior formal coding education but must be ready for college-level course work as evidenced by placement testing and/or college transcripts. After a year of study, graduates of this program with the three years of hospital inpatient and/or outpatient coding experience, as recommended by the American Health Information Management Association (AHIMA), may sit for the mastery level national "CCS" and/or "CCS-P" coding certification examinations, respectively. This program does not meet the course requirements of AHIMA as the North Carolina Community College System guidelines limit "Certificate" programs to a maximum of eighteen (18) semester hours; therefore, the ECC HIT program requires as a pre-requisite two current and consecutive year's full time hospital inpatient coding experience and current employment in a hospital inpatient coder position. Students must follow the HIT program progression policy.
Graduates of this program may transfer all course credits to higher level programs of study offered by the Health Information Technology program.

Fall - 1st Semester

- HIT 211 - ICD Coding Credit: 4
- HIT 214 - CPT/Other Coding Systems Credit: 2
- HIT 215 - Reimbursement Methodology Credit: 2
- MED 121 - Medical Terminology I Credit: 3
- MED 122 - Medical Terminology II Credit: 3
- OST 247 - Procedure Coding Credit: 3
- OST 248 - Diagnostic Coding Credit: 3

Total Semester Hours Credit 18

**Health Information Tech - Protected Health Information Certificate (C45360B)**

The Health Information Technology Protected Health Information Certificate provides a solid foundation for understanding data collection, storage, maintenance, and retrieval in any healthcare setting.

This program is designed for those currently working and/or seeking jobs in clerical support roles in HIM departments, physicians' offices, small to large group practice clinics, and hospital jobs ranging from staff positions as administrative assistants to unit coordinators, patient registration, billing and reimbursement, emergency department, and ancillary departments.

Graduates of this program may transfer their course work into higher level programs offered by the Health Information Technology program.

Fall - 1st Semester

- CIS 111 - Basic PC Literacy Credit: 2
- HIT 110 - Fundamentals of HIM Credit: 3
- HIT 114 - Health Data Sys/Standards Credit: 3
- HIT 122 - Prof Practice Experience I Credit: 1
- MED 121 - Medical Terminology I Credit: 3

Spring - 2nd Semester

- HIT 122 - Prof Practice Experience I Credit: 1
- MED 122 - Medical Terminology II Credit: 3

Total Semester Hours Credit 16

**Health Information Technology - Ambulatory Billing/Coding Certificate (C45360C)**

The Ambulatory Billing/Coding Certificate program was established at Edgecombe Community College as part of the JobsNOW: 12 in 6 Initiative through the American Recovery and Reinvestment Act of 2009.

Medical billing and coding experts play an integral part in the medical industry and are key members of any healthcare facility. Medical billing specialists calculate charges, develop bills, prepare bills to be mailed to customers, and ensure that even the most complicated bills are accurate.

Skilled medical billing and coding professionals are in demand. Hospitals, private and public clinics, medical offices, chiropractors, optometrists, podiatrists, family doctors, nursing homes, children's clinics, and other healthcare practitioners are looking for career-minded people to fill these jobs.

Students interested in the Ambulatory Billing/Coding Certificate program must meet the Health Information Technology program criteria OR have a high school diploma or GED and a Silver Career Readiness Certificate. Students must follow the HIT program progression policy.

Graduates of this program may transfer eligible course work into higher level programs offered by the Health Information Technology program.
Fall - 1st Semester

- BIO 106 - Intro to Anat/Phys/Micro Credit: 3
- MED 121 - Medical Terminology I Credit: 3

Spring - 2nd Semester

- HIT 114 - Health Data Sys/Standards Credit: 3
- MED 122 - Medical Terminology II Credit: 3

Summer - 3rd Semester

- OST 247 - Procedure Coding Credit: 3
- OST 248 - Diagnostic Coding Credit: 3

Total Semester Hours Credit 18
Healthcare Management Technology, A.A.S. (A25200)

The Healthcare Management Technology curriculum prepares individuals for employment in healthcare business and financial operations in areas such as general healthcare management, entrepreneurship, and long-term care.

Course work includes medical office management, financial management, legal aspects of healthcare, medical insurance and billing analysis, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of healthcare settings including hospitals, medical offices, outpatient clinics, long-term care facilities, and insurance companies. Industry recognized certifications may be available for graduates with work experience.

Required Courses

- ACA 111 - College Student Success Credit: 1 *
- ACC 120 - Principles of Financial Accounting Credit: 4 *
- ACC 121 - Prin of Managerial Acct Credit: 4 *
- ACC 140 - Payroll Accounting Credit: 2 *
  or
- ACC 150 - Acct Software Applications Credit: 2 *
- BUS 110 - Introduction to Business Credit: 3 *
- BUS 151 - People Skills Credit: 3 *
- BUS 153 - Human Resource Mgmt Credit: 3 *
- CIS 110 - Introduction to Computers Credit: 3 *
- WBL 112 - Work Based Learning I Credit: 2
- WBL 115 - Work Experience Seminar I Credit: 1
- COM 120 - Intro to Interpersonal Comm Credit: 3
  or
- COM 231 - Public Speaking Credit: 3 *
- CTS 130 - Spreadsheet Credit: 3 *
- ENG 111 - Writing & Inquiry Credit: 3 *
- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3 *
- HMT 110 - Introduction to Healthcare Management Credit: 3
- HMT 210 - Medical Insurance Credit: 3
- HMT 211 - Long-Term Care Administration Credit: 3
- HMT 212 - Management of Healthcare Organizations Credit: 3
- HMT 215 - Legal Aspects of Healthcare Adm Credit: 3
  or
- MED 118 - Medical Law and Ethics Credit: 2 *
  or
- OST 149 - Medical Legal Issues Credit: 3 *
- HMT 220 - Healthcare Financial Management Credit: 4
- HMT 225 - Practice Management Sim 2
- HUM 115 - Critical Thinking Credit: 3 *
- MAT 143 - Quantitative Literacy Credit: 3 *
  or
- MAT 171 - Precalculus Algebra Credit: 4 *
• MED 121 - Medical Terminology I Credit: 3 *
• MED 122 - Medical Terminology II Credit: 3 *

• PSY 150 - General Psychology Credit: 3 *
  or
• SOC 213 - Sociology of the Family Credit: 3 *

Total Semester Hours Credit 74

*The courses marked with an asterisk may be completed at ECC. All other courses must be completed at Pitt Community College. Upon successful completion of the course requirements, the Associate in Applied Science degree in Healthcare Management Technology will be awarded by Pitt Community College.
Historic Preservation Technology, A.A.S. (A35110)

The Historic Preservation Technology curriculum provides courses related to the documentation and preservation of cultural and historic buildings and sites. The program emphasizes technical training in historic site and historic building preservation and restoration.

Coursework includes archival research, building design, drafting, conservation techniques, building renovation, field data collection, historic preservation, documentation, sustainable building design, and the application of preservation law.

Graduates of this pathway should qualify for work as building renovation and site specialists, historic preservation consultants or as assistants to professional historic preservationists.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- ENG 111 - Writing & Inquiry Credit: 3
- HIS 131 - American History I Credit: 3
- or
- HIS 236 - North Carolina History Credit: 3
- HPT 116 - Historical Drafting Credit: 3
- HPT 131AB - Fundamentals of Carpentry & Construction - Part 1 Credit: 4
- HUM 140 - History of Architecture Credit: 3

Spring - 2nd Semester

- HPT 110 - Hist & Cultural Landscape Credit: 3
- HPT 130 - Historic Painting & Finishing Credit: 2
- HPT 131BB - Fundamentals of Carpentry & Construction - Part 2 Credit: 4
- HPT 235 - Building Codes & Regulations Credit: 3
- HPT 252 - Recording Hist Properties Credit: 3
- MAT 110 - Math Measurement & Literacy Credit: 3

Summer - 3rd Semester

- CST 238 - Weatherization Credit: 3
- ENG 114 - Prof Research & Reporting Credit: 3
- SST 120 - Energy Use Analysis Credit: 3
- WBL 111 - Work Based Learning I Credit: 1
- and
- WBL 115 - Work Experience Seminar I Credit: 1
- or
- Major Elective(s)

Fall - 4th Semester

- HPT 111 - Prin of Historic Preservation Credit: 3
- HPT 233 - Historic Const Methods Credit: 4
- HPT 237 - HAZMAT & OSHA Regs Credit: 3
- HPT 241 - Historic Masonry Credit: 4
- HPT 270 - 18th & 19th Cen American Arch Credit: 3

Spring - 5th Semester

- CST 244 - Sustainable Building Design Credit: 3
- HPT 133 - Historic Building Analysis Credit: 3
- HPT 230 - Historic Roof Structures Credit: 4
- WBL 111 - Work Based Learning I Credit: 1
and

- WBL 115 - Work Experience Seminar I Credit: 1
  or
- Major Elective(s)

Elective Courses

Major Elective(s)

Select 2-6 SHC from the following list of courses.

- BUS 137 - Principles of Management Credit: 3
- HIS 141 - Genealogy & Local History Credit: 3
- HPT 250 - Pres Planning & Hist Settings Credit: 4
- HPT 260 - Historic Preservation Law Credit: 3
- WBL 121 - Work Based Learning II Credit: 1
- WBL 125 - Work Experience Seminar II Credit: 1

Total Semester Hours Credit: 72-76

Historic Preservation Technology - Diploma (D35110)

Fall - 1st Semester

- ENG 111 - Writing & Inquiry Credit: 3

  or

- HIS 131 - American History I Credit: 3

- HIS 236 - North Carolina History Credit: 3

- HPT 111 - Prin of Historic Preservation Credit: 3
- HPT 116 - Historical Drafting Credit: 3
- HPT 233 - Historic Const Methods Credit: 4
- HUM 140 - History of Architecture Credit: 3

Spring - 2nd Semester

- CST 244 - Sustainable Building Design Credit: 3
- HPT 110 - Hist & Cultural Landscape Credit: 3
- HPT 130 - Historic Painting & Finishing Credit: 2
- HPT 133 - Historic Building Analysis Credit: 3
- HPT 235 - Building Codes & Regulations Credit: 3
- HPT 252 - Recording Hist Properties Credit: 3

Summer - 3rd Semester

- WBL 111 - Work Based Learning I Credit: 1
- WBL 115 - Work Experience Seminar I Credit: 1

Total Semester Hours Credit: 38
Historic Preservation - Sustainability Certificate (C35110A)

Spring - 1st Semester

- CST 244 - Sustainable Building Design Credit: 3
- HPT 133 - Historic Building Analysis Credit: 3
- HPT 233 - Historic Const Methods Credit: 4

Summer - 2nd Semester

- CST 238 - Weatherization Credit: 3
- SST 120 - Energy Use Analysis Credit: 3
Total Semester Hours Credit 16

Historic Preservation - Research Certificate (C35110B)

Fall - 1st Semester

- HPT 111 - Prin of Historic Preservation Credit: 3
- HIS 236 - North Carolina History Credit: 3
- HPT 270 - 18th & 19th Cen American Arch Credit: 3

Spring - 2nd Semester

- HIS 141 - Genealogy & Local History Credit: 3
- HPT 110 - Hist & Cultural Landscape Credit: 3
- HPT 252 - Recording Hist Properties Credit: 3
Total Semester Hours Credit 18

Historic Preservation - Historic Construction Certificate (C35110C)

Fall - 1st Semester

- HPT 233 - Historic Const Methods Credit: 4
- HPT 241 - Historic Masonry Credit: 4

Spring - 2nd Semester

- HPT 133 - Historic Building Analysis Credit: 3
- HPT 230 - Historic Roof Structures Credit: 4
- HPT 235 - Building Codes & Regulations Credit: 3
Total Semester Hours Credit 18
Human Services Technology, A.A.S. (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.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- HSE 110 - Intro to Human Services Credit: 3
- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3

Spring - 2nd Semester

- ENG 114 - Prof Research & Reporting Credit: 3
- HSE 123 - Interviewing Techniques Credit: 3
- PSY 241 - Developmental Psychology Credit: 3
- SOC 220 - Social Problems Credit: 3
- SWK 113 - Working with Diversity Credit: 3
- Humanities/Fine Arts Elective

Summer - 3rd Semester

- HSE 225 - Crisis Intervention Credit: 3
- Major Elective

Fall - 4th Semester

- COM 231 - Public Speaking Credit: 3
- BIO 110 - Principles of Biology Credit: 4
- HSE 125 - Counseling Credit: 3
- HSE 220 - Case Management Credit: 3
- WBL 111 - Work Based Learning I Credit: 1
- WBL 115 - Work Experience Seminar I Credit: 1
- Major Elective

Spring - 5th Semester

- HSE 112 - Group Process I Credit: 2
- HSE 210 - Human Services Issues Credit: 2
- PSY 281 - Abnormal Psychology Credit: 3
- SAB 110 - Substance Abuse Overview Credit: 3
- SOC 213 - Sociology of the Family Credit: 3
- Major Elective

Elective Courses

Humanities/Fine Arts Elective

3 credit hours
• Select 3 SHC from the following courses: ENG 231, ENG 232, or any of the following prefixes: ART, DRA, HUM, MUS, PHI, or REL

Major Electives

9 credit hours

• Select 9 SHC from the following courses:

  • DDT 110 - Developmental Disabilities Credit: 3
  • GRO 120 - Gerontology Credit: 3
  • HEA 130 - Health-Adult Sexuality Credit: 3
  • POL 120 - American Government Credit: 3
  • PSY 118 - Interpersonal Psychology Credit: 3
  • PSY 141 - Death & Dying Credit: 3
  • SAB 130 - Addictive Behavior Credit: 3
  • SAB 210 - Substance Abuse Counseling Credit: 3
  • SOC 225 - Social Diversity Credit: 3
  • SWK 110 - Introduction to Social Work Credit: 3

Total Semester Hours Credit 74

Human Services - Substance Abuse Certificate (C45380A)

Fall - 1st Semester

• HSE 220 - Case Management Credit: 3
• SAB 110 - Substance Abuse Overview Credit: 3
• SAB 130 - Addictive Behavior Credit: 3

Spring - 2nd Semester

• HEA 130 - Health-Adult Sexuality Credit: 3
• HSE 123 - Interviewing Techniques Credit: 3
• SAB 210 - Substance Abuse Counseling Credit: 3

Total Semester Hours Credit 18
Hunting & Shooting Sports Management, A.A.S. (A25600)

This curriculum is designed to prepare students for a career in hunting and shooting sports retail businesses.

Course work includes concepts such as accounting, basic gunsmithing, business management, advertising and sales promotion, introduction to shooting sports, gun shop management and sports hunting.

Graduates should be prepared for employment opportunities in large and small retail sporting centers, private hunting and shooting sports businesses, and shooting sports equipment manufacturing.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- MKT 120 - Principles of Marketing Credit: 3
- SSM 110 - Intro to Shooting Sports Credit: 4

Spring - 2nd Semester

- BIO 140 - Environmental Biology Credit: 3
- BIO 140A - Environmental Biology Lab Credit: 1
- BUS 137 - Principles of Management Credit: 3
- BUS 240 - Business Ethics Credit: 3
- SSM 111 - Gun Shop Management Credit: 3

Summer - 3rd Semester

- CIS 110 - Introduction to Computers Credit: 3
- MKT 125 - Buying & Merchandising Credit: 3
- MKT 220 - Advertising and Selling Credit: 3

Fall - 4th Semester

- BUS 115 - Business Law I Credit: 3
- BUS 121 - Business Math Credit: 3
- ENG 112 - Writing/Research in the Disciplines Credit: 3
- or
- ENG 114 - Prof Research & Reporting Credit: 3
- Humanities/Fine Arts Elective
- SSM 112 - Sports Hunting Credit: 3

Spring - 5th Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- Behavioral/Social Sciences Elective
- ECO 251 - Principles of Microeconomics Credit: 3
- or
- ECO 252 - Principles of Macroeconomics Credit: 3
- SSM 114 - Shooting Sports Mgmt Credit: 5

Elective Courses

Humanities/Fine Arts Elective

3 credit hours

- Select 3 SHC from the following courses: ENG 231, ENG 232, or any of the following prefixes: ART, DRA, HUM, MUS, PHI, or REL.

Behavioral/Social Sciences Elective
3 credit hours

- Select 3 SHC from the following prefixes: ECO, GEO, HIS, POL, PSY, or SOC.

Total Semester Hours Credit 66

Hunting & Shooting Sports Management - Diploma (D25600)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 115 - Business Law I Credit: 3
- MKT 120 - Principles of Marketing Credit: 3
- SSM 110 - Intro to Shooting Sports Credit: 4
- SSM 112 - Sports Hunting Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- BIO 140 - Environmental Biology Credit: 3
- BIO 140A - Environmental Biology Lab Credit: 1
- SSM 111 - Gun Shop Management Credit: 3
- SSM 114 - Shooting Sports Mgmt Credit: 5

Summer - 3rd Semester

- BUS 137 - Principles of Management Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Total Semester Hours Credit 39

Hunting & Shooting Sports Management - Certificate (C25600A)

Fall - 1st Semester

- MKT 120 - Principles of Marketing Credit: 3
- SSM 110 - Intro to Shooting Sports Credit: 4
- SSM 112 - Sports Hunting Credit: 3

Spring - 2nd Semester

- SSM 111 - Gun Shop Management Credit: 3
- SSM 114 - Shooting Sports Mgmt Credit: 5

Total Semester Hours Credit 18
Industrial Systems Technology Diploma (D50240)

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 coursework 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 life-long learners.

Fall - 1st Semester

Spring - 2nd Semester

Summer - 3rd Semester

Total Semester Hours Credit 40

Industrial Systems Technology - Certificate (C50240A)

Fall - 1st Semester

- AHR 110 - Intro to Refrigeration Credit: 5
- ELC 111 - Intro to Electricity Credit: 3
- WLD 112 - Basic Welding Processes Credit: 2

Spring - 2nd Semester

- HYD 110 - Hydraulics/Pneumatics I Credit: 3
- MEC 111 - Machine Processes I Credit: 3
- MEC 151 - Mechanical Mfg Sys Credit: 2

Total Semester Hours Credit 18
Information Technology - Support Services, A.A.S. (A25990A)

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.

Coursework includes the 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 - 1st Semester

- ACA 111 - College Student Success Credit: 1
  Or
- ACA 122 - College Transfer Success Credit: 1

- CIS 110 - Introduction to Computers Credit: 3
- CTI 115 - Computer System Foundations Credit: 3
- CTI 120 - Network & Sec Foundation Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- CIS 115 - Intro to Prog & Logic Credit: 3
- CTI 110 - Web, Pgm, & DB Foundation Credit: 3
- CTS 115 - Info Sys Bus Concepts Credit: 3
- NET 110 - Networking Concepts Credit: 3
- NOS 230 - Windows Administration I Credit: 3

Summer - 3rd Semester

- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3

- MAT 121 - Algebra/Trigonometry I Credit: 3
  or
- MAT 143 - Quantitative Literacy Credit: 3
  or
- MAT 152 - Statistical Methods I Credit: 4
  or
- MAT 171 - Precalculus Algebra Credit: 4

- Behavioral/Social Sciences Elective
- Humanities/Fine Arts Elective

Fall - 4th Semester

- CTI 150 - Mobile Computing Devices Credit: 3
- CTS 155 - Tech Support Functions Credit: 3
- DBA 120 - Database Programming I Credit: 3
- NOS 120 - Linux/Unix Single User Credit: 3

Spring - 5th Semester

- CTS 120 - Hardware/Software Support Credit: 3
- CTS 210 - Computer Ethics Credit: 3
- CTS 250 - User Support & Software Evaluation Credit: 3
- SEC 110 - Security Concepts Credit: 3

Elective Pick Lists

Behavioral/Social Sciences

- ECO 251 - Principles of Microeconomics Credit: 3
- POL 120 - American Government Credit: 3
- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3
- SOC 225 - Social Diversity Credit: 3

Humanities/Fine Arts

- ART 111 - Art Appreciation Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

Total Semester Hours Credit 64

Information Technology - Network Management, A.A.S. (A25590B)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
  or
- ACA 122 - College Transfer Success Credit: 1

- CIS 110 - Introduction to Computers Credit: 3
- CTI 115 - Computer System Foundations Credit: 3
- CTI 120 - Network & Sec Foundation Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- CTI 110 - Web, Pgm, & DB Foundation Credit: 3
- CTS 115 - Info Sys Bus Concepts Credit: 3
- CTS 120 - Hardware/Software Support Credit: 3
- NET 125 - Networking Basics Credit: 3
- NOS 230 - Windows Administration I Credit: 3

Summer - 3rd Semester

- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3

- MAT 121 - Algebra/Trigonometry I Credit: 3
  or
- MAT 143 - Quantitative Literacy Credit: 3
  or
- MAT 152 - Statistical Methods I Credit: 4
  or
- MAT 171 - Precalculus Algebra Credit: 4

- Behavioral/Social Sciences Elective
- Humanities/Fine Arts Elective

Fall - 4th Semester
CTI 150 - Mobile Computing Devices Credit: 3
CTS 155 - Tech Support Functions Credit: 3
NET 126 - Routing Basics Credit: 3
NOS 120 - Linux/Unix Single User Credit: 3

Spring - 5th Semester

NET 225 - Routing and Switching I Credit: 3
NET 226 - Routing and Switching II Credit: 3
SEC 110 - Security Concepts Credit: 3
SEC 160 - Security Administration I Credit: 3

Elective Courses

Behavioral/Social Sciences Elective

Select 3 SHC from the following list of courses.

- ECO 251 - Principles of Microeconomics Credit: 3
- POL 120 - American Government Credit: 3
- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3
- SOC 225 - Social Diversity Credit: 3

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

Total Semester Hours Credit 64

Information Technology - Software & Web Development, A.A.S. (A25590C)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
  or
- ACA 122 - College Transfer Success Credit: 1

- CIS 110 - Introduction to Computers Credit: 3
- CTI 115 - Computer System Foundations Credit: 3
- CTI 120 - Network & Sec Foundation Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- CIS 115 - Intro to Prog & Logic Credit: 3
- CTI 110 - Web, Pgm, & DB Foundation Credit: 3
- CTS 115 - Info Sys Bus Concepts Credit: 3
- NET 110 - Networking Concepts Credit: 3
- NOS 230 - Windows Administration I Credit: 3

Summer - 3rd Semester

- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3
• MAT 121 - Algebra/Trigonometry I Credit: 3
  or
• MAT 143 - Quantitative Literacy Credit: 3
  or
• MAT 152 - Statistical Methods I Credit: 4
  or
• MAT 171 - Precalculus Algebra Credit: 4

• Behavioral/Social Sciences Elective
• Humanities/Fine Arts Elective

Fall - 4th Semester

• CSC 134 - C++ Programming Credit: 3
• CTI 150 - Mobile Computing Devices Credit: 3
• DBA 120 - Database Programming I Credit: 3
• NOS 120 - Linux/Unix Single User Credit: 3

Spring - 5th Semester

• CSC 151 - JAVA Programming Credit: 3
• SEC 110 - Security Concepts Credit: 3
• WEB 115 - Web Markup and Scripting Credit: 3
• WEB 141 - Mobile Interface Design Credit: 3

Elective Courses

Behavioral/Social Sciences

• ECO 251 - Principles of Microeconomics Credit: 3
• POL 120 - American Government Credit: 3
• PSY 150 - General Psychology Credit: 3
• SOC 210 - Introduction to Sociology Credit: 3
• SOC 225 - Social Diversity Credit: 3

Humanities/Fine Arts

• ART 111 - Art Appreciation Credit: 3
• HUM 110 - Technology & Society Credit: 3
• HUM 115 - Critical Thinking Credit: 3
• PHI 240 - Introduction to Ethics Credit: 3

Total Semester Hours Credit 64

Information Technology - Support Services Diploma (D25590A)

Fall - 1st Semester

• ACA 111 - College Student Success Credit: 1
  or
• ACA 122 - College Transfer Success Credit: 1
• ENG 111 - Writing & Inquiry Credit: 3
• CIS 110 - Introduction to Computers Credit: 3
• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3

Spring - 2nd Semester

• CTI 110 - Web, Pgm, & DB Foundation Credit: 3
• CTS 115 - Info Sys Bus Concepts Credit: 3
• CTS 120 - Hardware/Software Support Credit: 3
• NOS 230 - Windows Administration I Credit: 3

Summer - 3rd Semester

• MAT 121 - Algebra/Trigonometry I Credit: 3
  or
• MAT 143 - Quantitative Literacy Credit: 3
  or
• MAT 152 - Statistical Methods I Credit: 4
  or
• MAT 171 - Precalculus Algebra Credit: 4

Fall - 4th Semester

• CTS 155 - Tech Support Functions Credit: 3
• NET 126 - Routing Basics Credit: 3
• NOS 120 - Linux/Unix Single User Credit: 3
Total Semester Hours Credit 37

Information Technology - Network Management Diploma (D25590B)

Fall - 1st Semester

• ACA 111 - College Student Success Credit: 1
  or
• ACA 122 - College Transfer Success Credit: 1

• ENG 111 - Writing & Inquiry Credit: 3
• CIS 110 - Introduction to Computers Credit: 3
• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3

Spring - 2nd Semester

• CTI 110 - Web, Pgm, & DB Foundation Credit: 3
• CTS 115 - Info Sys Bus Concepts Credit: 3
• NET 125 - Networking Basics Credit: 3
• NOS 230 - Windows Administration I Credit: 3

Summer - 3rd Semester

• MAT 121 - Algebra/Trigonometry I Credit: 3
  or
• MAT 143 - Quantitative Literacy Credit: 3
  or
• MAT 152 - Statistical Methods I Credit: 4
  or
• MAT 171 - Precalculus Algebra Credit: 4

Fall - 4th Semester

• CTS 155 - Tech Support Functions Credit: 3
• NET 126 - Routing Basics Credit: 3
• NOS 120 - Linux/Unix Single User Credit: 3
Total Semester Hours Credit 37

Information Technology - Software and Web Development Diploma (D25590C)

Fall - 1st Semester
• ACA 111 - College Student Success Credit: 1
  or
• ACA 122 - College Transfer Success Credit: 1

• CIS 110 - Introduction to Computers Credit: 3
• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3
• ENG 111 - Writing & Inquiry Credit: 3

**Spring - 2nd Semester**

• CIS 115 - Intro to Prog & Logic Credit: 3
• CTI 110 - Web, Pgm, & DB Foundation Credit: 3
• CTS 115 - Info Sys Bus Concepts Credit: 3

**Summer - 3rd Semester**

• MAT 121 - Algebra/Trigonometry I Credit: 3
  or
• MAT 143 - Quantitative Literacy Credit: 3
  or
• MAT 152 - Statistical Methods I Credit: 4
  or
• MAT 171 - Precalculus Algebra Credit: 4

**Fall - 4th Semester**

• CSC 134 - C++ Programming Credit: 3
• CTI 150 - Mobile Computing Devices Credit: 3

**Spring - 5th Semester**

• WEB 115 - Web Markup and Scripting Credit: 3
• WEB 141 - Mobile Interface Design Credit: 3

Total Semester Hours Credit 37

**Information Technology - Core Functions Certificate (C25590AD)**

**Fall - 1st Semester**

• CIS 110 - Introduction to Computers Credit: 3
• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3

**Spring - 2nd Semester**

• CTI 110 - Web, Pgm, & DB Foundation Credit: 3
• CTS 115 - Info Sys Bus Concepts Credit: 3
• NOS 230 - Windows Administration I Credit: 3

Total Semester Hours Credit 18

**Information Technology - Support Functions Certificate (C25590AE)**

**Fall - 1st Semester**

• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3
• CTS 155 - Tech Support Functions Credit: 3

**Spring - 2nd Semester**
• CTS 120 - Hardware/Software Support Credit: 3
• CTS 250 - User Support & Software Evaluation Credit: 3
• NOS 230 - Windows Administration I Credit: 3
Total Semester Hours Credit 18

Information Technology - Certification Prep Certificate (C25590AF)

Fall - 1st Semester
• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3

Spring - 2nd Semester
• CTS 120 - Hardware/Software Support Credit: 3
• NET 110 - Networking Concepts Credit: 3
• NOS 230 - Windows Administration I Credit: 3
• SEC 110 - Security Concepts Credit: 3
Total Semester Hours Credit 18

Information Technology - Network Management Certificate (C25590BC)

Fall - 1st Semester
• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3

Spring - 2nd Semester
• NET 125 - Networking Basics Credit: 3
• NOS 230 - Windows Administration I Credit: 3

Summer - 3rd Semester
• CTS 155 - Tech Support Functions Credit: 3
• NET 126 - Routing Basics Credit: 3
Total Semester Hours Credit 18

Information Technology - CCNA Prep Certificate (C25590BD)

Fall - 1st Semester
• CTI 115 - Computer System Foundations Credit: 3
• CTI 120 - Network & Sec Foundation Credit: 3

Spring - 2nd Semester
• NET 125 - Networking Basics Credit: 3

Fall - 3rd Semester
• NET 126 - Routing Basics Credit: 3

Spring - 4th Semester
• NET 225 - Routing and Switching I Credit: 3
• NET 226 - Routing and Switching II Credit: 3
Total Semester Hours Credit 18

Information Technology - Web, Mobile, and Software Development Certificate (C25590CC)
Spring - 1st Semester

- CIS 115 - Intro to Prog & Logic Credit: 3
- CTI 110 - Web, Pgm, & DB Foundation Credit: 3

Fall - 2nd Semester

- CSC 134 - C++ Programming Credit: 3
- CTI 150 - Mobile Computing Devices Credit: 3

Summer - 3rd Semester

- WEB 115 - Web Markup and Scripting Credit: 3
- WEB 141 - Mobile Interface Design Credit: 3

Total Semester Hours Credit 18
Lateral Entry Teaching - Certificate (C55430)

The Lateral Entry curriculum provides a course of study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Coursework includes human growth and development, learning theory, instructional technology, school policies and procedures, home, school, and community collaborations, and classroom organization and management to enhance learning. Courses offered by partnering senior institutions include instructional methods, literacy, and diversity.

Graduates should meet the general pedagogy competencies within the first three years of teaching, including a minimum of six semester hours per school year. Additional requirements, such as pre-service training and passing the PRAXIS, are required for licensure.

Fall - 1st Semester
- EDU 243 - Learning Theory Credit: 3
- EDU 245 - Policies & Procedures Credit: 3

Spring - 2nd Semester
- EDU 163 - Classroom Mgmt & Instr Credit: 3
- PSY 241 - Developmental Psychology Credit: 3

Summer - 3rd Semester
- EDU 131 - Child, Family, & Community Credit: 3
- EDU 271 - Educational Technology Credit: 3

Total Semester Hours Credit 18

*This is a collaborative program. Additional courses must be taken at a partnering senior institution. Interested persons should contact an advisor or the Student Services Department for more information.
Magnetic Resonance Imaging - Diploma (D45800)

The Magnetic Resonance Imaging (MRI) curriculum prepares students to become MRI technologists and skilled healthcare professionals who are trained to use magnetic energy fields to produce images of the human body.

Individuals entering this curriculum must be registered or registry-eligible by the American Registry of Radiologic Technologists (ARRT) in radiography, radiation therapy, nuclear medicine technology, or Sonography. Nuclear medicine technology applicants may also be registered or registry eligible by the Nuclear Medicine Technology Certification Board (NMTCB). Sonography applicants may also be registered or registry eligible by the American Registry for Diagnostic Medical Sonography (ARDMS).

Coursework includes clinical rotations, imaging fundamentals, MRI physics, procedures, anatomy, pathology, patient care, and imaging ethics and law in a medical environment. Students should be able to demonstrate all functional areas related to the magnetic resonance imaging field.

Graduates of accredited programs may be eligible to take the ARRT national examination for certification and registration as MRI technologists. Graduates may be employed in hospitals, outpatient clinics, physicians' offices, government agencies, and research.

ECC is approved by the North Carolina Community College System to offer the Magnetic Resonance Imaging Curriculum. ECC has entered into a Level III Instructional Service Agreement with Johnston Community College and Vance-Granville Community College to better meet the needs of healthcare facilities across eastern North Carolina. This collaborative program is referred to as the Eastern North Carolina Consortium of Computed Tomography and Magnetic Resonance Imaging program. Each semester the curriculum is offered through ECC and taught at one or more of the colleges within the Consortium.

In all health sciences programs, students are assigned clinical rotations with area health care agencies. The student must meet employee health standards and the criminal background and/or drug screening requirements of the agency at the student's expense prior to or at any time after beginning the program.

Admission Policy and Procedures

Admission into health sciences programs is competitive. The number of students accepted into the program is determined by clinical space available and may, therefore, vary each term.

Step I Application to ECC and MRI program (Must be completed by March 1st)

1. Submit an Edgecombe Community College Admission Application. MRI should be indicated as the desired Program of Study.
2. Submit an MRI program application.
3. Submit official transcripts of high school graduation or GED.
4. Submit official transcripts from all colleges attended.
5. Submit an official transcript from a JRCERT approved radiography or radiation therapy or nuclear medicine or sonography program that includes the fall semester of the senior year.
6. Demonstrate a 2.5 GPA on the imaging specialty curriculum coursework. Applicants who are still enrolled in their program of study must have a minimum 2.5 GPA on all curriculum courses through the fall term of the final year.
7. Submit verification of ARRT/NMTCB/ARDMS certification or be ARRT/NMTCB/ARDMS eligible. ARRT/NBTCB/ARDMS eligible students must show evidence of certification prior to completion of the MRI program.

Step II Acceptance

Applicants will be ranked based on the categories listed on the applicant points explanation sheet. In order to receive points in a category, applicants must send supporting documentation required in Step I by the deadline. Qualified applicants with the most points will receive an acceptance letter with an enclosed medical form. The student must accept or reject the seat in writing to the MRI Admissions Counselor. All other applicants will be notified that they have been placed on a waiting list. Students will continue to be accepted from the waiting list until the program is full.

Registration Requirements for Clinical Courses

Students who accept an MRI seat must meet the following requirements by the date provided in order to register for classes. Failure to meet deadlines will result in withdrawal of acceptance status and placement on the waiting list.

1. Submit completed medical form and CPR certification for healthcare providers (1 year).
2. If required by the clinical agency, complete criminal background check and/or drug screening.
Summer - 1st Semester

- ENG 111 - Writing & Inquiry Credit: 3
- MRI 213 - MR Patient Care & Safety Credit: 2
- MRI 216 - MRI Instrumentation Credit: 2
- MRI 250 - MRI Clinical Education I Credit: 4

Fall - 2nd Semester

- Behavioral/Social Sciences Elective
- MRI 214 - MRI Procedures I Credit: 2
- MRI 217 - MRI Physics I Credit: 2
- MRI 241 - MRI Anatomy & Pathology I Credit: 2
- MRI 260 - MRI Clinical Education II Credit: 7

Spring - 3rd Semester

- MRI 242 - MRI Anatomy & Pathology II Credit: 2
- MRI 270 - MRI Clinical Education III Credit: 8
- MRI 271 - MRI Capstone Credit: 1
- MRI 215 - MRI Procedures II Credit: 2
- MRI 218 - MRI Physics II Credit: 2

Elective Courses

Behavioral/Social Sciences Electives

- Select 3 SHC from the following list of courses:
- ECO 251 - Principles of Microeconomics Credit: 3
- ECO 252 - Principles of Macroeconomics Credit: 3
- HIS 111 - World Civilizations I Credit: 3
- HIS 112 - World Civilizations II Credit: 3
- HIS 131 - American History I Credit: 3
- HIS 132 - American History II Credit: 3
- POL 120 - American Government Credit: 3
- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3

Total Semester Hours Credit 42
Manufacturing Technology, A.A.S. (A50320)

The Manufacturing curriculum is designed to prepare students through the study and application of the principles for developing, implementing and improving integrated systems involving people, materials, equipment, and information as leaders in an industrial or manufacturing setting.

Coursework includes mathematics, systems analysis, leadership and management skills, quality and productivity improvement methods, cost analysis, facilities planning, manufacturing materials and processes, and computerized production methods.

Graduates should qualify as quality improvement technicians, quality assurance and control technicians, front-line supervisors, production planners, inventory supervisors, and manufacturing technicians.

A course of study that prepares students to use basic engineering principles and technical skills to identify and resolve production problems in the manufacture of products. Includes instruction in machine operations and CNC principles, production line operations, instrumentation, computer-aided manufacturing (CAM) and other computerized production techniques, manufacturing planning, quality control, quality assurance and informational infrastructure. Graduates should qualify for employment as a manufacturing technician, quality assurance technician, CAD/CAM technician, team leader, or research and development technician.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3
  or
- CIS 113 - Computer Basics Credit: 1
- ELC 131 - DC/AC Circuit Analysis Credit: 4
- ISC 132 - Mfg Quality Control Credit: 3
- MAT 121 - Algebra/Trigonometry I Credit: 3
- MEC 145 - Manufacturing Materials I Credit: 3
  or
- MEC 180 - Engineering Materials Credit: 3

Spring - 2nd Semester

- ATR 212 - Industrial Robots Credit: 3
- DFT 119 - Basic CAD Credit: 2
  or
- DFT 151 - CAD I Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- MEC 111 - Machine Processes I Credit: 3
- MEC 181 - Introduction to CIM Credit: 2

Summer - 3rd Semester

- ISC 112 - Industrial Safety Credit: 2
- ISC 135 - Principles of Industrial Management Credit: 4
- Major Elective

Fall - 4th Semester

- ELN 237 - Local Area Networks Credit: 3
- ELN 260 - Prog Logic Controllers Credit: 4
- ENG 114 - Prof Research & Reporting Credit: 3
- MEC 151 - Mechanical Mfg Sys Credit: 2

Spring - 5th Semester
- ATR 218 - Work Cell Integration Credit: 3
- ATR 281 - Automated Manufacturing Credit: 4
- HUM 110 - Technology & Society Credit: 3
  or
- HUM 115 - Critical Thinking Credit: 3
- HYD 110 - Hydraulics/Pneumatics I Credit: 3
- MEC 231 - Computer-Aided Mfg I Credit: 3
- PHY 110 - Conceptual Physics Credit: 3
- PHY 110A - Conceptual Physics Lab Credit: 1
- PSY 150 - General Psychology Credit: 3

Elective Courses

These courses offered and scheduled only during summer sessions.

Major Elective

Select 2-3 SHC from the following list of courses.

- ELC 233 - Energy Management Credit: 3
- ISC 212 - Intro to Metrology Credit: 2
- ISC 220 - Lean Manufacturing Credit: 3
- ISC 243 - Production & Ops Mgmt I Credit: 3
- MEC 155 - Environmentally Benign Manufacturing Credit: 3

Total Semester Hours Credit 71-75

Manufacturing - Energy Management Systems Certificate (C50320A)

Fall - 1st Semester

- ELC 131 - DC/AC Circuit Analysis Credit: 4
- ELN 260 - Prog Logic Controllers Credit: 4

Spring - 2nd Semester

- ATR 111 - Automated Systems Credit: 3
- ELC 233 - Energy Management Credit: 3
- MEC 181 - Introduction to CIM Credit: 2

Total Semester Hours Credit 17

Manufacturing - Management and Operations Certificate (C50320B)

Fall - 1st Semester

- ISC 112 - Industrial Safety Credit: 2
- ISC 132 - Mfg Quality Control Credit: 3
- ISC 220 - Lean Manufacturing Credit: 3

Spring - 2nd Semester

- ISC 243 - Production & Ops Mgmt I Credit: 3
- MEC 181 - Introduction to CIM Credit: 2
- MEC 273 - Manufacturing Regs Credit: 2

Total Semester Hours Credit 15

Manufacturing - Sustainable Mfg Technology Certificate (C50320C)
Fall - 1st Semester

- ELC 233 - Energy Management Credit: 3
- ISC 120 - Industrial Ecology Credit: 3
- ISC 220 - Lean Manufacturing Credit: 3

Spring - 2nd Semester

- MEC 181 - Introduction to CIM Credit: 2
- MEC 273 - Manufacturing Regs Credit: 2

Summer - 3rd Semester

- ISC 243 - Production & Ops Mgmt I Credit: 3

Total Semester Hours Credit 16

Manufacturing - Automation Technology Certificate (C50320D)

Fall - 1st Semester

- ELC 131 - DC/AC Circuit Analysis Credit: 4
- ELN 260 - Prog Logic Controllers Credit: 4

Spring - 2nd Semester

- ATR 111 - Automated Systems Credit: 3
- ATR 212 - Industrial Robots Credit: 3
- ATR 218 - Work Cell Integration Credit: 3

Total Semester Hours Credit 18

Manufacturing - Industrial Networks Certificate (C50320E)

Fall - 1st Semester

- CIS 110 - Introduction to Computers Credit: 3
  or
- CIS 113 - Computer Basics Credit: 1

- ELC 131 - DC/AC Circuit Analysis Credit: 4

Spring - 2nd Semester

- ATR 111 - Automated Systems Credit: 3
- ELN 237 - Local Area Networks Credit: 3

Fall - 3rd Semester

- ELN 260 - Prog Logic Controllers Credit: 4

Total Semester Hours Credit 16-18

Manufacturing - Computer Integrated Machining Certificate (C50320F)

Fall - 1st Semester

- CIS 110 - Introduction to Computers Credit: 3
  or
- CIS 113 - Computer Basics Credit: 1

- MEC 145 - Manufacturing Materials I Credit: 3

Spring - 2nd Semester
• DFT 119 - Basic CAD Credit: 2
• MEC 111 - Machine Processes I Credit: 3
  Fall - 3rd Semester
  
• MEC 181 - Introduction to CIM Credit: 2
• MEC 231 - Computer-Aided Mfg I Credit: 3
  Total Semester Hours Credit 14-16

Manufacturing - Robotic Welding Certificate (C50320G)

Fall - 1st Semester
  
• CIS 110 - Introduction to Computers Credit: 3
  or
• CIS 113 - Computer Basics Credit: 1
  
• MEC 111 - Machine Processes I Credit: 3
• MEC 145 - Manufacturing Materials I Credit: 3
  Spring - 2nd Semester
  
• ATR 212 - Industrial Robots Credit: 3
• DFT 119 - Basic CAD Credit: 2
• MEC 181 - Introduction to CIM Credit: 2
  Total Semester Hours Credit 14-16
Medical Assisting, A.A.S. (A45400)

The Medical Assisting curriculum prepares multi-skilled healthcare professionals qualified to perform administrative, clinical, and laboratory procedures.

Coursework 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.

The Edgecombe Community College Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756 727-210-2350
www.caahep.org

In all health sciences programs, students are assigned clinical rotations with area healthcare agencies. The student must meet employee health standards and the criminal background and/or drug screening requirements of the agency at the student's expense prior to or after beginning the program.

Admission Policies for the Medical Assisting Program

Each step must be completed before proceeding to the next step. Admission into health sciences programs is competitive and is based on a points-based ranking system. The number of students accepted into health science programs is determined by clinical space available and may, therefore, vary each term.

Step I Application Process

1. Submit an Edgecombe Community College Admission Application.
2. Submit an official transcript of high school graduation or GED. Currently enrolled high school students should submit a partial transcript at time of application. A final transcript must be submitted at the time of graduation.
3. Submit official transcripts from all colleges attended.
4. Attend a medical assisting information session before March 1st.
5. Complete the medical assisting program application by March 1st. Subsequent dates for acceptance of applications will be established if space becomes available prior to fall semester.
6. Complete BIO 163 or MED 121 with a C or better. Equivalent courses may be substituted as determined by the program chair.

Step II Ranking and Conditional Acceptance

1. Eligible applicants who complete Step I will be ranked according to the GPA on all ECC Medical Assisting curriculum courses that have been completed from all colleges, including courses with less than a C. The ranking GPA also includes all courses that have been completed more than once.
2. A letter of conditional acceptance will be mailed to the highest ranking applicants depending on clinical space available.
3. A waiting list letter will be mailed to any remaining eligible students.
4. The student must accept or reject the seat in writing to the Medical Assisting Admissions Counselor.
5. Applicants will continue to be selected from the waiting list until the program is filled.

Step III Full Acceptance

After accepting a seat, the student must meet the following requirements in order to be fully accepted:

1. If developmental courses were required upon admission to the college, the developmental prerequisites for ECC Medical Assisting curriculum general education courses must be completed prior to enrollment in the program.
2. Demonstrate a 2.0 GPA on all ECC Medical Assisting curriculum courses that have been completed up to the point of enrollment in the program. The highest grade on all completed courses from all colleges will be used in this calculation, including courses with less than a C.
3. Submit criminal background check and by the required deadline.
1. Failure to meet deadlines will result in withdrawal of acceptance status.
2. Demonstrate an overall 2.0 GPA on courses completed at ECC up to the point of enrollment.
3. A completed medical form provided by the college, including required immunizations, performed within a 12-month time frame will be due by December 1st of the first semester of enrollment.
4. A drug screen may be required after enrollment in the program depending on assigned clinical site requirements.

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**Fall - 1st Semester**

- **ACA 111** - College Student Success Credit: 1
- **BIO 163** - Basic Anatomy & Physiology Credit: 5
- **CIS 110** - Introduction to Computers Credit: 3
- **MED 110** - Orientation to Medical Asst Credit: 1
- **MED 121** - Medical Terminology I Credit: 3
- **MED 130** - Admin Office Procedures I Credit: 2
- **OST 131** - Keyboarding Credit: 2

**Spring - 2nd Semester**

- **ENG 111** - Writing & Inquiry Credit: 3
- **MAT 110** - Math Measurement & Literacy Credit: 3
- **MED 122** - Medical Terminology II Credit: 3
- **MED 131** - Admin Office Procedures II Credit: 2
- **MED 232** - Medical Insurance Coding Credit: 2

**Summer - 3rd Semester**

- **MED 114** - Professional Interactions in Health Care Credit: 1
- **MED 140** - Exam Room Procedures I Credit: 5
- **PSY 150** - General Psychology Credit: 3

**Fall - 4th Semester**

- **MED 118** - Medical Law and Ethics Credit: 2
- **MED 150** - Laboratory Procedures I Credit: 5
- **MED 183** - Electronic Medical Records I Credit: 5
- **MED 240** - Exam Room Procedures II Credit: 5
- **MED 272** - Drug Therapy Credit: 3
- Humanities/Fine Arts Elective

**Spring - 5th Semester**

- **ENG 112** - Writing/Research in the Disciplines Credit: 3
- **MED 260** - MED Clinical Externship Credit: 5
- **MED 262** - Clinical Perspectives Credit: 1
- **MED 264** - Medical Assisting Overview Credit: 2
- **MED 270** - Symptomatology Credit: 3

**Elective Courses**

**Humanities/Fine Arts Elective**

- **ART 111** - Art Appreciation Credit: 3
- **HUM 115** - Critical Thinking Credit: 3
- **MUS 110** - Music Appreciation Credit: 3
- **PHI 240** - Introduction to Ethics Credit: 3
- **REL 110** - World Religions Credit: 3

**Total Semester Hours Credit 76**

**Medical Assisting - Electronic Health Record Certificate (C45400A)**

**Fall - 1st Semester**
• MED 110 - Orientation to Medical Asst Credit: 1
• MED 121 - Medical Terminology I Credit: 3
• MED 130 - Admin Office Procedures I Credit: 2
• OST 131 - Keyboarding Credit: 2
Spring - 2nd Semester

• MED 122 - Medical Terminology II Credit: 3
• MED 131 - Admin Office Procedures II Credit: 2
Fall - 4th Semester

• MED 183 - Electronic Medical Records I Credit: 5
Total Semester Hours Credit 18

Medical Assisting - Clinical Certificate (C45400B)

Fall - 1st Semester

• MED 110 - Orientation to Medical Asst Credit: 1
• MED 121 - Medical Terminology I Credit: 3
• MED 130 - Admin Office Procedures I Credit: 2
• OST 131 - Keyboarding Credit: 2

Spring - 2nd Semester

• MED 122 - Medical Terminology II Credit: 3

Summer - 3rd Semester

• MED 114 - Professional Interactions in Health Care Credit: 1
Fall - 4th Semester

• MED 140 - Exam Room Procedures I Credit: 5

Spring - 5th Semester

• MED 262 - Clinical Perspectives Credit: 1
Total Semester Hours Credit 18
Medical Office Administration, A.A.S. (A25310)

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of the medical office, medical billing and coding, dental office, patient services, and medical documents.

Coursework includes medical terminology, computer applications, medical office management, medical coding, medical insurance, and billing, medical-legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare-related organizations. Upon graduation, students may be eligible to sit for industry-recognized certification exams.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- MED 121 - Medical Terminology I Credit: 3
- OST 131 - Keyboarding Credit: 2
- OST 149 - Medical Legal Issues Credit: 3

Spring - 2nd Semester

- BIO 163 - Basic Anatomy & Physiology Credit: 5
or
- MAT 110 - Math Measurement & Literacy Credit: 3
- MED 122 - Medical Terminology II Credit: 3
- OST 148 - Med Coding Billing & Ins Credit: 3
- OST 164 - Office Editing Credit: 3

Summer - 3rd Semester

- OST 243 - Medical Office Simulation Credit: 3
- OST 248 - Diagnostic Coding Credit: 3
- PSY 150 - General Psychology Credit: 3
- Humanities/Fine Arts Elective

Fall - 4th Semester

- COM 231 - Public Speaking Credit: 3
or
- ENG 114 - Prof Research & Reporting Credit: 3
- OST 247 - Procedure Coding Credit: 3
- OST 136 - Word Processing Credit: 3
- OST 284 - Emerging Technologies Credit: 2

Spring - 5th Semester

- OST 181 - Intro to Office Systems Credit: 3
- OST 184 - Records Management Credit: 3
- OST 236 - Adv Word/Info Processing Credit: 3
- OST 286 - Professional Development Credit: 3
- OST 289 - Admin Office Management Credit: 3
- Major Elective(s)

Elective Courses

Humanities/Fine Arts Elective
Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3

Major Elective(s)

Select 2-4 SHC from the following list of courses.

- ACC 120 - Principles of Financial Accounting Credit: 4
- CTS 130 - Spreadsheet Credit: 3
- DBA 110 - Database Concepts Credit: 3
- OST 134 - Text Entry & Formatting Credit: 3
- OST 135 - Adv Text Entry & Formatting Credit: 3
- OST 249 - CPC Certification Credit: 4
- WBL 111 - Work Based Learning I Credit: 1
- WBL 112 - Work Based Learning I Credit: 2
- WBL 115 - Work Experience Seminar I Credit: 1
- WBL 121 - Work Based Learning II Credit: 1
- WBL 122 - Work Based Learning II Credit: 2
- WBL 125 - Work Experience Seminar II Credit: 1

Total Semester Hours Credit 65-69

**Medical Office Administration - Medical Billing Certificate (C25310A)**

Fall - 1st Semester

- MED 121 - Medical Terminology I Credit: 3
- OST 131 - Keyboarding Credit: 2

Spring - 2nd Semester

- MED 122 - Medical Terminology II Credit: 3
- OST 148 - Med Coding Billing & Ins Credit: 3
- OST 149 - Medical Legal Issues Credit: 3

Summer - 3rd Semester

- OST 243 - Medical Office Simulation Credit: 3

Total Semester Hours Credit 17

**Medical Office Administration - Medical Office Coding Certificate (C25310B)**

Fall - 1st Semester

- MED 121 - Medical Terminology I Credit: 3
- MED 122 - Medical Terminology II Credit: 3
- OST 148 - Med Coding Billing & Ins Credit: 3

Spring - 2nd Semester

- OST 247 - Procedure Coding Credit: 3
- OST 248 - Diagnostic Coding Credit: 3

Summer - 3rd Semester

- OST 249 - CPC Certification Credit: 4
Total Semester Hours Credit 19
Nurse Aide - Certificate (C45840)

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages.

Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

Fall - 1st Semester

- HSC 110 - Orientation to Health Careers Credit: 1
- HSC 120 - CPR Credit: 1
- NAS 101 - Nurse Aide I Credit: 6
- NAS 102 - Nurse Aide II Credit: 6

Total Semester Hours Credit 14
Nursing, A.A.S. - RN Full Program (A45110FP)

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.

Coursework 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 healthcare system and may include positions within acute, chronic, extended, industrial, and community healthcare facilities.

Admission to ADN Program

Prerequisites

- BIO 094 or test out
- DRE 96-98 (Placement tests expire after five years)
- DMA 10-50 (Placement tests expire after five years)

Admission Requirements

TEAS V or ATI/TEAS

Scores must be within five years of application date.

- A 62% or greater on the Test of Essential Academic Skills (TEAS V or ATI/TEAS) for the ADN program.
- If testing occurred at a site other than ECC, test results are delivered to the College through official means by the agency that administered the test. Contact atitesting.com or (800) 667-7531.
- All four sections of the TEAS were taken.
- No more than two TEAS V or ATI/TEAS scores per fiscal year (July 1-June 30), at least 28 days apart, will be eligible.
- TEAS Test Review Guide

AGE of BIO COURSES

BIO courses must be repeated if more than seven (7) years old-no later than the semester that they are required within the Curriculum Plan.

GPA

Admission GPA

- A minimum GPA of 2.5 on Nursing curriculum general education courses that have been completed through Fall semester.
- The highest grade attained in general education courses is used in the GPA calculation for admission.
- An overall 2.0 GPA on all attempted courses at ECC is required.

Ranking GPA

The grades in all attempted Nursing curriculum general education coursework will be used in the GPA calculation for ranking, including courses with grades below a C from any college.

Ranking Point Score

- Applicants to the ADN program who receive an overall TEAS score of 62% or greater are ranked based on a point score from their TEAS score, their BIO GPA, and quality points on all attempted general education coursework in the curriculum.
  - The Biology GPA carries greater weight in the point score than other general education courses.

Admission Steps for ADN
Repeat steps for each year of application.

Step I: Application process (Due March 2)

- Complete a Nursing Information Session between September 21, and February 21.
- Submit all by March 2:
  - An online ECC application for admission
  - Official high school transcripts or equivalency
  - A partial transcript if currently enrolled in high school. A final transcript must be submitted at the time of graduation.
  - Official transcripts from all colleges attended
  - An ADN Program application after attending the Nursing Information Session (attendance required every year of application)
  - TEAS V or ATI/TEAS score(s) to Student Services. If testing occurred at a site other than ECC test results are delivered to the College through official means by the agency that administered the test. Contact atitesting.com or (800) 667-7531.

Step II: Ranking (March 31)

- Eligible applicants are ranked according to their point score. The highest ranked applicants who have a 2.5 Admission GPA or greater will move to Step III.
  - The number of ADN applicants who move to Step III is based on available seats in the program, which varies from 30 - 50 each year.
- Applicants who have a 2.5 Admissions GPA but do not have a point score high enough to move to Step III initially will remain at Step II and receive notification that they are on a waiting list (approximately three (3) weeks after letters of conditional acceptance letters go out to the top-ranked applicants). Many applicants will give up their seat for a variety of reasons, which opens up seats for applicants on the waiting list.
- All applicants who remain at Step II at end of Spring semester will have their Point Score recalculated with Spring grades and will be re-ranked. Ranked applicants with a 2.5 Admission GPA will move to Step III as seats become available over the summer.
- Admission application cycle ends July 31.

Step III: Conditional Acceptance (April - July)

- The highest ranked applicants will receive a letter of conditional acceptance and a medical form.
- Accept or reject the seat in writing to the Nursing Admissions Counselor by the due date.
  - Attend the mandatory Health Sciences Orientation.
  - Complete medical form, background check, and drug screen by the due dates.
  - Applicants must maintain a 2.5 admissions GPA or greater through spring and summer terms.

Step IV: Final Acceptance

Applicants who meet the clinical agencies' employee health standards, background, and drug screen requirements will be notified of final acceptance. The cost of meeting these requirements can be significant and final acceptance is dependent on meeting the due dates listed in the conditional acceptance letter.

Fall - 1st Semester

- ENG 111 - Writing & Inquiry Credit: 3
- NUR 111 - Intro to Health Concepts Credit: 8
- PSY 150 - General Psychology Credit: 3
- Humanities/Fine Arts Elective

Spring - 2nd Semester

- ACA 122 - College Transfer Success Credit: 1
- NUR 112 - Health - Illness Concepts Credit: 5
- NUR 113 - Family Health Concepts Credit: 5
- PSY 241 - Developmental Psychology Credit: 3

Summer - 3rd Semester

- BIO 168 - Anatomy & Physiology I Credit: 4
NUR 114 - Holistic Health Concepts Credit: 5
Fall - 4th Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3
- NUR 211 - Healthcare Concepts Credit: 5
- NUR 212 - Health System Concepts Credit: 5

Spring - 5th Semester

- BIO 275 - Microbiology Credit: 4
- NUR 213 - Complex Health Concepts Credit: 10

Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

Total Semester Hours Credit 71

Nursing, A.A.S. - RN Advanced Placement (A45110AP)

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.

Coursework 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 healthcare system and may include positions within acute, chronic, extended, industrial, and community healthcare facilities.

Admission Procedure for Advanced Placement Licensed Practical Nurse

A Nursing Transition plan has been designed for Licensed Practical Nurses who desire to enter the Associate Degree Nursing program with advanced standing. Applicants who meet the admission requirements outlined below and successfully complete the Nursing Transition course (NUR 214) with a "C" or better will be allowed to enroll in NUR 114 and complete the Associate Degree program requirements. Students who are taking NUR 214 have been accepted into the Associate Degree Nursing program.

Students are admitted to the nursing program in accordance with policies established by the nursing faculty and approved by the administration. The college does not guarantee admission to all students who apply to the nursing program. Admission is competitive and is based on a points-based ranking system. Completion of the nursing program does not guarantee success in passing the licensure exam.

A nursing student must be admitted/readmitted to the nursing program in order to receive credit for any nursing (NUR) course. Curriculum courses other than NUR courses may be taken before admission to the program or after admission in the sequence offered.
All Biology courses must be current within a seven-year period. Biology courses older than seven years must be retaken before program entry or at the prescribed time in the curriculum sequence. This requirement may be waived by the program director.

Nursing students are assigned clinical rotations with area healthcare agencies. Students must meet employee health standards and the criminal background and/or drug screening requirements of the agencies at the student's expense at any time after admission to the program.

The nursing applicant is required to meet steps I-IV before enrollment spring semester. Each step of the admission policy must be completed before advancing to the next step.

STEP I: APPLICATION PROCESS

- Complete a Nursing Information Session between September 21, and February 21.
- Submit all by March 2:
  - An online ECC application for admission
  - Official high school transcripts or equivalency
  - A partial transcript if currently enrolled in high school. A final transcript must be submitted at the time of graduation.
  - Official transcripts from all colleges attended
  - An ADN Program application after attending the Nursing Information Session (attendance required every year of application)
  - TEAS V or ATI/TEAS score (s) to Student Services. If testing occurred at a site other than ECC test results are delivered to the College through official means by the agency that administered the test.
  - Contact atitesting.com or (800) 667-7531.

STEP II: RANKING

- Take the Test of Essential Academic Skills (TEAS V) before October 15th.
- TEAS V scores must meet the following criteria to be eligible for ranking:
  - A minimum overall score of 62%.
  - Testing occurred within the 24 months prior to the October 15th application deadline
  - The student has released the scores to ECC with ATI if testing occurred at a site other than at ECC OR the scores are officially delivered to ECC by the school where the test was taken.
  - All four sections of the TEAS test were taken.
- TEAS V may be taken up to twice in an academic year, at least 28 days apart.
- The highest of up to four TEAS scores will be used for ranking.

STEP III: CONDITIONAL RANKING

- Students who score a 62% on the TEAS V will be competitively ranked.
- Points from the TEAS score and from the GPA on all ECC ADN nursing curriculum general education courses that have been completed from all colleges, including courses with grades below a C, are included in the calculation. The ranking GPA also includes all curriculum courses that have been completed more than once.
- The highest ranking applicants will receive a letter of conditional acceptance.
- Students must accept or reject the seat in writing to the Nursing Admissions Counselor.
- A waiting list letter will be mailed to remaining eligible applicants.
- Students will continue to be accepted from the waiting list until the program is full.

STEP IV: FINAL ACCEPTANCE

- After accepting a nursing seat, the student must meet the following requirements in order to be fully accepted:
  - Successfully complete with a “C” or better ACA 111 or ACA 122, BIO 168, CIS 113, and PSY 150 by the end of fall semester.
  - If developmental courses were required upon admission to the college, the developmental prerequisites for ECC ADN curriculum general education courses must be completed prior to enrollment in the program.
  - Hold unencumbered license to practice as an LPN in NC.
  - Attend mandatory Health Science Orientation and Nursing Orientation sessions.
  - Submit a completed medical form provided by the college, including required immunizations, performed within a 12-month time frame by the required deadline.
  - Submit evidence of current (within the last year) CPR certification by the American Heart Association at the healthcare provider level.
Demonstrate a 2.5 GPA on all ECC ADN curriculum general education courses that have been completed up to the point of enrollment in the program. The highest grade on all completed courses from all colleges will be used in this calculation, including courses with less than a C.

Submit criminal background check and a drug screen by the required deadline.

Failure to meet deadlines will result in withdrawal of acceptance status.

Summer - 1st Semester

- BIO 168 - Anatomy & Physiology I Credit: 4
- NUR 214 - Nursing Transition Concepts Credit: 4

Fall - 2nd Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- NUR 221 - LPN to ADN Concepts I Credit: 9
- PSY 241 - Developmental Psychology Credit: 3

Spring - 3rd Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3
- NUR 223 - LPN to ADN Concepts II Credit: 9

Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

Total Semester Hours Credit 70
Nursing - Practical Diploma (D45660)

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential.

Coursework includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians’ offices.

Admission to PN Program

Prerequisites

- BIO 094 or test out
- DRE 96-98 (Placement tests expire after five years)
- DMA 10-50 (Placement tests expire after five years)

Admission Requirements

TEAS V or ATI/TEAS

Scores must be within five years of application date.

- A 58% or greater on the Test of Essential Academic Skills (TEAS V or ATI/TEAS) for the PN program.
- If testing occurred at a site other than ECC, test results are delivered to the College through official means by the agency that administered the test. Contact atitesting.com or (800) 667-7531.
- All four sections of the TEAS were taken.
- No more than two TEAS V or ATI/TEAS scores per fiscal year (July 1-June 30), at least 28 days apart, will be eligible.
- TEAS Test Review Guide

AGE of BIO COURSES

BIO courses must be repeated if more than seven (7) years old-no later than the semester that they are required within the Curriculum Plan.

GPA

Admission GPA

- A minimum GPA of 2.5 on Nursing curriculum general education courses that have been completed through Fall semester.
- The highest grade attained in general education courses is used in the GPA calculation for admission.
- An overall 2.0 GPA on all attempted courses at ECC is required.

Ranking GPA

The grades in all attempted Nursing curriculum general education coursework will be used in the GPA calculation for ranking, including courses with grades below a C from any college.

Ranking Point Score

- Applicants to the PN program who receive an overall TEAS score of 58% or greater are ranked based on a point score from their TEAS score, their BIO GPA, and quality points on all attempted general education coursework in the curriculum.
  - The Biology GPA carries greater weight in the point score than other general education courses.

Admission Steps for PN
Repeat steps for each year of application.

Step I: Application process (Due March 2)

- Complete a Nursing Information Session between September 21, and February 21.
- Submit all by March 2:
  - An online ECC application for admission
  - Official high school transcripts or equivalency
  - A partial transcript if currently enrolled in high school. A final transcript must be submitted at the time of graduation.
  - Official transcripts from all colleges attended
  - A PN Program application after attending the Nursing Information Session (attendance required every year of application)
  - TEAS V or ATI/TEAS score(s) to Student Services. If testing occurred at a site other than ECC test results are delivered to the College through official means by the agency that administered the test. Contact atitesting.com or (800) 667-7531.

Step II: Ranking (March 31)

- Eligible applicants are ranked according to their point score. The highest ranked applicants who have a 2.5 Admission GPA or greater will move to Step III.
  - The highest twenty (20) ranked PN applicants will move to Step III.
- Applicants who have a 2.5 Admissions GPA but do not have a point score high enough to move to Step III initially will remain at Step II and receive notification that they are on a waiting list (approximately three (3) weeks after letters of conditional acceptance letters go out to the top-ranked applicants). Many applicants will give up their seat for a variety of reasons, which opens up seats for applicants on the waiting list.
- All applicants who remain at Step II at end of Spring semester will have their Point Score recalculated with Spring grades and will be re-ranked. Ranked applicants with a 2.5 Admission GPA will move to Step III as seats become available over the summer.
- Admission application cycle ends July 31.

Step III: Conditional Acceptance (April - July)

- The highest ranked applicants will receive a letter of conditional acceptance and a medical form.
- Accept or reject the seat in writing to the Nursing Admissions Counselor by the due date.
  - Attend the mandatory Health Sciences Orientation.
  - Complete medical form, background check, and drug screen by the due dates.
  - Applicants must maintain a 2.5 admissions GPA or greater through spring and summer terms.

Step IV: Final Acceptance

Applicants who meet the clinical agencies' employee health standards, background, and drug screen requirements will be notified of final acceptance. The cost of meeting these requirements can be significant and final acceptance is dependent on meeting the due dates listed in the conditional acceptance letter.

Fall - 1st Semester

- BIO 168 - Anatomy & Physiology I Credit: 4
- ENG 111 - Writing & Inquiry Credit: 3
- NUR 101 - Practical Nursing I Credit: 11

Spring - 2nd Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- NUR 102 - Practical Nursing II Credit: 10
- PSY 150 - General Psychology Credit: 3

Summer - 3rd Semester

- NUR 103 - Practical Nursing III Credit: 9

Total Semester Hours Credit 44
Office Administration, A.A.S. (A25370)

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.

Coursework 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 - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- OST 131 - Keyboarding Credit: 2
- OST 284 - Emerging Technologies Credit: 2

Spring - 2nd Semester

- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3
- MAT 110 - Math Measurement & Literacy Credit: 3
- OST 134 - Text Entry & Formatting Credit: 3
- OST 136 - Word Processing Credit: 3
- OST 164 - Office Editing Credit: 3

Summer - 3rd Semester

- Behavioral/Social Sciences Elective Credit: 3
- Humanities/Fine Arts Elective Credit: 3

Fall - 4th Semester

- BUS 121 - Business Math Credit: 3
- OST 135 - Adv Text Entry & Formatting Credit: 3
- OST 181 - Intro to Office Systems Credit: 3
- OST 236 - Adv Word/Info Processing Credit: 3
- Major Elective(s)

Spring - 5th Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- OST 184 - Records Management Credit: 3
- OST 286 - Professional Development Credit: 3
- OST 289 - Admin Office Management Credit: 3
- Major Elective(s)

Elective Courses

Behavioral/Social Sciences Elective

Select 3 SHC from the following list of courses.

- PSY 150 - General Psychology Credit: 3
- SOC 210 - Introduction to Sociology Credit: 3

Humanities/Fine Arts Elective
Select 3 SHC from the following list of courses.

- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3

Major Elective(s)

Select 6 SHC from the following list of courses.

- ACC 149 - Intro to Acct Spreadsheets Credit: 2
- BUS 137 - Principles of Management Credit: 3
- BUS 260 - Business Communication Credit: 3
- CTS 130 - Spreadsheet Credit: 3
- DBA 110 - Database Concepts Credit: 3
- MED 121 - Medical Terminology I Credit: 3
- MED 122 - Medical Terminology II Credit: 3
- OST 233 - Office Publications Design Credit: 3
- WBL 111 - Work Based Learning I Credit: 1
- WBL 112 - Work Based Learning I Credit: 2
- WBL 115 - Work Experience Seminar I Credit: 1
- WBL 121 - Work Based Learning II Credit: 1
- WBL 122 - Work Based Learning II Credit: 2
- WBL 125 - Work Experience Seminar II Credit: 1

Total Semester Hours Credit 66

**Office Administration - Office Skills Certificate (C25370A)**

Fall - 1st Semester

- CIS 110 - Introduction to Computers Credit: 3
- OST 131 - Keyboarding Credit: 2
- OST 284 - Emerging Technologies Credit: 2

Spring - 2nd Semester

- OST 134 - Text Entry & Formatting Credit: 3
- OST 164 - Office Editing Credit: 3
- OST 184 - Records Management Credit: 3

Total Semester Hours Credit 16

**Office Administration - Office Software Certificate (C25370B)**

Fall - 1st Semester

- CIS 110 - Introduction to Computers Credit: 3
- DBA 110 - Database Concepts Credit: 3
- OST 131 - Keyboarding Credit: 2

Spring - 2nd Semester

- CTS 130 - Spreadsheet Credit: 3
- OST 136 - Word Processing Credit: 3

Summer - 3rd Semester

- OST 236 - Adv Word/Info Processing Credit: 3

Total Semester Hours Credit 17
Ophthalmic Medical Assistant - Diploma (D45510)

The Ophthalmic Medical Assistant Program prepares individuals to perform ophthalmic procedures under the supervision of a licensed physician specializing in Ophthalmology.

Coursework includes lecture, laboratory, and clinical training in ocular measurements; ocular testing; lensometry; administering topical and oral medications; eye care; and caring for instruments.

Graduates are employed in medical institutions, clinics, or physician practices. Graduates may qualify as candidates to take the Joint Commission on Allied Health Personnel, Ophthalmology National Certification Exam.

Fall - 1st Semester

- COM 231 - Public Speaking Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- MED 121 - Medical Terminology I Credit: 3
- OPH 150 - Introduction to Ophthalmic Medical Assistant Credit: 2
- OPH 151 - Ocular Anatomy & Physiology Credit: 2

Spring - 2nd Semester

- OPH 103 - Introduction to Diseases of the Eye Credit: 2
- OPH 104 - Basic Ophthalmic Pharmacology Credit: 2
- OPH 105 - Ophthalmic Clinical Procedures I Credit: 2
- PSY 150 - General Psychology Credit: 3

Summer - 3rd Semester

- OPH 106 - Ophthalmic Med Assistant Practicum I Credit: 7
- OPH 107 - Ophthalmic Clinical Procedures II Credit: 2
- OPH 108 - Ophthalmic Patient Care Credit: 2

Fall - 4th Semester

- OPH 109 - Ophthalmic Optics & Basic Refractometry Credit: 2
- OPH 110 - Ophthalmic Med Assistant Practicum II Credit: 7

Total Semester Hours Credit 42
Radiography, A.A.S. (A45700)

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

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

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

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Admission Policy for the Radiography Program

Students are admitted to the radiography program in accordance with policies established by the faculty and approved by the administration. The college does not guarantee admission to all students that apply to the radiography program. Admission is competitive and is based on a points-based ranking system. Completion of the program does not guarantee success in passing the national exam.

A student must be admitted/readmitted to the radiography program in order to receive credit in any radiography (RAD) course. Curriculum courses other than RAD courses may be taken before admission to the program or after admission in the sequence offered.

Radiography students are assigned clinical rotations with area healthcare agencies (Nash UNC, Wilson Medical Center, A DukeLife Point Hospital, and Halifax Regional Medical). Students must meet employee health standards and the criminal background and/or drug screening requirements of the agencies at the student's expense at any time after admission to the program.

The radiography applicant is required to meet steps I-IV before enrollment fall semester. Each step of the admission policy must be completed before advancing to the next step.

Step I Application Process

1. Complete the online Edgecombe Community College Admission Application.
2. Submit an official transcript of high school graduation or GED. Currently enrolled high school students should submit a partial transcript. A final transcript must be submitted at the time of graduation.
3. Submit official transcripts from all colleges attended.
4. Attend a mandatory Radiography information session before March 1st. The student must attend the session each year that application is made to be aware of curriculum and admission policy changes.
5. Complete the online radiography program application prior to March 15th. Subsequent dates for acceptance of applications will be established if space becomes available prior to fall admission.

Step II TEAS VI (ATI)

1. Take the Test of Essential Academic Skills (TEAS VI) before March 1st.
2. TEAS VI scores must meet the following criteria to be eligible for ranking:
   - A minimum overall score of 58%.
   - Testing occurred within the 24 months prior to the March 1st application deadline
   - The student has released the scores to ECC with ATI if testing occurred at a site other than at ECC OR the scores are officially delivered to ECC by the school where the test was taken.
   - All four sections of the TEAS test were taken.
   - TEAS VI may be taken up to twice in an academic year, at least 28 days apart.
3. The highest of up to four TEAS scores will be used for ranking.

Step III Ranking and Conditional Acceptance

1. Students who score a 58% on the TEAS VI will be competitively ranked.
2. Points from the TEAS score and from the GPA on all ECC Radiography curriculum general education courses that have been completed from all colleges, including courses with grades below a C, are included in the calculation. The ranking GPA also includes all curriculum courses that have been completed more than once.
3. The highest ranking applicants will receive a letter of conditional acceptance.
4. Students must accept or reject the seat in writing to the Radiography Admissions Counselor.
5. A waiting list letter will be e-mailed or mailed to remaining eligible applicants.
6. Students will continue to be accepted from the waiting list until the program is full.

Step IV Full Acceptance

After accepting a radiography seat, the student must meet the following requirements in order to be fully accepted:

1. Attend mandatory Health Science Orientation and Radiography Pre-Orientation session.
2. Submit a completed medical form provided by the college, including required immunizations, performed within a 12-month time frame by the required deadline.
3. Submit evidence of current (within the last year) Health Care Provider CPR certification by the American Heart Association by the required deadline.
4. If developmental courses were required upon admission to the college, the developmental prerequisites for ECC Radiography curriculum general education courses must be completed prior to enrollment in the program.
5. Demonstrate a 2.5 GPA on all ECC Radiography curriculum general education courses that have been completed up to the point of enrollment in the program. The highest grade on all completed courses from all colleges will be used in this calculation, including courses with less than a C.
6. Demonstrate an overall 2.0 GPA on courses completed at ECC up to the point of enrollment.
7. Submit criminal background check and a drug screen by the required deadline.
8. Failure to meet deadlines will result in withdrawal of acceptance status.

Fall - 1st Semester

- BIO 168 - Anatomy & Physiology I Credit: 4
- ENG 111 - Writing & Inquiry Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
  or
- MAT 152 - Statistical Methods I Credit: 4
- RAD 110 - Radiography Introduction & Patient Care Credit: 3
- RAD 111 - Radiography Procedures I Credit: 4
- RAD 151 - Radiography Clinical Ed I Credit: 2

Spring - 2nd Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- PSY 150 - General Psychology Credit: 3
- RAD 112 - Radiography Procedures II Credit: 4
- RAD 121 - Image Production I Credit: 3
- RAD 161 - Radiography Clinical Ed II Credit: 5

Summer - 3rd Semester

- RAD 122 - Image Production II Credit: 2
- RAD 141 - Radiation Safety Credit: 2
- RAD 171 - Radiography Clinical Ed III Credit: 3

Fall - 4th Semester

- COM 231 - Public Speaking Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3
- RAD 211 - Radiography Procedures III Credit: 3
- RAD 231 - Image Production III Credit: 2
- RAD 251 - Radiography Clinical Ed IV Credit: 7

Spring - 5th Semester

- RAD 261 - Radiography Clinical Ed V Credit: 7
Elective Courses

- RAD 271 - Radiography Capstone Credit: 3
- Humanities/Fine Arts Elective

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- HUM 115 - Critical Thinking Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3

Total Semester Hours Credit 73-74
Respiratory Therapy, A.A.S. (A45720)

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists through demonstrated competence in the cognitive, psychomotor, and affective learning domains of respiratory care practice. Graduates perform diagnostic and therapeutic procedures with exposure to current and emerging practice settings.

The curriculum prepares graduates to operate within inter-professional teams and effectively communicate with clients/patients of various ages, ethnicities, and cultures. Application of problem-solving strategies, applying ethical decision making, and understanding professional responsibilities are emphasized.

Graduates are eligible to complete the credentialing process through the National Board for Respiratory Care, which will qualify them for a license to practice in a variety of healthcare settings with responsibilities for assessment, treatment, management, and education of patients with cardiopulmonary diseases.

The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (Co ARC). Local oversight is provided by Lindsey E. deGuehery, M.D. Serving as Medical Director of the Respiratory Therapy Program since 1988, Dr. deGuehery specializes in both Internal Medicine and Pulmonology.

Admission Policy for the Respiratory Therapy Program

Admittance to the respiratory therapy program follows policies established by the faculty and approved by the administration. The college does not guarantee admission to all students who apply to the respiratory therapy program. Admission is competitive and based on a points-based ranking system. Completion of the program does not guarantee success in passing the national exams.

A student must be admitted/readmitted to the respiratory therapy program to receive credit for any respiratory therapy (RCP) course. Students may take curriculum courses other than RCP courses before or after admission to the program in the sequence offered.

Respiratory therapy students are assigned clinical rotations with area healthcare facilities. Students must meet employee health standards and the criminal background and drug screening requirements of the agencies at the student's expense at any time after admission to the program.

The respiratory therapy applicant is required to meet steps I-IV before enrollment in the first fall semester. Students must complete each phase of the admission process before advancing. Program academic policies apply to all students and faculty regardless of the location of instruction.

Step I Application Process

1. Submit an Edgecombe Community College Admission Application.
2. Submit an official transcript of high school graduation or GED. Currently enrolled high school students should submit a partial transcript. The student should submit a final transcript at the time of graduation.
3. Submit official transcripts from all colleges attended.
4. Attend a mandatory Respiratory Therapy information session before March 1st of the anticipated admission year. The student must attend each year that application is made to be aware of curriculum and admission policy changes.
5. Complete a Respiratory Therapy program application at the session. If additional space becomes available in the program before the fall semester, the college will schedule subsequent application deadlines.

Step II TEAS V

1. Take the Test of Essential Academic Skills (TEAS V) before March 1st.
2. TEAS V scores must meet the following criteria to be eligible for ranking:
   ○ A minimum overall score of 62%.
   ○ Testing occurred within the 24 months before the March 1st application deadline
   ○ The student has released the scores to ECC with ATI for testing at a site other than ECC, OR the proctoring school delivers the official scores to ECC.
   ○ The student completed all four sections of the TEAS test.
   ○ TEAS V may be taken up to twice in an academic year, at least 28 days apart.
3. The ranking process will use the highest of up to four TEAS scores.

Step III Ranking and Conditional Acceptance

1. Students who score a 62% on the TEAS V will be competitively ranked.
2. Points from the TEAS score and the GPA earned from all ECC Respiratory Therapy curriculum general education courses completed at any college, including grades less than a C, are included in the calculation. Curriculum courses completed more than once are factored into the ranking GPA as well.
3. The highest ranking applicants will receive a letter of conditional acceptance.
4. Students must accept or reject an offered seat in writing to the Respiratory Therapy Admissions Counselor.
5. Any remaining eligible applicants will receive a waiting list letter.
6. Students will continue to be accepted from the waiting list until the program is full.

**Step IV Full Acceptance**

After accepting a seat in the respiratory therapy program, the student must fully meet the following requirements for official acceptance:

1. Attend a mandatory Health Science Orientation and Respiratory Therapy Orientation sessions.
2. Submit a completed medical form provided by the college, including required immunizations, performed within a 12-month time frame by the required deadline.
3. Before enrolling in the program, students must complete any required developmental prerequisites for ECC Respiratory Therapy curriculum general education courses.
4. Demonstrate a 2.5 GPA on all ECC Respiratory Therapy curriculum general education classes completed up to the point of enrollment in the program. The highest grade from all completed courses at any college, including grades less than C, will be used in this calculation.
5. Demonstrate an overall 2.0 GPA on courses completed at ECC up to the point of enrollment.
6. Submit a criminal background check and a drug screen before the required deadline.
7. Failure to meet deadlines will result in withdrawal of acceptance status.

**Fall - 1st Semester**

- BIO 168 - Anatomy & Physiology I Credit: 4
- CIS 113 - Computer Basics Credit: 1
- ENG 111 - Writing & Inquiry Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
- RCP 110 - Intro to Respiratory Care Credit: 4
- RCP 113 - Respiratory Pharmacology Credit: 2
- RCP 132 - Respiratory Clinical Practice I Credit: 2

**Spring - 2nd Semester**

- BIO 169 - Anatomy & Physiology II Credit: 4
- RCP 111 - Therapeutics/Diagnostics Credit: 5
- RCP 114 - Cardio Anatomy & Physiology Credit: 3
- RCP 145 - Respiratory Clinical Practice II Credit: 5
- Humanities/Fine Arts Elective

**Summer - 3rd Semester**

- RCP 112 - Patient Management Credit: 4
- RCP 115 - Cardio Pathophysiology Credit: 2
- RCP 153 - Respiratory Clinical Practice III Credit: 3

**Fall - 4th Semester**

- COM 231 - Public Speaking Credit: 3
  or
- ENG 112 - Writing/Research in the Disciplines Credit: 3

- RCP 210 - Critical Care Concepts Credit: 4
- RCP 213 - Neonatal/Peds Concepts Credit: 2
- RCP 235 - Respiratory Clin Practice IV Credit: 5

**Spring - 5th Semester**

- PSY 150 - General Psychology Credit: 3
  or
- SOC 210 - Introduction to Sociology Credit: 3
- RCP 211 - Adv Monitoring/Procedures Credit: 4
- RCP 215 - Career Prep - Adv Level Credit: 1
- RCP 246 - Respiratory Clin Practice V Credit: 6

Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- ENG 231 - American Literature I Credit: 3
- ENG 232 - American Literature II Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 212 - Intro to New Testament Credit: 3
- REL 221 - Religion in America Credit: 3

Total Semester Hours Credit 76
**School Age Education, A.A.S. (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.

Coursework 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.

**Fall - 1st Semester**

- ACA 111 - College Student Success Credit: 1
- EDU 118 - Prin & Prac of Instr Asst Credit: 3
  or
- EDU 216 - Foundations of Education Credit: 4
- EDU 144 - Child Development I Credit: 3
- EDU 151 - Creative Activities Credit: 3
- EDU 151A - Creative Activities Lab Credit: 1
- ENG 111 - Writing & Inquiry Credit: 3

**Spring - 2nd Semester**

- COM 231 - Public Speaking Credit: 3
  or
- ENG 112 - Writing/Research in the Disciplines Credit: 3
  or
- ENG 114 - Prof Research & Reporting Credit: 3
- EDU 131 - Child, Family, & Community Credit: 3
- EDU 145 - Child Development II Credit: 3
- EDU 153 - Health, Safety, & Nutrition Credit: 3
- EDU 153A - Health, Safety, & Nutrition Lab Credit: 1

**Summer - 3rd Semester**

- CIS 110 - Introduction to Computers Credit: 3
- EDU 251 - Exploration Activities Credit: 3
- EDU 251A - Exploration Activities Lab Credit: 1
- PSY 118 - Interpersonal Psychology Credit: 3
  or
- PSY 150 - General Psychology Credit: 3
- Humanities/Fine Arts Elective

**Fall - 4th Semester**

- BIO 110 - Principles of Biology Credit: 4
  or
- MAT 110 - Math Measurement & Literacy Credit: 3
- EDU 163 - Classroom Mgmt & Instr Credit: 3
- EDU 221 - Children with Exceptionalities Credit: 3
- Major Elective(s)

**Spring - 5th Semester**
- EDU 271 - Educational Technology Credit: 3
- EDU 280 - Language & Literacy Exp Credit: 3
- EDU 285 - Internship Exp School Age Credit: 4
- EDU 289 - Adv Issues School Age Credit: 2
- Major Elective(s)

Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 211 - Intro to Old Testament Credit: 3
- REL 221 - Religion in America Credit: 3

Major Elective(s)

Select 6 SHC from the following list of courses.

- EDU 119 - Intro to Early Childhood Ed Credit: 4
- EDU 146 - Child Guidance Credit: 3
- EDU 157 - Active Play Credit: 3
- EDU 235 - School-Age Dev & Programs Credit: 3
- EDU 282 - Early Childhood Literature Credit: 3
- WBL 111 - Work Based Learning I Credit: 1
- WBL 115 - Work Experience Seminar I Credit: 1

Total Semester Hours Credit 67-69

School Age Education - Diploma (D55440)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BIO 110 - Principles of Biology Credit: 4
  or
- MAT 110 - Math Measurement & Literacy Credit: 3
- EDU 118 - Prin & Prac of Instr Asst Credit: 3
- EDU 144 - Child Development I Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3

Spring - 2nd Semester

- EDU 131 - Child, Family, & Community Credit: 3
- EDU 145 - Child Development II Credit: 3
- EDU 153 - Health, Safety, & Nutrition Credit: 3
- EDU 153A - Health, Safety, & Nutrition Lab Credit: 1

Fall - 3rd Semester

- EDU 151 - Creative Activities Credit: 3
- EDU 151A - Creative Activities Lab Credit: 1
- EDU 163 - Classroom Mgmt & Instr Credit: 3
- EDU 221 - Children with Exceptionalities Credit: 3

Spring - 4th Semester

- EDU 271 - Educational Technology Credit: 3
- EDU 280 - Language & Literacy Exp Credit: 3
- EDU 285 - Internship Exp School Age Credit: 4
- EDU 289 - Adv Issues School Age Credit: 2
Total Semester Hours Credit 45-46

School Age Education - Certificate (C55440)

Fall - 1st Semester

- EDU 118 - Prin & Prac of Instr Asst Credit: 3
- EDU 144 - Child Development I Credit: 3
- EDU 151 - Creative Activities Credit: 3
- EDU 151A - Creative Activities Lab Credit: 1

Spring - 2nd Semester

- EDU 131 - Child, Family, & Community Credit: 3
- EDU 145 - Child Development II Credit: 3
- WBL 111 - Work Based Learning I Credit: 1
- WBL 115 - Work Experience Seminar I Credit: 1
Total Semester Hours Credit 18
Supply Chain Management - Distribution Management, A.A.S. (A25620A)

The Supply Chain Management curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, warehousing, trucking operations, supply chain, and manufacturing organizations.

Course work includes the international and domestic movement of goods from the raw materials source(s) through production and ultimately to the consumer. Courses in economics and finance, transportation, warehousing, inventory control, material handling, purchasing, computerization, supply chain operations, federal transportation and safety regulations are emphasized.

Graduates should qualify for positions in a wide range of supply chain and logistics positions in government agencies, manufacturing, and service organizations. Employment opportunities include entry-level distribution, planning, material management, warehousing, inventory, transportation, trucking operations, international freight, and logistics.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- BUS 121 - Business Math Credit: 3
- LOG 110 - Introduction to Logistics Credit: 3
- LOG 210 - Fleet Management Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- ENG 111 - Writing & Inquiry Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- LOG 120 - Global Logistics Credit: 3
- LOG 220 - Logistics Management Credit: 3

Summer - 3rd Semester

- ENG 114 - Prof Research & Reporting Credit: 3
- GEO 111 - World Regional Geography Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
- Humanities/Fine Arts Elective

Fall - 4th Semester

- BUS 115 - Business Law I Credit: 3
- INT 110 - International Business Credit: 3
- LOG 230 - Transportation Management Credit: 3
- MKT 120 - Principles of Marketing Credit: 3

Spring - 5th Semester

- BUS 116 - Business Law II Credit: 3
- BUS 137 - Principles of Management Credit: 3
- ECO 251 - Principles of Microeconomics Credit: 3
  Or
- ECO 252 - Principles of Macroeconomics Credit: 3
- LOG 211 - Distribution Management Credit: 3

Total Semester Hours Credit 65
Supply Chain Management - Trucking Operations, A.A.S. (A25620B)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- BUS 121 - Business Math Credit: 3
- LOG 110 - Introduction to Logistics Credit: 3
- LOG 210 - Fleet Management Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 153 - Human Resource Mgmt Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- TOM 130 - Fleet Maintenance Credit: 3

Summer - 3rd Semester

- ENG 114 - Prof Research & Reporting Credit: 3
- GEO 111 - World Regional Geography Credit: 3
- MAT 143 - Quantitative Literacy Credit: 3
- Humanities/Fine Arts Elective

Fall - 4th Semester

- BUS 115 - Business Law I Credit: 3
- INT 110 - International Business Credit: 3
- LOG 125 - Transportation Logistics Credit: 3
- MKT 120 - Principles of Marketing Credit: 3

Spring - 5th Semester

- BUS 116 - Business Law II Credit: 3
- BUS 137 - Principles of Management Credit: 3

- ECO 251 - Principles of Microeconomics Credit: 3
- Or
- ECO 252 - Principles of Macroeconomics Credit: 3

- TOM 250 - Operations of Trucking I Credit: 3

Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 211 - Intro to Old Testament Credit: 3
- REL 221 - Religion in America Credit: 3

Total Semester Hours Credit 65
Supply Chain Management - Distribution Management Diploma (D25620A)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- LOG 110 - Introduction to Logistics Credit: 3
- LOG 210 - Fleet Management Credit: 3
- LOG 230 - Transportation Management Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- LOG 120 - Global Logistics Credit: 3
- LOG 211 - Distribution Management Credit: 3
- LOG 220 - Logistics Management Credit: 3

Summer - 3rd Semester

- BUS 115 - Business Law I Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- GEO 111 - World Regional Geography Credit: 3

Total Semester Hours Credit 38

Supply Chain Management - Trucking Operations Diploma (D25620B)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BUS 110 - Introduction to Business Credit: 3
- LOG 110 - Introduction to Logistics Credit: 3
- LOG 125 - Transportation Logistics Credit: 3
- LOG 210 - Fleet Management Credit: 3

Spring - 2nd Semester

- ACC 120 - Principles of Financial Accounting Credit: 4
- BUS 153 - Human Resource Mgmt Credit: 3
- TOM 130 - Fleet Maintenance Credit: 3
- TOM 250 - Operations of Trucking I Credit: 3

Summer - 3rd Semester

- BUS 115 - Business Law I Credit: 3
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- GEO 111 - World Regional Geography Credit: 3

Total Semester Hours Credit 38

Supply Chain Management - Distribution Management Certificate (C25620AA)

Fall - 1st Semester

- LOG 110 - Introduction to Logistics Credit: 3
- LOG 210 - Fleet Management Credit: 3
- LOG 230 - Transportation Management Credit: 3

Spring - 2nd Semester
• LOG 120 - Global Logistics Credit: 3
• LOG 211 - Distribution Management Credit: 3
• LOG 220 - Logistics Management Credit: 3
Total Semester Hours Credit 18

Supply Chain Management - Global Logistics Certificate (C25620AB)

Fall - 1st Semester
• BUS 115 - Business Law I Credit: 3
• LOG 110 - Introduction to Logistics Credit: 3
• LOG 210 - Fleet Management Credit: 3
Spring - 2nd Semester
• BUS 137 - Principles of Management Credit: 3
• LOG 120 - Global Logistics Credit: 3
• LOG 220 - Logistics Management Credit: 3
Total Semester Hours Credit 18

Supply Chain Management - Trucking Operations Certificate (C25620BA)

Fall - 1st Semester
• LOG 110 - Introduction to Logistics Credit: 3
• LOG 125 - Transportation Logistics Credit: 3
• LOG 210 - Fleet Management Credit: 3
Spring - 2nd Semester
• BUS 153 - Human Resource Mgmt Credit: 3
• TOM 130 - Fleet Maintenance Credit: 3
• TOM 250 - Operations of Trucking I Credit: 3
Total Semester Hours Credit 18
Surgical Technology - Degree (A45740)

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; assist surgeons during operations.

Graduates of accredited programs will be eligible to apply to take the national certification exam for Surgical Technologists which is administered by the National Board of Surgical Technology and Surgical Assisting. Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians’ offices, and central supply processing units.

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.cahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350
www.cahep.org

Surgical Technology Student Work Policy

All Edgecombe Community College Surgical Technology student activities associated with the curriculum, especially while students are completing clinical rotations, will be educational only in nature. Students will NOT receive any monetary remuneration during this educational experience, nor will the student be substituted for hired staff personnel within the clinical institution in the capacity of a surgical technologist or other hired staff personnel.

Admission Policy for the Surgical Technology Program

Students are admitted to the surgical technology program in accordance with policies established by the faculty and approved by the administration. The college does not guarantee admission to all students who apply to the surgical technology program. Admission is competitive and is based on a points-based ranking system. Completion of the program does not guarantee success in passing the national exam.

A student must be admitted/readmitted to the surgical technology program in order to receive credit for any surgical technology (SUR) course. Curriculum courses other than SUR courses may be taken before admission to the program or after admission in the sequence offered.

Surgical technology students are assigned clinical rotations with area healthcare agencies. Students must meet employee health standards and the criminal background and/or drug screening requirements of the agencies at the student’s expense at any time after admission to the program.

The surgical technology applicant is required to meet steps I-IV before enrollment fall semester. Each step of the admission policy must be completed before advancing to the next step.

Step I Application process

1. Submit an Edgecombe Community College Admission Application.
2. Submit an official transcript of high school graduation or GED. Currently enrolled high school students should submit a partial transcript. A final transcript must be submitted at the time of graduation.
3. Submit official transcripts from all colleges attended.
4. Attend a mandatory Surgical Technology information session before March 1st. The student must attend the session each year that application is made to be aware of curriculum and admission policy changes.
5. Complete a Surgical Technology program application at the session. Subsequent dates for acceptance of applications will be established if space becomes available prior to fall semester.

Step II TEAS V

1. Take the Test of Essential Academic Skills (TEAS V) before March 1st.
2. TEAS V scores must meet the following criteria to be eligible for ranking:
A minimum overall score of 58%.

- Testing occurred within the 24 months prior to the March 1st application deadline
- The student has released the scores to ECC with ATI if testing occurred at a site other than ECC or the scores are officially delivered to ECC by the school where the test was taken.
- All four sections of the TEAS test were taken.
- TEAS V may be taken up to twice in an academic year, at least 28 days apart.

3. The highest of up to four TEAS scores will be used for ranking.

**Step III Ranking and Conditional Acceptance**

1. Students who score a 58% on the TEAS V will be competitively ranked.

2. Points from the TEAS score and from the GPA on all ECC Surgical Technology curriculum general education courses that have been completed from all colleges, including courses with less than a C, are included in the calculation. The ranking GPA also includes all curriculum courses that have been completed more than once.

3. The highest ranking applicants will receive a letter of conditional acceptance.

4. Students must accept or reject the seat in writing to Surgical Technology Admissions Counselor.

5. A waiting list letter will be mailed to remaining eligible applicants.

6. Students will continue to be accepted from the waiting list until the program is full.

**Step IV Full Acceptance**

After accepting a surgical technology seat, the student must meet the following requirements in order to be fully accepted:

1. Attend mandatory Health Science Orientation and Surgical Technology Orientation sessions.

2. Submit a completed medical form provided by the college, including required immunizations, performed within a 12-month time frame by the required deadline.

3. Submit evidence of current (within the last year) Health Care Provider CPR certification by the American Heart Association by the required deadline.

4. If developmental courses were required upon admission to the college, the developmental prerequisites for ECC Surgical Technology curriculum general education courses must be completed prior to enrollment in the program.

5. Demonstrate a 2.0 GPA on all ECC Surgical Technology curriculum general education courses that have been completed up to the point of enrollment in the program. The highest grade on all completed courses from all colleges will be used in this calculation, including courses with less than a C.

6. Demonstrate an overall 2.0 GPA on courses completed at ECC up to the point of enrollment.

7. Submit criminal background check and a drug screen by the required deadline.

8. Failure to meet deadlines will result in withdrawal of acceptance status.

Surgical Technology students must sit for the certification exam to complete the requirements for the program.

**Fall - 1st Semester**

- ACA 111 - College Student Success Credit: 1
  or.
- ACA 122 - College Transfer Success Credit: 1
- BIO 163 - Basic Anatomy & Physiology Credit: 5
  or.
- BIO 168 - Anatomy & Physiology I Credit: 4
- ENG 111 - Writing & Inquiry Credit: 3
- SUR 110 - Intro to Surgical Technology Credit: 3
- SUR 111 - Perioperative Patient Care Credit: 7

**Spring - 2nd Semester**

- BIO 169 - Anatomy & Physiology II Credit: 4
  or.
- MAT 143 - Quantitative Literacy Credit: 3
- SUR 122 - Surgical Procedures I Credit: 6
- SUR 123 - Surgical Clinical Practice I Credit: 7

**Summer - 3rd Semester**

- BIO 275 - Microbiology Credit: 4
Fall - 4th Semester

- PSY 150 - General Psychology Credit: 3 or
- SOC 210 - Introduction to Sociology Credit: 3
- SUR 134 - Surgical Procedures II Credit: 5
- SUR 135 - Surgical Clinical Practice II Credit: 4

Surgical Technology - Diploma (D45740)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- BIO 163 - Basic Anatomy & Physiology Credit: 5
- ENG 111 - Writing & Inquiry Credit: 3
- SUR 110 - Intro to Surgical Technology Credit: 3
- SUR 111 - Perioperative Patient Care Credit: 7

Spring - 2nd Semester

- BIO 175 - General Microbiology Credit: 3
- SUR 122 - Surgical Procedures I Credit: 6
- SUR 123 - Surgical Clinical Practice I Credit: 7

Summer - 3rd Semester

- PSY 150 - General Psychology Credit: 3
or

- SOC 210 - Introduction to Sociology Credit: 3
- SUR 134 - Surgical Procedures II Credit: 5
- SUR 135 - Surgical Clinical Practice II Credit: 4
- SUR 137 - Professional Success Preparation Credit: 1
Total Semester Hours Credit 48
Therapeutic & Diagnostic Services: Nurse Aide Diploma (D45970)

This curriculum is designed to prepare students for careers in the Health Sciences.

Students will complete general education courses that provide a foundation for success in nursing and allied health curricula. Students may select a career pathway that will prepare them for an entry-level position in healthcare. Courses may also provide foundational knowledge needed in the pursuit of advanced health science degrees or programs.

Graduates should qualify for an entry-level job associated with the program major such as Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT), Medical Assistant, Nurse Aide, Pharmacy Technician, Phlebotomist, or Massage Therapist dependent upon the selected program major.

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- ENG 111 - Writing & Inquiry Credit: 3
- HSC 120 - CPR Credit: 1
- MED 121 - Medical Terminology I Credit: 3
- NAS 101 - Nurse Aide I Credit: 6

Spring - 2nd Semester

- BIO 163 - Basic Anatomy & Physiology Credit: 5
  or
- BIO 168 - Anatomy & Physiology I Credit: 4
- HSC 110 - Orientation to Health Careers Credit: 1
- MED 122 - Medical Terminology II Credit: 3
- NAS 102 - Nurse Aide II Credit: 6
- PSY 150 - General Psychology Credit: 3

Summer - 3rd Semester

- BIO 169 - Anatomy & Physiology II Credit: 4
- PSY 241 - Developmental Psychology Credit: 3
- Humanities/Fine Arts Elective

Elective Courses

Humanities/Fine Arts Elective

Select 3 SHC from the following list of courses.

- ART 111 - Art Appreciation Credit: 3
- DRA 111 - Theatre Appreciation Credit: 3
- HUM 110 - Technology & Society Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- MUS 110 - Music Appreciation Credit: 3
- PHI 240 - Introduction to Ethics Credit: 3
- REL 110 - World Religions Credit: 3
- REL 211 - Intro to Old Testament Credit: 3
- REL 221 - Religion in America Credit: 3

Total Semester Hours Credit 37-40
Welding Technology, A.A.S. (A50420)

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

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

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- ISC 112 - Industrial Safety Credit: 2
- WLD 110 - Cutting Processes Credit: 2
- WLD 112 - Basic Welding Processes Credit: 2

Spring - 2nd Semester

- DFT 119 - Basic CAD Credit: 2
- MAT 121 - Algebra/Trigonometry I Credit: 3
- WLD 115 - SMAW (Stick) Plate Credit: 5
- WLD 121 - GMAW (MIG) FCAW/Plate Credit: 4

Summer - 3rd Semester

- BUS 230 - Small Business Mgmt Credit: 3
- HUM 115 - Critical Thinking Credit: 3
- PSY 150 - General Psychology Credit: 3
- WLD 141 - Symbols & Specifications Credit: 3

Fall - 4th Semester

- ENG 114 - Prof Research & Reporting Credit: 3
- WLD 116 - SMAW (stick) Plate/Pipe Credit: 4
- WLD 131 - GTAW (TIG) Plate Credit: 4
- WLD 151 - Fabrication I Credit: 4

Spring - 5th Semester

- WLD 132 - GTAW (TIG) Plate/Pipe Credit: 3
- WLD 215 - SMAW (stick) Pipe Credit: 4
- WLD 251 - Fabrication II Credit: 3
- WLD 261 - Certification Practices Credit: 2
- WLD 262 - Inspection & Testing Credit: 3

Total Semester Hours Credit 69

Welding - Diploma (D50420)

Fall - 1st Semester

- ACA 111 - College Student Success Credit: 1
- CIS 110 - Introduction to Computers Credit: 3
- ENG 111 - Writing & Inquiry Credit: 3
- WLD 110 - Cutting Processes Credit: 2
- WLD 112 - Basic Welding Processes Credit: 2
- WLD 115 - SMAW (Stick) Plate Credit: 5
Welding - Certificate (C50420A)

Spring - 2nd Semester

- WLD 121 - GMAW (MIG) FCAW/Plate Credit: 4
- WLD 131 - GTAW (TIG) Plate Credit: 4
- MAT 121 - Algebra/Trigonometry I Credit: 3
- WLD 116 - SMAW (stick) Plate/Pipe Credit: 4
- WLD 132 - GTAW (TIG) Plate/Pipe Credit: 3
- WLD 141 - Symbols & Specifications Credit: 3
- WLD 215 - SMAW (stick) Pipe Credit: 4
- WLD 261 - Certification Practices Credit: 2
- WLD 262 - Inspection & Testing Credit: 3
Total Semester Hours Credit 46

Welding - Certificate (C50420A)

Fall - 1st Semester

- ISC 112 - Industrial Safety Credit: 2
- WLD 110 - Cutting Processes Credit: 2
- WLD 112 - Basic Welding Processes Credit: 2

Spring - 2nd Semester

- WLD 115 - SMAW (Stick) Plate Credit: 5
- WLD 121 - GMAW (MIG) FCAW/Plate Credit: 4
Total Semester Hours Credit 15

involving people, materials, equipment, and information as leaders in an industrial or manufacturing setting.

Coursework includes mathematics, systems analysis, leadership and management skills, quality and productivity improvement methods, cost analysis, facilities planning, manufacturing materials and processes, and computerized production methods.

Graduates should qualify as quality improvement technicians, quality assurance and control technicians, front-line supervisors, production planners, inventory supervisors, and manufacturing technicians.

A course of study that prepares students to use basic engineering principles and technical skills to identify and resolve production problems in the manufacture of products. Includes instruction in machine operations and CNC principles, production line operations, instrumentation, computer-aided manufacturing (CAM) and other computerized production techniques, manufacturing planning, quality control, quality assurance and informational infrastructure. Graduates should qualify for employment as a manufacturing technician, quality assurance technician, CAD/CAM technician, team leader, or research and development technician.

Fall - 1st Semester

- CIS 110 - Introduction to Computers Credit: 3
  or
- CIS 113 - Computer Basics Credit: 1
- MEC 145 - Manufacturing Materials I Credit: 3

Spring - 2nd Semester

- DFT 119 - Basic CAD Credit: 2
- MEC 111 - Machine Processes I Credit: 3

Fall - 3rd Semester

- MEC 181 - Introduction to CIM Credit: 2
- MEC 231 - Computer-Aided Mfg I Credit: 3
Total Semester Hours Credit 14-16

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### Course Notations

Curriculum courses are designated a three-letter prefix followed by three numbers that are sometimes followed by one or two letters (i.e., ENG 111, BIO 168, EDU 151A, or HPT 131AB). The prefix indicates the subject area, such as ENG (English), BIO (Biology), EDU (Education), or HPT (Historic Preservation). Any letters after the course number identify special information about the class. Information such as whether a course is taught as a lab or a lecture, whether a music course is in the area of piano or voice, or that a course is divided into subsections (e.g., AB & BB, or AC, BC, & CC). Numbers that begin with zero denote developmental courses.

A series of numbers following the title of the course specifies course hours and credits. The first is the number of hours of class or lecture per week. The second is the number of hours spent per week in the laboratory, shop, or studio. The third is the number of hours spent in clinical or work experience. And the fourth indicates the credit hours awarded for the course.

Some course descriptions list requisite courses. A prerequisite course is one that must be taken prior to another course. A corequisite course is one that must be taken prior to or at the same time as another course. Some courses have an italicized statement following the course description indicating that the course is designed to meet the requirements for transfer to a four-year institution under an articulation agreement.

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MEC 145 - Manufacturing Materials I
MEC 151 - Mechanical Mfg Sys
MEC 155 - Environmentally Benign Manufacturing
MEC 180 - Engineering Materials
MEC 181 - Introduction to CIM
MEC 231 - Computer-Aided Mfg I
MEC 273 - Manufacturing Regs

Medical Assisting
MED 110 - Orientation to Medical Asst
MED 113 - Orientation to Clinical Setting II
MED 114 - Professional Interactions in Health Care
MED 118 - Medical Law and Ethics
MED 121 - Medical Terminology I
MED 122 - Medical Terminology II
MED 130 - Admin Office Procedures I
MED 131 - Admin Office Procedures II
MED 134 - Medical Transcription
MED 140 - Exam Room Procedures I
MED 150 - Laboratory Procedures I
MED 183 - Electronic Medical Records I
MED 232 - Medical Insurance Coding
MED 240 - Exam Room Procedures II
MED 260 - MED Clinical Externship
MED 262 - Clinical Perspectives
MED 264 - Medical Assisting Overview
MED 270 - Symptomatology
MED 272 - Drug Therapy
MED 276 - Patient Education

Music
MUS 110 - Music Appreciation
MUS 121 - Music Theory I
MUS 151 - Class Music I
MUS 210 - History of Rock Music

Networking Operating System
NOS 110 - Operating System Concepts
NOS 120 - Linux/Unix Single User
NOS 130 - Windows Single User
NOS 150 - Mac OS Concepts
NOS 230 - Windows Administration I

Networking Technology
NET 110 - Networking Concepts
NET 125 - Networking Basics
NET 126 - Routing Basics
NET 225 - Routing and Switching I
NET 226 - Routing and Switching II
NET 241 - Introduction to VoIP

Nurse Aide
NAS 101 - Nurse Aide I
NAS 102 - Nurse Aide II

Nursing
NUR 101 - Practical Nursing I
NUR 102 - Practical Nursing II
NUR 103 - Practical Nursing III
NUR 111 - Intro to Health Concepts
NUR 112 - Health - Illness Concepts
NUR 113 - Family Health Concepts
NUR 113 - Family Health Concepts
NUR 114 - Holistic Health Concepts
NUR 211 - Healthcare Concepts
NUR 212 - Health System Concepts
NUR 213 - Complex Health Concepts
NUR 214 - Nursing Transition Concepts
NUR 221 - LPN to ADN Concepts I
NUR 223 - LPN to ADN Concepts II

Office Systems Technology
OST 080 - Keyboard Literacy
OST 122 - Office Computations
OST 131 - Keyboarding
OST 134 - Text Entry & Formatting
OST 135 - Adv Text Entry & Formatting
OST 136 - Word Processing
OST 137 - Office Software Applications
OST 148 - Med Coding Billing & Ins
OST 149 - Medical Legal Issues
OST 164 - Office Editing
OST 181 - Intro to Office Systems
OST 184 - Records Management
OST 233 - Office Publications Design
OST 236 - Adv Word/Info Processing
OST 243 - Medical Office Simulation
OST 247 - Procedure Coding
OST 248 - Diagnostic Coding
OST 249 - CPC Certification
OST 284 - Emerging Technologies
OST 286 - Professional Development
OST 289 - Admin Office Management

Opticianry
OPH 103 - Introduction to Diseases of the Eye
OPH 104 - Basic Ophthalmic Pharmacology
OPH 105 - Ophthalmic Clinical Procedures I
OPH 106 - Ophthalmic Med Assistant Practicum I
OPH 107 - Ophthalmic Clinical Procedures II
OPH 108 - Ophthalmic Patient Care
OPH 109 - Ophthalmic Optics & Basic Refractometry
OPH 110 - Ophthalmic Med Assistant Practicum II
OPH 150 - Introduction to Ophthalmic Medical Assistant
OPH 151 - Ocular Anatomy & Physiology

Physical Education
PHY 101 - Fundamentals of Physics I
PHY 110 - Conceptual Physics
PHY 110A - Conceptual Physics Lab
PHY 151 - College Physics I
PHY 152 - College Physics II
PHY 251 - General Physics I
PHY 252 - General Physics II

Physics
Physiology

Plumbing
PLU 130 - Plumbing Systems

Political Science

Polytechnic

State & Local Government

Soccer
Process Control Instrumentation
PCI 264 - Process Control with PLCs
Psychology
PSY 115 - Stress Management
PSY 118 - Interpersonal Psychology
PSY 141 - Death & Dying
PSY 150 - General Psychology
PSY 241 - Developmental Psychology
PSY 263 - Educational Psychology
PSY 281 - Abnormal Psychology
Radiography
RAD 111 - Radiography Procedures I
RAD 112 - Radiography Procedures II
RAD 121 - Image Production I
RAD 122 - Image Production II
RAD 131 - Radiographic Physics I
RAD 141 - Radiation Safety
RAD 151 - Radiography Clinical Ed I
RAD 161 - Radiography Clinical Ed II
RAD 171 - Radiography Clinical Ed III
RAD 211 - Radiography Procedures III
RAD 231 - Image Production III
RAD 241 - Radiobiology / Protection
RAD 245 - Image Analysis
RAD 251 - Radiography Clinical Ed IV
RAD 261 - Radiography Clinical Ed V
RAD 271 - Radiography Capstone
Religion
REL 100 - World Religions
REL 110 - Eastern Religions
REL 112 - Western Religions
REL 211 - Intro to Old Testament
REL 212 - Intro to New Testament
REL 221 - Religion in America
Respiratory Care
RCP 110 - Intro to Respiratory Care
RCP 111 - Therapeutics/Diagnostics
RCP 112 - Patient Management
RCP 113 - Respiratory Pharmacology
RCP 114 - Cardio Anatomy & Physiology
RCP 115 - Cardio Pathophysiology
RCP 132 - Respiratory Clinical Practice I
RCP 145 - Respiratory Clinical Practice II
RCP 153 - Respiratory Clinical Practice III
RCP 210 - Critical Care Concepts
RCP 211 - Adv Monitoring/Procedures
RCP 213 - Neonatal/Peds Concepts
RCP 215 - Career Prep - Adv Level
RCP 235 - Respiratory Clin Practice IV
RCP 246 - Respiratory Clin Practice V
Shooting & Hunting Sports Management
SSM 110 - Intro to Shooting Sports
SSM 111 - Gun Shop Management
SSM 112 - Sports Hunting
SSM 114 - Shooting Sports Mgmt
Social Work
SWK 110 - Introduction to Social Work
SWK 113 - Working with Diversity
Sociology
SOC 200 - Introduction to Sociology
SOC 213 - Sociology of the Family
SOC 220 - Social Problems
SOC 225 - Social Diversity
SOC 240 - Social Psychology
Spanish
SPA 111 - Elementary Spanish I
SPA 112 - Elementary Spanish II
Substance Abuse
SAB 110 - Substance Abuse Overview
SAB 130 - Addictive Behavior
SAB 210 - Substance Abuse Counseling
Surgical Technology
SUR 100 - Intro to Surgical Technology
SUR 111 - Perioperative Patient Care
SUR 122 - Surgical Procedures I
SUR 123 - Surgical Clinical Practice I
SUR 134 - Surgical Procedures II
SUR 135 - Surgical Clinical Practice II
SUR 137 - Professional Success Preparation
SUR 210 - Adv SUR Clinical Practice
SUR 211 - Adv Theoretical Concepts
Sustainability Technologies
SST 120 - Energy Use Analysis
Transportation Technology
TRN 110 - Intro to Transport Technology
TRN 120 - Basic Transport Electricity
TRN 130 - Intro to Sustainable Transport
TRN 170 - PC Skills for Transportation
TRN 180 - Basic Welding for Trans
Trucking Operations Management
TOM 130 - Fleet Maintenance
TOM 250 - Operations of Trucking I
Web Technologies
WEB 115 - Web Markup and Scripting
WEB 140 - Web Development Tools
WEB 141 - Mobile Interface Design
Welding
WLD 100 - Cutting Processes
WLD 112 - Basic Welding Processes
WLD 115 - SMAW (Stick) Plate
WLD 116 - SMAW (stick) Plate/pipe
WLD 121 - GMAW (MIG) FCAW/Plate
WLD 131 - GTAW (TIG) Plate
WLD 132 - GTAW (TIG) Plate/pipe
WLD 141 - Symbols & Specifications
WLD 151 - Fabrication I
WLD 215 - SMAW (stick) Pipe
WLD 251 - Fabrication II
WLD 261 - Certification Practices
WLD 262 - Inspection & Testing
Work-Based Learning
WBL 111 - Work Based Learning I
WBL 112 - Work Based Learning II
WBL 115 - Work Experience Seminar I
WBL 121 - Work Based Learning II
WBL 122 - Work Based Learning II
WBL 125 - Work Experience Seminar II
Other Courses
BTC 181 - Basic Lab Techniques
### Board of Trustees

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<tr>
<th>Member</th>
<th>Appointing Body or Individual</th>
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<tbody>
<tr>
<td>Dr. Jerry W. Price, Chair</td>
<td>Board of Education</td>
</tr>
<tr>
<td>Gloria Wiggins-Hicks, Vice Chair</td>
<td>County Commissioners</td>
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<tr>
<td>Wick H. Baker</td>
<td>Board of Education</td>
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<tr>
<td>Timmy L. Cordell</td>
<td>Governor</td>
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<tr>
<td>Barbara Campbell Davis</td>
<td>County Commissioners</td>
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<tr>
<td>Josie B. Davis</td>
<td>Governor</td>
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<tr>
<td>R. Anthony Edwards</td>
<td>Governor</td>
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<tr>
<td>Betty Jo Shepheard</td>
<td>Governor</td>
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<td>Jerry W. Spruell</td>
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<tr>
<td>James I. Taylor</td>
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<td>Ricky Thompson</td>
<td>Board of Education</td>
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<tr>
<td>Carl J. Warren</td>
<td>County Commissioners</td>
</tr>
</tbody>
</table>
Personnel

Administration

Dr. Gregory McLeod

President

B.A.Ed., University of North Carolina - Chapel Hill;
M.Ed., North Carolina State University;
Ph.D., Barry University

Michael Jordan

Vice President of Student Services

B.S., M.A., East Carolina University

Mark Lorence

General Counsel and Chief Advancement Officer

B.A., University of Iowa; J.D., University of Iowa, College of Law

Harry Starnes

Vice President of Instruction

B.A., UNC - Chapel Hill; M.Ed., UNC - Greensboro; Ed.D., East Carolina University
Faculty and Staff

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

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B.S., North Carolina State University;  
M.B.A., University of South Carolina;  
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M.S.N., University of Phoenix

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M.S., Russell Sage College;  
Certificate of Advanced Graduate Study, Bay Path College

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B.S, Liberty University

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L.L. M., Saint Thomas University;
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Graduate Course Work, Taft Law School

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M. S., Capella University

Lynwood Roberson  Director, College Foundation
B.S., North Carolina Wesleyan College

Tony Rook  Dean of Enrollment Management
B.S., B.S.W., M.S.W., East Carolina University

Dave Rummel  Instructor, Facilities Maintenance Worker Program
College Transfer, Pitt Community College;
B.S., East Carolina University

Sandy Sanderson               Library Technician
A.A.S., Wayne Community College;
Certificate, Edgecombe Community College

Crystal Saunders              Department Chair/Instructor-Science Health and PE
B.S., Elizabeth City State University;
M.S., Post-Masters Certificate, Capella University;
M.S., Hampton University

Katrina Sessoms               Instructor, College and Career Readiness
B.A., North Carolina Wesleyan College

Carl Shearin                  Custodian

Deanne Shearon                Clinical Instructor, Radiography
A.A.S., Edgecombe Community College;
Nuclear Medicine Certificate, Pitt Community College;
B.S., Florida Hospital College of Health Science

Carolyn Sherrill             Program Chair, Barbering/Cosmetic Arts
Cosmetology Diploma, Mitchell's Academy

Suzi Shippen                 Program Chair/Instructor, Surgical Technology
A.A.S., Bevill State Community College;
B.S., Wichita State University

Stanley Sivels               Purchasing Agent
A.A.S., Edgecombe Technical College;
B.S., Norfolk State University

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Linda Sledge  
Financial Aid Advisor  
B.S., Saint Augustine's University

Heather Smith  
Health Occupations Instructor  
A.A.S., Edgecombe Community College

Kevin Smith  
PC/LAN Technician  
A.A.S., Edgecombe Community College

Ron Sowers  
Photographer  
A.S.T., The Art Institute of Pittsburgh

Cecilia Sparks  
Instructor, Developmental English  
B.S., M.Ed., East Carolina University

Bud Speight  
Department Chair/Instructor, Collision Repair and Refinishing Technology  
Advanced Diploma, Edgecombe Community College;  
Certifications, National Institute for Automotive Service Excellence

Samantha Spencer  
Program Chair/Instructor, Transitional Studies  
A.A., Craven Community College;  
B.A., M.A., East Carolina University

Rebecca Stamilio-Ehret  
Instructor, Physics/Industrial Trades  
B.S., M.S., Appalachian State University

Michael Starling  
Dean, Business, Industry, and Technologies  
B.S., East Carolina University;  
M.A., Liberty University

Mary Stocks  
Department Chair/Instructor, Early Childhood Education/School Age Development  
B.S., University of North Carolina at Greensboro;
M.S., East Carolina University

Kevin Strickland  Instructor, Collision Repair and Refinishing Technology
Diplomas, Automotive Technology and Auto Body Repair,
Edgecombe Community College

Donna Sullivan  Clinical Instructor, Radiography/Instructor, Mammography
A.S., Mount Olive College;
A.A.S., Edgecombe Community College

Sherrod Sumner  Evening Director - Tarboro Campus
B.S., Shaw University

Heather Talbot  Assistant to the Vice President for Instruction
Course Work, Edgecombe Community College, Nash Community College,
Randolph Community College, Southwestern Oklahoma State University

Phyllis Talbot  Executive Assistant to the President

Bernie Taylor  Coordinator, Law Enforcement In-Service Training/
Director, Basic Law Enforcement Training
BLET Certificate, Wilson Community College

Julie Thomas  Administrative Assistant, Institutional Effectiveness
B.A., Furman University;
M.A., College of William and Mary

Jeremy Thompson  Maintenance Supervisor
Diploma, Edgecombe Community College

Tangala Tyler  Instructor, Cosmetology
Diploma, Edgecombe Community College;
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanna Underwood</td>
<td>Student Support Counselor</td>
<td>B.S., Virginia Polytechnic Institute and State University; M.S.W., Virginia Commonwealth University</td>
</tr>
<tr>
<td>Lia Walker</td>
<td>Instructor, Biology</td>
<td>B.S., M.S., East Carolina University</td>
</tr>
<tr>
<td>LaShawnda Washington</td>
<td>Instructor, College and Career Readiness</td>
<td>B.A., B.S., North Carolina Wesleyan College; M.S., Central Michigan University; M.S., Capella University</td>
</tr>
<tr>
<td>Kathy Webb</td>
<td>Director, Lifelong Learning</td>
<td>B.S., M.A., East Carolina University</td>
</tr>
<tr>
<td>Tessa Weisenborn</td>
<td>Success Coach, Providing Students the Edge</td>
<td>B.S., Ohio University</td>
</tr>
<tr>
<td>Rhonda Wells</td>
<td>Continuing Education Registrar</td>
<td>A.A.S., Edgecombe Community College</td>
</tr>
<tr>
<td>Paula Wheeler</td>
<td>Instructor, Cosmetology</td>
<td>Cosmetology Certificate, Contemporary School of Beauty; A.A.S., State University of New York at Morrisville</td>
</tr>
<tr>
<td>Robert Whistler</td>
<td>Coordinator, Emergency Services and Public Safety Training</td>
<td>A.A.S., Lenoir Community College</td>
</tr>
<tr>
<td>Gloria Whitaker</td>
<td>Assistant Bookstore Manager/Business Office Technician - Rocky Mount</td>
<td>B.S., North Carolina A &amp; T State University;</td>
</tr>
</tbody>
</table>
M.S., Capella University

Susie Wiggins
Instructor, College and Career Readiness
B.S., North Carolina Central University;
North Carolina Basic Skills Core Instructional Certificate (Silver)

Jimmie Williams
Maintenance Technician

Carolyn Winfree
Instructor, Mathematics
B.S., M.A.Ed., East Carolina University

Troy Winstead
Instructor, College and Career Readiness
A.A.S., Edgecombe Community College;
B.S., East Carolina University;
M.A., Antioch University MacGregor

Andrew Woherem
Instructor, Business Administration
A.A., Edgecombe Community College;
B.S., North Carolina Wesleyan College;
M.B.A., Pfeiffer University

Sheryll Wood
Dean of Arts and Sciences
B.S., M.A., East Carolina University;
Post Graduate Studies, North Carolina State University

Arnold Worsley
IT Distance Learning Administrator
Professional Diploma, Berklee College of Music;
A.A.S., Edgecombe Community College;
B.S.B.E., East Carolina University
<table>
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<tr>
<th>Course Type</th>
<th>Prefix</th>
<th>Code</th>
<th>Name</th>
<th>Clas</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
<th>Pre Req</th>
<th>Co Req</th>
<th>Description</th>
<th>Note</th>
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<tbody>
<tr>
<td>Academic Related</td>
<td>ACA</td>
<td>111</td>
<td>College Student Success</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>None</td>
<td></td>
<td>This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.</td>
<td></td>
</tr>
<tr>
<td>Academic Related</td>
<td>ACA</td>
<td>122</td>
<td>College Transfer Success</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>None</td>
<td></td>
<td>This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.</td>
<td></td>
</tr>
<tr>
<td>Academic Related</td>
<td>ACA</td>
<td>090</td>
<td>Student Success Strategies</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None</td>
<td></td>
<td>This course is intended to provide students with skills and strategies to promote success in college, career, and life. Topics include the College's physical, academic, and social environment, promotes personal development, and cultivates learning strategies essential for student success. Upon completion, students should be able to manage their learning experiences to meet educational and life goals.</td>
<td></td>
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<tr>
<td>Accounting</td>
<td>ACC</td>
<td>120</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>Prerequisites: DMA 010, DMA 020, &amp; DMA 030</td>
<td></td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>Accounting</td>
<td>ACC</td>
<td>121</td>
<td>Prin of Managerial Acct</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>Prerequisite: ACC 120</td>
<td></td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>Accounting</td>
<td>ACC</td>
<td>122</td>
<td>Prin of Financial Acct II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: ACC 120</td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>ACC</td>
<td>131</td>
<td>Federal Income Taxes</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>None</td>
<td></td>
<td>This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>ACC</td>
<td>140</td>
<td>Payroll Accounting</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Prerequisite: ACC 115 or ACC 120</td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>ACC</td>
<td>149</td>
<td>Intro to Acct Spreadsheets</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Prerequisite: ACC 115 or ACC 120</td>
<td></td>
<td>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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Credits</td>
<td>Prerequisite</td>
<td>Course Description</td>
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</tbody>
</table>
| ACC 150     | Acct Software Applications | 1     | 2       | 0           | 2                | Prerequisite: 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 solve accounting problems. |
| ACC 151     | Act Spreadsheet Applications | 1     | 2       | 0           | 2                | Prerequisite: ACC 149
|             |              |       |         |              | This course is designed to facilitate the use of spreadsheet technology as applied to accounting principles. Emphasis is placed on using spreadsheet software as a problem-solving and decision-making tool. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. |
| ACC 152     | Adv Software Applications | 1     | 2       | 0           | 2                | Prerequisite: ACC 150
|             |              |       |         |              | This course provides continued exposure to commercial accounting software and the opportunity to refine skills developed in ACC 150. Emphasis is placed on advanced applications of software packages. Upon completion, students should be able to use commercial software to complete complex accounting tasks. |
| ACC 180     | Practices in Bookkeeping | 3     | 0       | 0           | 3                | Prerequisite: 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 business. |
| ACC 220     | Intermediate Accounting I | 3     | 2       | 0           | 4                | Prerequisite: 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. |
| ACC 240     | Govt & Not-for-Profit Acct | 3     | 0       | 0           | 3                | Prerequisite: ACC 121
|             |              |       |         |              | This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. |
| ACC 269     | Audit & Assurance Services | 3     | 0       | 0           | 3                | Prerequisite: ACC 220
|             |              |       |         |              | This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics will include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology. |
| ACC 210     | Enterprise Risk Management | 3     | 0       | 0           | 3                | Take ACC 120
|             |              |       |         |              | This course introduces enterprise risk management as it applies to accounting and finance. Topics include risk recognition, assessment, risk analysis, internal controls, and risk management plans. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade. |
| AHR 110     | Intro to Refrigeration | 2     | 6       | 0           | 5                | None
|             |              |       |         |              | This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade. |
| AHR 111     | HVACR Electricity | 2     | 2       | 0           | 3                | None
|             |              |       |         |              | This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams. |
| AHR 160     | Refrigerant Certification | 1     | 0       | 0           | 1                | None
<p>|             |              |       |         |              | This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations. |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
<td>None</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>ART 131</td>
<td>Drawing I</td>
<td>3</td>
<td>None</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>ART 132</td>
<td>Drawing II</td>
<td>3</td>
<td>Prerequisite: ART 131</td>
<td></td>
<td>This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of graphic form and various drawing processes.</td>
</tr>
<tr>
<td>AST 111</td>
<td>Descriptive Astronomy</td>
<td>3</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>Corequisite: AST 111A</td>
<td>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.</td>
</tr>
<tr>
<td>AST 111A</td>
<td>Descriptive Astronomy Lab</td>
<td>1</td>
<td>Corequisite: AST 111</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>AST 151</td>
<td>General Astronomy I</td>
<td>3</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>Corequisite: AST 151A</td>
<td>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.</td>
</tr>
<tr>
<td>AST 151A</td>
<td>General Astronomy I Lab</td>
<td>1</td>
<td>Corequisite: AST 151</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>AST 152</td>
<td>General Astronomy II</td>
<td>3</td>
<td>Prerequisite: AST 151</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>AST 152A</td>
<td>General Astronomy II Lab</td>
<td>1</td>
<td>Prerequisite: AST 151</td>
<td>Corequisite: AST 152</td>
<td>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.</td>
</tr>
<tr>
<td>Automation Training</td>
<td>ATR 111</td>
<td>Automated Systems</td>
<td>2 3 0 3</td>
<td>None</td>
<td>This course introduces automation in today's industrial environment and provides an overview of the many different elements which form an automation system. Topics include hydraulics/pneumatics, sensors/transducers, electronic motor controls, input/output interfaces between PLCs/sensors/transducers, and analysis of malfunctions based on measurements, physical symptoms, operating history, and observations. Upon completion, students should be able to understand the operation of various elements in an automation system.</td>
</tr>
<tr>
<td>Automation Training</td>
<td>ATR 212</td>
<td>Industrial Robots</td>
<td>2 3 0 3</td>
<td>None</td>
<td>This course covers the operation of industrial robots. Topics include the classification of robots, actuators, grippers, work envelopes, computer interfaces, overlapping work envelopes, installation, and programming. Upon completion, students should be able to install, program, and troubleshoot industrial robots.</td>
</tr>
<tr>
<td>Automation Training</td>
<td>ATR 218</td>
<td>Work Cell Integration</td>
<td>2 3 0 3</td>
<td>None</td>
<td>This course introduces high technology systems which are currently being used in new automated manufacturing facilities. Topics include integration of robots and work cell components, switches, proxes, vision, and photoelectric sensors, with the automated control and data gathering systems. Upon completion, students should be able to install, program, and troubleshoot an automated manufacturing cell and its associated data communications systems.</td>
</tr>
<tr>
<td>Automation Training</td>
<td>ATR 281</td>
<td>Automated Manufacturing</td>
<td>3 2 0 4</td>
<td>No Pre/Co Requisites</td>
<td>This course introduces the concepts and principles of automation in the manufacturing environment. Emphasis is placed on the devices used in hard and flexible automated systems, including the study of inputs, outputs, and control system integration. Upon completion, students should be able to plan, design, and implement automation to support manufacturing processes.</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
<td>AUB 111</td>
<td>Painting &amp; Refinishing I</td>
<td>2 6 0 4</td>
<td>None</td>
<td>This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
<td>AUB 112</td>
<td>Painting &amp; Refinishing II</td>
<td>2 6 0 4</td>
<td>Prerequisite: AUB 111</td>
<td>This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinishing problems.</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
<td>AUB 114</td>
<td>Special Finishes</td>
<td>1 2 0 2</td>
<td>Prerequisite: AUB 111</td>
<td>This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards.</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
<td>AUB 121</td>
<td>Non-Structural Damage I</td>
<td>1 4 0 3</td>
<td>None</td>
<td>This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/ replacing of body panels to accepted standards.</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
<td>AUB 122</td>
<td>Non-Structural Damage II</td>
<td>2 6 0 4</td>
<td>None</td>
<td>This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
<td>AUB 131</td>
<td>Structural Damage I</td>
<td>2 4 0 4</td>
<td>None</td>
<td>This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Hours</td>
<td>Prerequisite(s)</td>
<td>Description</td>
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<tr>
<td>AUT 113</td>
<td>Automotive Servicing I</td>
<td>0</td>
<td>6</td>
<td>None</td>
<td>This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.</td>
</tr>
<tr>
<td>AUT 116</td>
<td>Engine Repair</td>
<td>2</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>AUT 123</td>
<td>Powertrain Diag &amp; Service</td>
<td>1</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>AUT 141</td>
<td>Suspension &amp; Steering Sys</td>
<td>2</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>AUT 151</td>
<td>Brake Systems</td>
<td>2</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
<td>Description</td>
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<tr>
<td>AUT 181</td>
<td>Engine Performance 1</td>
<td>2 3 0 3 None</td>
<td>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 and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.</td>
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<tr>
<td>AUT 183</td>
<td>Engine Performance 2</td>
<td>2 6 0 4 Prerequisite: AUT 181</td>
<td>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.</td>
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</tr>
<tr>
<td>AUT 116A</td>
<td>Engine Repair Lab</td>
<td>0 3 0 1 Corequisite: AUT 116</td>
<td>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.</td>
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<tr>
<td>BAF 143</td>
<td>Financial Planning</td>
<td>3 0 0 3 No Pre/Co Requisites</td>
<td>This course covers the perspectives, principles, and practices of financial planning. Topics include investment, retirement, tax, and estate planning. Upon completion, students should be able to understand the process that looks at a customer's financial picture and recommend strategies to achieve the customer's objectives.</td>
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<tr>
<td>BAR 111</td>
<td>Barbering Concepts I</td>
<td>4 0 0 4 Corequisite: BAR 112</td>
<td>This course introduces basic barbering concepts and includes careers in barber styling and various hair treatments. Emphasis is placed on sanitizing equipment, professional ethics, skin, scalp and hair disorders and treatment and safe work practices. Upon completion, students should be able to safely and competently apply barbering concepts in the shop setting.</td>
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<tr>
<td>BAR 112</td>
<td>Barbering Clinic I</td>
<td>0 24 0 8 Corequisite: BAR 111</td>
<td>This course introduces basic clinic services. Topics include a study of sanitizing procedures for implements and equipment, determination of hair texture, hair cutting, and hair processing. Upon completion, students should be able to safely and competently demonstrate shop services.</td>
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<tr>
<td>BAR 113</td>
<td>Barbering Concepts II</td>
<td>4 0 0 4 Corequisite: BAR 114</td>
<td>This course covers more comprehensive barbering concepts. Topics include safety and sanitation, product knowledge as well as both wet and thermal hairstyling. Upon completion, students should be able to safely and competently apply these barbering concepts in the shop setting.</td>
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<tr>
<td>BAR 114</td>
<td>Barbering Clinic II</td>
<td>0 24 0 8 Corequisite: BAR 113</td>
<td>This course provides experience in a simulated shop setting. Topics include draping, shampooing, hair cutting, and hair drying as well as chemical processing. Upon completion, students should be able to safely and competently apply these barbering concepts in the shop setting.</td>
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<tr>
<td>BAR 115</td>
<td>Barbering Concepts III</td>
<td>4 0 0 4 Corequisite: BAR 116</td>
<td>This course covers more comprehensive barbering concepts. Topics include hair processing as well as finger waving, wet and thermal hairstyling, skin care, including electricity/light therapy, and manicuring. Upon completion, students should be able to safely and competently apply these barbering concepts in the shop setting.</td>
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<tr>
<td>BAR 116</td>
<td>Barbering Clinic III</td>
<td>0 12 0 4 Corequisite: BAR 115</td>
<td>This course covers more comprehensive barbering concepts. Emphasis is placed on intermediate-level of skin care manucuring, scalp treatments, hair design, chemical restructuring, and other related topics. Upon completion, students should be able to safely and competently apply these barbering concepts in the shop setting.</td>
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<tr>
<td>BAR 117</td>
<td>Barbering Concepts IV</td>
<td>2 0 0 2 Corequisite: BAR 118</td>
<td>This course covers advanced barbering concepts. Topics include hair color, advanced hair cutting techniques, hair styling, shaving, skin care, retailing, and preparing for a job interview. Upon completion, students should be able to demonstrate an understanding of these barbering concepts and meet program completion requirements.</td>
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<td>Course</td>
<td>Code</td>
<td>Description</td>
<td>Prerequisites</td>
<td>Corequisites</td>
<td>Corequisite:</td>
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<tr>
<td>Barbering</td>
<td>BAR 118</td>
<td>Barbering Clinic IV</td>
<td></td>
<td>Corequisite: BAR 117</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>BIO 094</td>
<td>Concepts of Human Biology</td>
<td>Corequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
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<tr>
<td>Biology</td>
<td>BIO 106</td>
<td>Intro to Anat/Phys/Micro</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
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<tr>
<td>Biology</td>
<td>BIO 110</td>
<td>Principles of Biology</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
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</tr>
<tr>
<td>Biology</td>
<td>BIO 111</td>
<td>General Biology I</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
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<tr>
<td>Biology</td>
<td>BIO 112</td>
<td>General Biology II</td>
<td>Prerequisites: Take One Set: Set 1: BIO 111, ENG-090, and RED-090 Set 2: BIO 111 and ENG-095 Set 3: BIO 111 and DRE 099 Set 4: BIO 111 and DRE 099</td>
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<td>Course</td>
<td>Code</td>
<td>Prerequisites</td>
<td>Corequisite:</td>
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<tr>
<td>Biological Processes</td>
<td>BIO 140</td>
<td>Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>BIO 140A</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Natural Science.</td>
</tr>
<tr>
<td>Lab</td>
<td>BIO 140A</td>
<td>Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>BIO 140</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Natural Science.</td>
</tr>
<tr>
<td>Nutrition</td>
<td>BIO 155</td>
<td>None</td>
<td>BIO 140</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>Basic Anatomy &amp; Physiology</td>
<td>BIO 163</td>
<td>Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>BIO 168</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 168</td>
<td>Take One Set: Set 1: ENG-094, ENG-090, and RED-090 Set 2: BIO 094 and ENG-095 Set 3: BIO 094 and DRE 098 Set 4: BIO 094 and DRE 099</td>
<td>BIO 168</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 169</td>
<td>Prerequisite: BIO 168</td>
<td></td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>General Microbiology</td>
<td>BIO 175</td>
<td>Prerequisite: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168</td>
<td></td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Hours</td>
<td>Credits</td>
<td>Prerequisite</td>
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<tr>
<td>BIO 176</td>
<td>Adv General Microbiology</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>BIO 275</td>
<td>Microbiology</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>BPR 130</td>
<td>Print Reading/Construction</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BTC 181</td>
<td>Basic Lab Techniques</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>BTC 250</td>
<td>Principles of Genetics</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 116</td>
<td>Business Law II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Business Math</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Personal Finance</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 135</td>
<td>Principles of Supervision</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Prerequisites</td>
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<tr>
<td>BUS 137</td>
<td>Principles of Management</td>
<td>3</td>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>BUS 151</td>
<td>People Skills</td>
<td>3</td>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>BUS 153</td>
<td>Human Resource Mgmt</td>
<td>3</td>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>BUS 225</td>
<td>Business Finance</td>
<td>2</td>
<td>Prerequisite: ACC 120</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>BUS 230</td>
<td>Small Business Mgmt</td>
<td>3</td>
<td></td>
<td>This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.</td>
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</tr>
<tr>
<td>BUS 239</td>
<td>Bus Applications Seminar</td>
<td>1</td>
<td>Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO-151, ECO 251, or ECO 252</td>
<td>This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.</td>
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<tr>
<td>BUS 240</td>
<td>Business Ethics</td>
<td>3</td>
<td></td>
<td>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.</td>
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<tr>
<td>BUS 255</td>
<td>Org Behavior in Bus</td>
<td>3</td>
<td></td>
<td>This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.</td>
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<tr>
<td>BUS 260</td>
<td>Business Communication</td>
<td>3</td>
<td>Prerequisite: ENG 111</td>
<td>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.</td>
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<tr>
<td>BUS 280</td>
<td>REAL Small Business</td>
<td>4</td>
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<td>This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.</td>
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<tr>
<td>Course Title</td>
<td>Course Code</td>
<td>Credits</td>
<td>Hours</td>
<td>Distance Learning</td>
<td>Prerequisites</td>
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<tr>
<td>Business Entrepreneurship I</td>
<td>BUS 139</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 No Pre/Co Requisites</td>
</tr>
<tr>
<td>Business Entrepreneurship II</td>
<td>BUS 245</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 Prerequisite: BUS 139</td>
</tr>
<tr>
<td>Computed Tomography CT Physics &amp; Equipment</td>
<td>CAT 210</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>Computed Tomography CT Procedures</td>
<td>CAT 211</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4 Corequisite: CAT 210</td>
</tr>
<tr>
<td>Computed Tomography CT Clinical Practicum</td>
<td>CAT 231</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>Computed Tomography CT Exam Prep</td>
<td>CAT 261</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1 None</td>
</tr>
<tr>
<td>Cyber Crime Technology Intro to Cyber Crime</td>
<td>CCT 110</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>Cyber Crime Technology Ethics &amp; High Technology</td>
<td>CCT 112</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>Cyber Crime Technology Comp Crime Investigation</td>
<td>CCT 121</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4 None</td>
</tr>
<tr>
<td>Cyber Crime Technology Crimes and Law</td>
<td>CCT 231</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Corequisites</td>
<td>Prerequisites</td>
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<tr>
<td>Cyber Crime Technology</td>
<td>CCT 240 Data Recovery Techniques</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Cyber Crime Technology</td>
<td>CCT 241 Adv Data Recover Techniques</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Cyber Crime Technology</td>
<td>CCT 250 Network Vulnerabilities I</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Cyber Crime Technology</td>
<td>CCT 251 Network Vulnerabilities II</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Cyber Crime Technology</td>
<td>CCT 285 Trends in Cyber Crime</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Cyber Crime Technology</td>
<td>CCT 289 Capstone Project</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHM 131 Introduction to Chemistry</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHM 131A Introduction to Chemistry Lab</td>
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<td>Chemistry</td>
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<tr>
<td>Chemistry</td>
<td>CHM</td>
<td>151</td>
<td>General Chemistry I</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHM</td>
<td>152</td>
<td>General Chemistry II</td>
<td>Prerequisite: CHM 151</td>
<td>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.</td>
</tr>
<tr>
<td>Information Systems</td>
<td>CIS</td>
<td>110</td>
<td>Introduction to Computers</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>Information Systems</td>
<td>CIS</td>
<td>111</td>
<td>Basic PC Literacy</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>Information Systems</td>
<td>CIS</td>
<td>113</td>
<td>Computer Basics</td>
<td>None</td>
<td>This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications.</td>
</tr>
<tr>
<td>Information Systems</td>
<td>CIS</td>
<td>115</td>
<td>Intro to Prg &amp; Logic</td>
<td>Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DMA-040 Set 2: MAT-060* and MAT-070 Set 3: MAT-060* and MAT-080 Set 4: MAT-060* and MAT-090 Set 5: MAT-095 Set 6: MAT-120 Set 7: MAT-121 Set 8: MAT-171 Set 9: MAT-171 Set 10: MAT-172</td>
<td>This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.</td>
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<tr>
<td>Criminal Justice</td>
<td>CJC</td>
<td>111</td>
<td>Intro to Criminal Justice</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>CJC 112</td>
<td>Criminology</td>
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<td>Criminal Justice</td>
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<td>Juvenile Justice</td>
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<td>Criminal Justice</td>
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<td>Interview/Interrogations</td>
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<td>Law Enforcement Ops</td>
<td>3</td>
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<td>Criminal Justice</td>
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<td>Criminal Justice</td>
<td>CJC 141</td>
<td>Corrections</td>
<td>3</td>
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<tr>
<td>Criminal Justice</td>
<td>CJC 161</td>
<td>Intro to Homeland Security</td>
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<td>Criminal Justice</td>
<td>CJC 211</td>
<td>Counseling</td>
<td>3</td>
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<tr>
<td>Criminal Justice</td>
<td>CJC 212</td>
<td>Ethics &amp; Comm Relations</td>
<td>3</td>
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<td>CJC 215</td>
<td>Org &amp; Administration</td>
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<td>CJC 221</td>
<td>Investigative Principles</td>
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<tr>
<td>CJC 231</td>
<td>Constitutional Law</td>
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<tr>
<td>CJC 233</td>
<td>Correctional Law</td>
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<td>CJC 241</td>
<td>Comm-Based Corrections</td>
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<tr>
<td>CJC 132</td>
<td>Court Procedure &amp; Evidence</td>
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<tr>
<td>CJC 151</td>
<td>Intro to Loss Prevention</td>
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<td>CJC 232</td>
<td>Civil Liability</td>
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<td>CJC 260</td>
<td>Threat Assessment</td>
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<tr>
<td>Criminal Justice</td>
<td>CJC</td>
<td>Intel Analysis &amp; Security Mgmt</td>
<td>162</td>
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| Communications                | COM  | Intro to Interpersonal Comm | 120 | 3 | 0 | 0 | 3 | Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099 | 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. |

| Communications                | COM  | Intro to Interpersonal Comm | 140 | 3 | 0 | 0 | 3 | Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099 | 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. |

| Communications                | COM  | Public Speaking            | 231 | 3 | 0 | 0 | 3 | Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: RED-095 Set 3: DRE 098 Set 4: DRE 099 | 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. |

| Cosmetology                  | COS  | Cosmetology Concepts I     | 111 | 4 | 0 | 0 | 4 | Corequisite: 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. |

| Cosmetology                  | COS  | Salon I                    | 112 | 0 | 24 | 0 | 8 | Corequisite: 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. |

| Cosmetology                  | COS  | Cosmetology Concepts II    | 113 | 4 | 0 | 0 | 4 | Corequisite: COS 114 | This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. |

| Cosmetology                  | COS  | Salon II                   | 114 | 0 | 24 | 0 | 8 | Corequisite: COS 113 | This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. |

<p>| Cosmetology                  | COS  | Cosmetology Concepts III   | 115 | 4 | 0 | 0 | 4 | Corequisite: COS 116 | This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/ light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Total Credit Hours</th>
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<tr>
<td>COS 116</td>
<td>Cosmetology Salon III</td>
<td>0 12 0 4</td>
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<td>Corequisite: COS 115</td>
<td>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.</td>
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<tr>
<td>COS 117</td>
<td>Cosmetology Concepts IV</td>
<td>2 0 0 2</td>
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<td>Corequisite: COS 118</td>
<td>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.</td>
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<tr>
<td>COS 118</td>
<td>Salon IV</td>
<td>0 21 0 7</td>
<td></td>
<td>Corequisite: COS 117</td>
<td>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.</td>
</tr>
<tr>
<td>COS 119</td>
<td>Esthetics Concepts I</td>
<td>2 0 0 2</td>
<td></td>
<td>Corequisite: COS 120</td>
<td>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.</td>
</tr>
<tr>
<td>COS 120</td>
<td>Esthetics Salon I</td>
<td>0 18 0 6</td>
<td></td>
<td>Corequisite: COS 119</td>
<td>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.</td>
</tr>
<tr>
<td>COS 121</td>
<td>Manicure/Nail Technology I</td>
<td>4 6 0 6</td>
<td>None</td>
<td>Corequisite: COS 119</td>
<td>This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.</td>
</tr>
<tr>
<td>COS 125</td>
<td>Esthetics Concepts II</td>
<td>2 0 0 2</td>
<td></td>
<td>Corequisite: COS 126</td>
<td>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.</td>
</tr>
<tr>
<td>COS 126</td>
<td>Esthetics Salon II</td>
<td>0 18 0 6</td>
<td></td>
<td>Corequisite: COS 125</td>
<td>This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.</td>
</tr>
<tr>
<td>COS 222</td>
<td>Manicure/Nail Technology II</td>
<td>4 6 0 6</td>
<td>Prerequisite: COS 121</td>
<td>Corequisite: COS 119</td>
<td>This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.</td>
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<tr>
<td>COS 251</td>
<td>Manicure Instructor Concepts</td>
<td>8 0 0 8</td>
<td>None</td>
<td>Corequisite: COS 121</td>
<td>This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.</td>
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<tr>
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<td>Credits</td>
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<tr>
<td>COS 252</td>
<td>Manicure Inst Practicum</td>
<td>Prerequisite: COS 251</td>
<td>0 15 0 5</td>
<td></td>
<td>This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.</td>
</tr>
<tr>
<td>COS 253</td>
<td>Esthetics Inst Concepts I</td>
<td></td>
<td>6 15 0 11</td>
<td>None</td>
<td>This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, and 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.</td>
</tr>
<tr>
<td>COS 254</td>
<td>Esthetics Inst Concepts II</td>
<td></td>
<td>6 15 0 11</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>COS 271</td>
<td>Instructor Practicum I</td>
<td>Corequisite: COS 272</td>
<td>5 0 0 5</td>
<td></td>
<td>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.</td>
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<tr>
<td>COS 272</td>
<td>Instructor Practicum I</td>
<td>Corequisite: COS 271</td>
<td>0 21 0 7</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>COS 273</td>
<td>Instructor Concepts II</td>
<td>Prerequisites: COS 271 and COS 272</td>
<td>5 0 0 5</td>
<td>Corequisite: COS 274</td>
<td>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.</td>
</tr>
<tr>
<td>COS 274</td>
<td>Instructor Practicum II</td>
<td>Prerequisites: COS 271 and COS 272</td>
<td>0 21 0 7</td>
<td>Corequisite: COS 273</td>
<td>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.</td>
</tr>
<tr>
<td>CSC 134</td>
<td>C++ Programming</td>
<td></td>
<td>2 3 0 3</td>
<td>None</td>
<td>This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, and debug at a beginning level. This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>CSC 139</td>
<td>Visual BASIC Programming</td>
<td></td>
<td>2 3 0 3</td>
<td>None</td>
<td>This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, and debug at a beginning level. This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>CSC 151</td>
<td>JAVA Programming</td>
<td></td>
<td>2 3 0 3</td>
<td>None</td>
<td>This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, and debug JAVA language programs. This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
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<tr>
<td>Construction CST 238</td>
<td>Weatherization</td>
<td>2 3 0 3 None</td>
<td>This course covers the use of current energy efficiency methods, materials, and techniques as applied to the weatherization of commercial and residential structures. Topics include the assessment of environmental impacts on energy consumption and building modifications that yield decreases in energy usage and increases in energy efficiency. Upon completion, students should be able to demonstrate competencies in building envelop analysis, energy-efficiency plan design, and implementation of weatherization plan.</td>
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<tr>
<td>Construction CST 244</td>
<td>Sustainable Building Design</td>
<td>2 3 0 3 None</td>
<td>This course is designed to increase student knowledge about integrating sustainable design principles and green building technologies into mainstream residential construction practices. Emphasis is placed on reducing negative environmental impact and improving building performance, indoor air quality and the comfort of a building's occupants. Upon completion, students should be able to identify principles of green building, environmental efficiency, and conservation of natural resources in relation to basic construction practices.</td>
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<tr>
<td>Computer Technology Integration CTI 110</td>
<td>Web, Pgm, &amp; DB Foundation</td>
<td>2 2 0 3 None</td>
<td>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.</td>
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<tr>
<td>Computer Technology Integration CTI 120</td>
<td>Network &amp; Sec Foundation</td>
<td>2 2 0 3 None</td>
<td>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.</td>
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<tr>
<td>Computer Technology Integration CTI 140</td>
<td>Virtualization Concepts</td>
<td>1 4 0 3 None</td>
<td>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.</td>
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<tr>
<td>Computer Technology Integration CTI 150</td>
<td>Mobile Computing Devices</td>
<td>2 2 0 3 None</td>
<td>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.</td>
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<tr>
<td>Computer Technology Integration CTI 115</td>
<td>Computer System Foundations</td>
<td>2 2 0 3 No Pre/Co Requisites</td>
<td>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.</td>
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<tr>
<td>Computer Information Technology CTS 115</td>
<td>Info Sys Bus Concepts</td>
<td>3 0 0 3 None</td>
<td>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.</td>
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<tr>
<td>Computer Information Technology CTS 120</td>
<td>Hardware/Softw Support</td>
<td>2 3 0 3 Prerequisite: CIS 110 or CIS 111</td>
<td>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.</td>
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<tr>
<td>Course Title</td>
<td>Code</td>
<td>Prerequisites</td>
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<tr>
<td>This 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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Course Title</td>
<td>Code</td>
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<td>Units</td>
<td>Prerequisites</td>
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<tr>
<td>Developmental Disabilities DDT</td>
<td>110</td>
<td>3</td>
<td>0</td>
<td>0 3</td>
<td>This course identifies the characteristics and causes of various disabilities. Topics include history of service provision, human rights, legislation and litigation, advocacy, and accessing support services. Upon completion, students should be able to demonstrate an understanding of current and historical developmental disability definitions and support systems used throughout the life span.</td>
</tr>
<tr>
<td>Drafting DFT 119 Basic CAD</td>
<td>119</td>
<td>1.5</td>
<td>2</td>
<td>0 2</td>
<td>This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.</td>
</tr>
<tr>
<td>Drafting DFT 151 CAD I</td>
<td>151</td>
<td>3</td>
<td>3</td>
<td>0 3</td>
<td>This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.</td>
</tr>
<tr>
<td>Drafting DFT 152 CAD II</td>
<td>152</td>
<td>3</td>
<td>3</td>
<td>0 3</td>
<td>This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.</td>
</tr>
<tr>
<td>Developmental Mathematics DMA</td>
<td>010</td>
<td>2.75</td>
<td>0.5</td>
<td>0 1</td>
<td>No Pre/Co Requisites</td>
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<tr>
<td>Developmental Mathematics DMA</td>
<td>020</td>
<td>2.75</td>
<td>0.5</td>
<td>0 1</td>
<td>Prerequisite: DMA 010</td>
</tr>
<tr>
<td>Developmental Mathematics DMA</td>
<td>030</td>
<td>2.75</td>
<td>0.5</td>
<td>0 1</td>
<td>Prerequisites: DMA 010, DMA 020</td>
</tr>
<tr>
<td>Developmental Mathematics DMA</td>
<td>040</td>
<td>2.75</td>
<td>0.5</td>
<td>0 1</td>
<td>Prerequisites: DMA 010, DMA 020, and DMA 030</td>
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<tr>
<td>Developmental Mathematics DMA</td>
<td>050</td>
<td>2.75</td>
<td>0.5</td>
<td>0 1</td>
<td>Prerequisites: DMA 010, DMA 020, DMA 030, and DMA 040</td>
</tr>
<tr>
<td>Developmental Mathematics DMA</td>
<td>065</td>
<td>2.75</td>
<td>1.5</td>
<td>1 2</td>
<td>Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050</td>
</tr>
<tr>
<td>Drama/Theatre</td>
<td>DRA</td>
<td>Course</td>
<td>Units</td>
<td>Credits</td>
<td>Hours</td>
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<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>DRA 112</td>
<td>Literature of the Theatre</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>DRA 120</td>
<td>Voice for Performance</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>DRA 126</td>
<td>Storytelling</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRA 128</td>
<td>Children's Theatre</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRA 130</td>
<td>Acting I</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRA 131</td>
<td>Acting II</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRA 132</td>
<td>Stage Movement</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRA 142</td>
<td>Costuming</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Drama/Theatre DRA 111 Theatre Appreciation**

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.

**Drama/Theatre DRA 112 Literature of the Theatre**

This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works.

**Drama/Theatre DRA 120 Voice for Performance**

This course provides guided practice in the proper production of speech for the theatre. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective theatrical speech.

**Drama/Theatre DRA 126 Storytelling**

This course introduces the art of storytelling and the oral traditions of folk literature. Topics include the history of storytelling, its value and purpose, techniques of the storyteller, and methods of collecting verbal art. Upon completion, students should be able to present and discuss critically stories from the world's repertory of traditional lore.

**Drama/Theatre DRA 128 Children's Theatre**

This course introduces the philosophy and practice involved in producing plays for young audiences. Topics include the selection of age-appropriate scripts and the special demands placed on directors, actors, designers, and educators in meeting the needs of young audiences. Upon completion, students should be able to present and critically discuss productions for children.

**Drama/Theatre DRA 130 Acting I**

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble.

**Drama/Theatre DRA 131 Acting II**

This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble.

**Drama/Theatre DRA 132 Stage Movement**

This course provides an applied study of selected principles of stage movement for actors. Topics include improvisation, mime, stage combat, clowning, choreography, and masks. Upon completion, students should be able to focus properly on stage, to create characters, and to improvise scenes, perform mimes, fight, clown, juggle, and waltz.

**Drama/Theatre DRA 142 Costuming**

This course covers the techniques of costume construction and crafts processes. Emphasis is placed on learning costuming techniques, using equipment and materials, and finishing production-appropriate costumes. Upon completion, students should be able to demonstrate an understanding of pattern drafting, construction techniques, and costume fitting procedures.

This course has been approved for transfer under the CAA & ICAA as a general education course in Humanities/Fine Arts.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA 145</td>
<td>Stage Make-up</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>This course covers the research, design, selection of materials, and application of stage make-up, prosthetics, wigs, and hairpieces. Emphasis is placed on the development of techniques, style, and presentation of the finished make-up. Upon completion, students should be able to create and apply make-up, prosthetics, and hairpieces.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>DRA 170</td>
<td>Play Production I</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>DRA 171</td>
<td>Play Production II</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>DRA 211</td>
<td>Theatre History I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>This course covers the development of theatre from its origin to the closing of the British theatre in 1642. Topics include the history, aesthetics, and representative dramatic literature of the period. Upon completion, students should be able to trace the evolution of theatre and recognize the styles and types of world drama.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>DRA 240</td>
<td>Lighting for the Theatre</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>This course is an applied study of theatre lighting and is designed to train theatre technicians. Emphasis is placed on lighting technology including the mechanics of lighting and light control equipment by practical work with lighting equipment. Upon completion, students should be able to demonstrate competence with lighting equipment.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>DRA 260</td>
<td>Directing</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>This course provides an analysis and application of the techniques of theatrical directing. Topics include script selection, analysis, casting, rehearsal planning, blocking, stage business, tempo, and technical considerations. Upon completion, students should be able to plan, execute, and critically discuss a student-directed production.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>DRA 140</td>
<td>Stagecraft I</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>This course introduces the theory and basic construction of stage scenery and properties. Topics include stage carpentry, scene painting, stage electrics, properties, and backstage organization. Upon completion, students should be able to pursue vocational and avocational roles in technical theatre.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>DRE 096</td>
<td>Integrated Reading and Writing I</td>
<td>2.5</td>
<td>1</td>
<td>0</td>
<td>This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile (TM) range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. Please note: (TM) stands for registered trademark.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>DRE 097</td>
<td>Integrated Reading and Writing II</td>
<td>2.5</td>
<td>1</td>
<td>0</td>
<td>This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile (TM) range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Please note: (TM) represents registered trademark.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>Prerequisites</td>
<td>Corequisites</td>
<td>Description</td>
<td>Notes</td>
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<tr>
<td>DRE 098</td>
<td>Integrated Reading and Writing III</td>
<td>2.5</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: DRE 097</td>
<td>This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.</td>
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<tr>
<td>DRE 099</td>
<td>Integrated Reading and Writing III</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Prerequisite: DRE 097</td>
<td>This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies by complementing, supporting and reinforcing material covered in ENG 111. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.</td>
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<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Prerequisites: Take One Set: Set 1: ENG 090 and RED 090 Set 2: ENG 095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Prerequisites: Take One Set: Set 1: ENG 090 and RED 090 Set 2: ENG 095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<tr>
<td>EDU 118</td>
<td>Prin &amp; Prac of Instr Asst</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Corequisite: DRE 097</td>
<td>This course covers the instructional assistant’s role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.</td>
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<tr>
<td>EDU 119</td>
<td>Intro to Early Childhood Ed</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>None</td>
<td>This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism, and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments, and activity plans appropriate for all children.</td>
</tr>
<tr>
<td>EDU 131</td>
<td>Child, Family, &amp; Community</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Corequisite: DRE 097</td>
<td>This course covers the development of partnerships between culturally and linguistically diverse families, children, schools, and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Mode</td>
<td>Notes</td>
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<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
<td></td>
<td>This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is no longer approved for transfer under the CAA as a premajor and / or elective course requirement.</td>
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<tr>
<td>EDU 145</td>
<td>Child Development II</td>
<td>3</td>
<td></td>
<td>This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is no longer approved for transfer under the CAA as a premajor and / or elective course requirement.</td>
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<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
<td></td>
<td>This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self-control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. This course is no longer approved for transfer under the CAA as a premajor and / or elective course requirement.</td>
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<td>EDU 151</td>
<td>Creative Activities</td>
<td>3</td>
<td></td>
<td>This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices, and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging, and engaging developmentally supportive learning experiences in art, music, movement, and dramatics for all children. Upon completion, students should be able to create, adapt, implement, and evaluate developmentally supportive learning materials, experiences, and environments.</td>
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<tr>
<td>EDU 151A</td>
<td>Creative Activities Lab</td>
<td>0</td>
<td></td>
<td>This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.</td>
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<tr>
<td>EDU 153</td>
<td>Health, Safety, &amp; Nutrition</td>
<td>3</td>
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<td>This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.</td>
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<tr>
<td>EDU 153A</td>
<td>Health, Safety, &amp; Nutrition Lab</td>
<td>0</td>
<td></td>
<td>This course provides a laboratory component to complement EDU 153. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of safe indoor/outdoor environments and nutrition education programs.</td>
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<tr>
<td>EDU 157</td>
<td>Active Play</td>
<td>2</td>
<td></td>
<td>This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.</td>
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<td>Course Code</td>
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<tr>
<td>EDU 163</td>
<td>Classroom Mgmt &amp; Instr</td>
<td>3</td>
<td></td>
<td>DRE 097</td>
<td>This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.</td>
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<tr>
<td>EDU 216</td>
<td>Foundations of Education</td>
<td>4</td>
<td></td>
<td>DRE 098</td>
<td>This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement at select institutions.</td>
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<tr>
<td>EDU 221</td>
<td>Children with Exceptionalities</td>
<td>3</td>
<td>Prerequisite:</td>
<td>DRE 098</td>
<td>This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.</td>
<td>This course is no longer approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infants, Toddlers, &amp; Twos</td>
<td>3</td>
<td>Prerequisite:</td>
<td>DRE 119</td>
<td>This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care, and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.</td>
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<tr>
<td>EDU 235</td>
<td>School-Age Dev &amp; Programs</td>
<td>3</td>
<td></td>
<td>DRE 098</td>
<td>This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.</td>
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<tr>
<td>EDU 243</td>
<td>Learning Theory</td>
<td>3</td>
<td>Prerequisites:</td>
<td>DRE 098</td>
<td>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.</td>
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<tr>
<td>EDU 244</td>
<td>Human Growth &amp; Dev</td>
<td>3</td>
<td></td>
<td>DRE 098</td>
<td>This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.</td>
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<tr>
<td>EDU 245</td>
<td>Policies &amp; Procedures</td>
<td>3</td>
<td></td>
<td>DRE 098</td>
<td>This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.</td>
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<td>Course Code</td>
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<td>EDU 251</td>
<td>Exploration Activities</td>
<td>3</td>
<td>Corequisite: DRE 098</td>
<td>This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.</td>
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<tr>
<td>EDU 251A</td>
<td>Exploration Activities Lab</td>
<td>0.25</td>
<td>Corequisite: EDU 251</td>
<td>This course provides a laboratory component to complement EDU 251. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate science, math, and social studies activities for children.</td>
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<tr>
<td>EDU 259</td>
<td>Curriculum Planning</td>
<td>3</td>
<td>Prerequisite: EDU 098</td>
<td>This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.</td>
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<tr>
<td>EDU 261</td>
<td>Early Childhood Admin I</td>
<td>3</td>
<td>Corequisites: DRE 098 and EDU 119</td>
<td>This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.</td>
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<tr>
<td>EDU 262</td>
<td>Early Childhood Admin II</td>
<td>3</td>
<td>Prerequisite: EDU 261</td>
<td>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.</td>
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<tr>
<td>EDU 271</td>
<td>Educational Technology</td>
<td>2.25</td>
<td>Corequisite: DRE 098</td>
<td>This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials, and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources, and demonstrate appropriate technology skills in educational environments.</td>
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<tr>
<td>EDU 280</td>
<td>Language &amp; Literacy Exp</td>
<td>3</td>
<td>Corequisite: DRE 098</td>
<td>This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments, and inclusive practices. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate and diverse language/literacy experiences.</td>
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<td>EDU 282</td>
<td>Early Childhood Literature</td>
<td>3</td>
<td>Corequisite: DRE 098</td>
<td>This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.</td>
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<td>EDU 284</td>
<td>Early Child Capstone Prac</td>
<td>1</td>
<td>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</td>
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<td>This course is designed to allow students to apply skills in a three stars (minimum) or NAECY accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.</td>
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<tr>
<td>EDU 285</td>
<td>Internship Exp School Age</td>
<td>1</td>
<td>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 216, EDU 163</td>
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<td>This course is designed to allow students to apply 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/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.</td>
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<td>EDU 289</td>
<td>Adv Issues School Age</td>
<td>2</td>
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<td>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.</td>
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<td>EDU 184</td>
<td>Early Childhood Intro Practicum</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>Prerequisite: Take EDU 119; Corequisite: Take DRE 097. This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAECY/PECAC 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.</td>
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<td>EGR 150</td>
<td>Intro to Engineering</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>None</td>
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<td>ELC 111</td>
<td>Intro to Electricity</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>None</td>
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<td>ELC 112</td>
<td>DC/AC Electricity</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>Corequisites: DMA-010, DMA-020, and DMA-030</td>
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<td>ELC 113</td>
<td>Basic Wiring I</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>None</td>
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<tr>
<td>ELC 114</td>
<td>Basic Wiring II</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>Prerequisite: ELC 112</td>
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<tr>
<td>ELC 117</td>
<td>Motors &amp; Controls</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>Prerequisite: ELC 112</td>
</tr>
<tr>
<td>ELC 126</td>
<td>Electrical Computations</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: ELC 112</td>
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<tr>
<td>ELC 128</td>
<td>Introduction to PLC</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: ELC 112</td>
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<td>Course Code</td>
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<tr>
<td>Electricity</td>
<td>ELC 131 DC/AC Circuit Analysis</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>Prerequisites: DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050. 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.</td>
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<tr>
<td>Electricity</td>
<td>ELC 233 Energy Management</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>None. This course covers energy management principles and techniques typical of those found in industry and commercial facilities, including load control and peak demand reduction systems. Topics include load and peak demand calculations, load shedding, load balance and power factor, priority scheduling, remote sensing and control, and supplementary/alternative energy sources. Upon completion, students should be able to determine energy management parameters, calculate demand and energy use, propose energy management procedures, and implement alternative energy sources.</td>
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<tr>
<td>Electronics</td>
<td>ELN 229 Industrial Electronics</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>Prerequisite: ELC 112 or ELC 131. This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.</td>
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<tr>
<td>Electronics</td>
<td>ELN 231 Industrial Controls</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: ELN 229. 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.</td>
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<tr>
<td>Electronics</td>
<td>ELN 237 Local Area Networks</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: CIS 110 or CIS 113. This course introduces the fundamentals of local area networks and their operation. Topics include the characteristics of network topologies, system hardware, system configuration, installation, and operation of the LAN. Upon completion, students should be able to install and maintain a local area network.</td>
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<tr>
<td>Electronics</td>
<td>ELN 260 Prog Logic Controllers</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>Prerequisite: CIS 110 or CIS 113. This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.</td>
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<tr>
<td>English</td>
<td>ENG 102 Applied Communications II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>None. This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications.</td>
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<tr>
<td>English</td>
<td>ENG 111 Writing &amp; Inquiry</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: ENG 090 and RED 090, ENG 095, or DRE 098. This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA &amp; ICAA as a general education course in English Composition.</td>
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<tr>
<td>English</td>
<td>ENG 112 Writing/Research in the Disciplines</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: ENG 111</td>
<td>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 CAA &amp; ICAA as a general education course in English Composition.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Type</td>
<td>Corequisites/Prerequisites</td>
<td>Description</td>
<td>Transferable Course</td>
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<tr>
<td>English ENG 113</td>
<td>Literature-Based Research</td>
<td>3</td>
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<td>Prerequisite: ENG 111</td>
<td>This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.</td>
<td>General Education</td>
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<tr>
<td>English ENG 114</td>
<td>Prof Research &amp; Reporting</td>
<td>3</td>
<td></td>
<td>Prerequisite: ENG 111</td>
<td>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.</td>
<td>General Education</td>
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<tr>
<td>English ENG 131</td>
<td>Introduction to Literature</td>
<td>3</td>
<td></td>
<td>Prerequisite: ENG 111</td>
<td>Corequisite: ENG 112, ENG 113, or ENG 114 This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature.</td>
<td>General Education</td>
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<tr>
<td>English ENG 233</td>
<td>Major American Writers</td>
<td>3</td>
<td></td>
<td>Prerequisite: ENG 112, ENG 113, or ENG 114</td>
<td>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.</td>
<td>General Education</td>
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<tr>
<td>English ENG 261</td>
<td>World Literature II</td>
<td>3</td>
<td></td>
<td>Prerequisite: ENG 112, ENG 113, or ENG 114</td>
<td>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.</td>
<td>General Education</td>
</tr>
<tr>
<td>English ENG 231</td>
<td>American Literature I</td>
<td>3</td>
<td></td>
<td>Prerequisites: ENG 112, ENG 113, or ENG 114</td>
<td>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.</td>
<td>General Education</td>
</tr>
<tr>
<td>English ENG 232</td>
<td>American Literature II</td>
<td>3</td>
<td></td>
<td>Prerequisites: ENG 112, ENG 113, or ENG 114</td>
<td>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.</td>
<td>General Education</td>
</tr>
<tr>
<td>Entrepreneurship ETR 220</td>
<td>Innovation and Creativity</td>
<td>3</td>
<td></td>
<td>No Pre/Co Requisites</td>
<td>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.</td>
<td>General Education</td>
</tr>
<tr>
<td>Entrepreneurship ETR 230</td>
<td>Entrepreneur Marketing</td>
<td>3</td>
<td></td>
<td>No Pre/Co Requisites</td>
<td>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.</td>
<td>General Education</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Prerequisites</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>Entrepreneurship ETR 240</td>
<td>3</td>
<td>0 0 3</td>
<td>Prerequisite: ACC 120</td>
<td>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.</td>
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<tr>
<td>Entrepreneurship ETR 270</td>
<td>3</td>
<td>0 0 3</td>
<td>No Pre/Co Requisites</td>
<td>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.</td>
<td></td>
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<tr>
<td>Facilities Maintenance Worker</td>
<td>FMW 100</td>
<td>1 0 1</td>
<td>Prerequisite: FMW 102</td>
<td>The course covers the use of the National Electrical Code. Topics include wiring methods, grounding, general areas of the NEC, and other related topics. Upon completion, students should be able to use the code effectively.</td>
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<tr>
<td>Facilities Maintenance Worker</td>
<td>FMW 101</td>
<td>1 2 0 2</td>
<td>None</td>
<td>This course covers sections of the NEC related to calculations. Topics include branch circuits, sizes, wire, conduit, and house problems. Upon completion, students should be able to use the code to find wire and conduit sizes.</td>
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<tr>
<td>Facilities Maintenance Worker</td>
<td>FMW 102</td>
<td>2 6 0 4</td>
<td>None</td>
<td>This course covers the tools and materials commonly used in the electrical field. Emphasis is placed on mounting, installing, and wiring electrical fixtures common to residential and simple commercial installations. Upon completion, students should be able to properly install boxes, wires, and switches.</td>
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</tr>
<tr>
<td>Facilities Maintenance Worker</td>
<td>FMW 105</td>
<td>2 2 0 3</td>
<td>None</td>
<td>This course covers the fundamentals of heating systems, including oil, gas, and electrical systems and heat pumps. Topics include safety precautions, tools, and materials needed to safely troubleshoot and repair heating systems. Upon completion, students should be able to explain and repair the major components of a heating system.</td>
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<tr>
<td>Facilities Maintenance Worker</td>
<td>FMW 106</td>
<td>2 2 0 3</td>
<td>None</td>
<td>This course covers the principles of air conditioning, including terminology, identification, and function of component. Topics include compressors, condensers, and motors and controls with emphasis on practical work with hand tools and materials in the installation of air conditioning systems. Upon completion, students should be able to repair an air conditioning system.</td>
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<tr>
<td>Facilities Maintenance Worker</td>
<td>FMW 107</td>
<td>1 4 0 3</td>
<td>None</td>
<td>This course introduces basic carpentry skills. Emphasis is placed on the proper and safe use of hand and power tools used by a beginning carpenter. Upon completion, students should be able to perform basic tasks involving forming, framing, and repair of windows and doors.</td>
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<tr>
<td>Facilities Maintenance Worker</td>
<td>FMW 108</td>
<td>1 3 0 2</td>
<td>None</td>
<td>This course introduces the basic principles of blueprint reading for residential electrical systems. Topics include floor plans, switch and receptacle layouts, lighting fixtures, and finished installations. Upon completion, students should be able to interpret basic blueprints.</td>
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<tr>
<td>Geology Geology</td>
<td>GEL 111</td>
<td>3 2 0 4</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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</tr>
</tbody>
</table>

This course has been approved for transfer under the CAA & ICAA as a general education course in Natural Science.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Transferable Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 111</td>
<td>World Regional Geography</td>
<td>3</td>
<td>Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Social/Behavioral Sciences.</td>
</tr>
<tr>
<td>GEO 112</td>
<td>Cultural Geography</td>
<td>3</td>
<td>Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth’s cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Social/Behavioral Sciences.</td>
</tr>
<tr>
<td>GEO 130</td>
<td>General Physical Geography</td>
<td>3</td>
<td>Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>This course introduces both the basic physical components that help shape the earth and the study of minerals, rocks, and evolution of landforms. Emphasis is placed on the geographic grid, cartography, weather, climate, mineral composition, fluvial processes, and erosion and deposition. Upon completion, students should be able to identify these components and processes and explain how they interact.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Social/Behavioral Sciences.</td>
</tr>
<tr>
<td>GEO 131</td>
<td>Physical Geography I</td>
<td>3</td>
<td>None</td>
<td>This course introduces the basic physical components that help shape the earth. Emphasis is placed on the geographic grid, cartography, weather, climate, biogeography, and soils. Upon completion, students should be able to identify these components and explain how they interact.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>GIS 111</td>
<td>Intro to Geographic Info Sys</td>
<td>2</td>
<td>None</td>
<td>This course introduces the hardware and software components of a Geographic Information System and reviews GIS applications. Topics include data structures and basic functions, methods of data capture and sources of data, and the nature and characteristics of spatial data and objects. Upon completion, students should be able to identify GIS hardware components, typical operations, products/applications, and differences between database models and between raster and vector systems.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
</tr>
<tr>
<td>GIS 112</td>
<td>Introduction to GPS</td>
<td>2</td>
<td>None</td>
<td>This course provides an overview of Global Positioning Systems (GPS). Topics include the theory, implementation, and operations of GPS, as well as alternate data source remote sensing. Upon completion, students should be able to demonstrate an understanding of the fundamentals of GPS.</td>
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<tr>
<td>GIS 120</td>
<td>Introduction to Geodesy</td>
<td>2</td>
<td>None</td>
<td>This course introduces the fundamental concepts behind map projections, datums, and coordinate systems. Topics include the theory of how the earth’s shape is defined and how geographic features are positioned using spherical coordinate systems. Upon completion, students should be able to demonstrate an understanding of the fundamentals of geodesy as it relates to the measurement and representation of the earth.</td>
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<tr>
<td>GIS 121</td>
<td>Georeferencing &amp; Mapping</td>
<td>2</td>
<td>None</td>
<td>This course introduces coordinate systems, fundamentals of surveying, and cartography. Topics include the theory, acquisition, and use of locational data using both continuous and discrete georeferencing methods. Upon completion, students should be able to identify appropriate coordinate systems for a situation and translate data into correct map form.</td>
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<tr>
<td>Course Code</td>
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<td>Prerequisites</td>
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<tr>
<td>GIS 215</td>
<td>GIS Data Models</td>
<td>2</td>
<td>2</td>
<td>None</td>
<td>This course covers interpreting and understanding of a variety data formats available in GIS. Topics include the similarities and differences between data models as well as how data is treated differently within each format, to include the conversion of data between different environments. Upon completion, students should be able to demonstrate an understanding of the fundamentals of GIS data storage and interoperability.</td>
</tr>
<tr>
<td>GIS 220</td>
<td>Internet Mapping</td>
<td>2</td>
<td>2</td>
<td>None</td>
<td>This course is designed as an introduction to multimedia, interactive, animated, and Web cartography. Topics include the principles of effective cartographic communication, and stressing the new and important roles digital cartography is coming to play in cyberspace. Upon completion, students should be able to demonstrate the ability to evaluate digital cartographic information and create effective internet maps.</td>
</tr>
<tr>
<td>GIS 221</td>
<td>GIS Data Creation</td>
<td>2</td>
<td>2</td>
<td>None</td>
<td>This course introduces the fundamental concepts of primary GIS data creation. Topics include the collection of field data, digital conversion of existing hardcopy maps, and the construction of spatial data from known geodetic locations. Upon completion, students should be able to demonstrate an ability to collect, create, and process spatial data within a variety of environments.</td>
</tr>
<tr>
<td>GIS 230</td>
<td>Raster GIS</td>
<td>2</td>
<td>2</td>
<td>Prerequisites: GIS 111 and GIS 121</td>
<td>This course will provide students with the fundamentals of analyzing remotely sensed data. Emphasis is placed on digital image enhancement as a means to further data analysis. Upon completion, students will be able to accurately interpret and analyze remotely sensed data for use in a raster or vector GIS.</td>
</tr>
<tr>
<td>GIS 235</td>
<td>Intro to Spatial Analysis</td>
<td>2</td>
<td>2</td>
<td>Prerequisites: GIS 111 and GIS 121</td>
<td>This course is designed to expose students to various components of spatial analysis. Emphasis is placed on modeling and decision making with the use of spatial data. Upon completion, students will be able to utilize statistical models in the process of spatial analysis.</td>
</tr>
<tr>
<td>GIS 240</td>
<td>Remote Sensing</td>
<td>2</td>
<td>2</td>
<td>Prerequisites: GIS 111 and GIS 121</td>
<td>This course introduces remote sensing and presents an overview of the use of satellite imagery within the field of geospatial technology. Topics will include the principles of remote sensing, satellite platforms, and sensors. Upon completion, students should be able to demonstrate an understanding of data sources, uses, and analysis techniques of remote sensing.</td>
</tr>
<tr>
<td>GIS 241</td>
<td>Advanced Spatial Analysis</td>
<td>2</td>
<td>2</td>
<td>Prerequisites: GIS 111 and GIS 121</td>
<td>This course provides an opportunity to combine the constituents of Geographic Information Science. Emphasis is placed on the acquisition, refinement, and analysis of data from numerous sources. Upon completion, students will be able to extract tangible results gained from the manipulation of a diversified group of information resources.</td>
</tr>
<tr>
<td>GRO 120</td>
<td>Gerontology</td>
<td>3</td>
<td>0</td>
<td>Prerequisite: PSY 150</td>
<td>This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Lecture</td>
<td>Lab</td>
<td>Prerequisites</td>
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<tr>
<td>HEA 110</td>
<td>Personal Health/Wellness</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>HEA 112</td>
<td>First Aid &amp; CPR</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2 None</td>
</tr>
<tr>
<td>HEA 130</td>
<td>Health-Adult Sexuality</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
</tr>
<tr>
<td>HIS 116</td>
<td>Current World Problems</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 None</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>HIS 141</td>
<td>Genealogy &amp; Local History</td>
<td>3</td>
<td>0 0 3</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099 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 a major research project on local or family history.</td>
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<tr>
<td>HIS 226</td>
<td>The Civil War</td>
<td>3</td>
<td>0 0 3</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099 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.</td>
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<tr>
<td>HIS 236</td>
<td>North Carolina History</td>
<td>3</td>
<td>0 0 3</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099 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.</td>
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<tr>
<td>HIT 110</td>
<td>Fundamentals of HIM</td>
<td>3</td>
<td>0 0 3</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099 This course introduces Health Information Management (HIM) and its role in healthcare delivery systems. Topics include standards, regulations and initiatives; payment and reimbursement systems, healthcare providers and disciplines; and electronic health records (EHRs). Upon completion, students should be able to demonstrate an understanding of health information management and healthcare organizations, professions and trends.</td>
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<tr>
<td>HIT 112</td>
<td>Health Law &amp; Ethics</td>
<td>3</td>
<td>0 0 3</td>
<td>None This course covers legislative and regulatory processes, legal terminology, and professional-related and practice-related ethical issues. Topics include confidentiality; privacy and security policies, procedures, and monitoring; release of information policies and procedures; and professional-related and practice-related ethical issues. Upon completion, students should be able to apply policies and procedures for access and disclosure of Protected Health Information and apply and promote ethical standards.</td>
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<tr>
<td>HIT 114</td>
<td>Health Data Sys/Standards</td>
<td>3</td>
<td>0 0 3</td>
<td>None This course covers concepts and techniques for managing and maintaining manual and electronic health records (EHR). Topics include structure and use of health information including data collection and analysis, data sources/sets, archival systems, and quality and integrity of healthcare data. Upon completion, students should be able to monitor and apply system-wide clinical documentation guidelines and comply with regulatory standards.</td>
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<tr>
<td>HIT 122</td>
<td>Prof Practice Experience I</td>
<td>3</td>
<td>0 0 3</td>
<td>None This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites/Notes</td>
<td>Description</td>
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<tr>
<td>HIT 210</td>
<td>Healthcare Statistics</td>
<td>2</td>
<td>MAT-110 or MAT 115 or MAT 143</td>
<td>This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring, Institutional Review Board processes, and knowledge-based research techniques. Upon completion, students should be able to apply, interpret, and present healthcare statistics and utilize research techniques to gather and interpret healthcare data.</td>
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<tr>
<td>HIT 211</td>
<td>ICD Coding</td>
<td>2</td>
<td>BIO 168 and MED 122</td>
<td>This course covers ICD diagnostics and procedural coding conventions and guidelines for inpatient, outpatient, and ambulatory care. Emphasis is placed on a comprehensive application of anatomy, physiology, and interrelationships among organ systems. Upon completion, students should be able to accurately assign and sequence diagnostic and procedural codes for patient outcomes, statistical and reimbursement purposes.</td>
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<tr>
<td>HIT 214</td>
<td>CPT/Other Coding Systems</td>
<td>1</td>
<td>HIT 211</td>
<td>This course covers application of principles and guidelines of CPT/HCPCS coding. Topics include clinical classification/nomenclature systems such as SNOMED, DSM, ICD-11, and the use of encoders. Upon completion, students should be able to apply coding principles to correctly assign CPT/HCPCS codes.</td>
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<tr>
<td>HIT 215</td>
<td>Reimbursement Methodology</td>
<td>1</td>
<td>HIT 212</td>
<td>This course covers reimbursement methodologies used in all healthcare settings as they relate to national billing, compliance, and reporting requirements. Topics include prospective payment systems, billing process and procedures, chargemaster maintenance, regulatory guidelines, reimbursement monitoring, and compliance strategies and reporting. Upon completion, students should be able to perform data quality reviews to validate code assignment and comply with reimbursement and reporting requirements.</td>
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<tr>
<td>HIT 216</td>
<td>Quality Management</td>
<td>1</td>
<td>HIT 114</td>
<td>This course introduces principles of quality assessment and improvement, and utilization, risk, and case management, in healthcare. Topics include Continuous Quality Improvement, and case management processes, data analysis/reporting techniques, credentialing, regulatory quality monitoring requirements, and outcome measures and monitoring. Upon completion, students should be able to abstract, analyze, and report clinical data for facility-wide quality management/ performance improvement programs and monitor compliance measures.</td>
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<tr>
<td>HIT 218</td>
<td>Mgmt Principles in HIT</td>
<td>3</td>
<td>None</td>
<td>This course covers organizational management concepts as applied to healthcare settings. Topics include roles/functions of teams/committees, leadership, communication and interpersonal skills, designing and implementing orientation/ training programs, monitoring workflow, performance standards, revenue cycles, and organizational resources. Upon completion, students should be able to apply management, leadership, and supervisory concepts to various healthcare settings.</td>
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<tr>
<td>HIT 220</td>
<td>Health Informatics &amp; EHRs</td>
<td>2</td>
<td>CIS 110 or CIS 111; and HIT 114</td>
<td>This course covers EHR systems, design, implementation, and application. Topics include EHR, Informatics, speech &amp; imaging technology, information/ network security &amp; integrity, data dictionaries, modeling and warehousing. Upon completion, students should be able to facilitate usage of electronic health record systems and other technologies.</td>
<td></td>
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<tr>
<td>HIT 221</td>
<td>Lifecycle of HER</td>
<td>2</td>
<td>None</td>
<td>This course covers the system selection, design, and implementation of an electronic health record (EHR) in integrated delivery networks. Topics include the system development life cycle, analysis of existing systems, required resources, and common resource constraints. Upon completion, students should be able to understand system development life cycles, analyze design and engineering, and make recommendations to improve efficiency of operations.</td>
<td></td>
</tr>
<tr>
<td>HIT 222</td>
<td>Prof Practice Experience III</td>
<td>0</td>
<td>HIT 212</td>
<td>This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices.</td>
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<tr>
<td>Course Title</td>
<td>Prefix</td>
<td>Course Code</td>
<td>Credits</td>
<td>Prerequisite(s)</td>
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<tr>
<td>Health Information Technology: Prof Practice Experience IV</td>
<td>HIT</td>
<td>224</td>
<td>0.0</td>
<td>6.0 2</td>
<td>This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices.</td>
</tr>
<tr>
<td>Health Information Technology: Healthcare Informatics</td>
<td>HIT</td>
<td>225</td>
<td>3.0</td>
<td>2.0 0 4</td>
<td>This course covers data analysis to support decision making, patient care, and regulatory compliance. Topics include clinical terminology and vocabulary systems, data capture methodology, data presentation and reporting, and initiatives to improve the quality of patient care. Upon completion, students should be able to identify data elements and sets, analyze capture methodology in healthcare settings, analyze compliance issues, and make improvement recommendations.</td>
</tr>
<tr>
<td>Health Information Technology: Principles of Disease</td>
<td>HIT</td>
<td>226</td>
<td>3.0</td>
<td>0.0 0 3</td>
<td>This course covers disease etiology and organ system involvement, including physical signs and symptoms, prognoses, and common complications and their management. Topics include basic microbiology, basic pharmacology, and principles of disease. Upon completion, students should be able to relate disease processes to etiology, physical signs and symptoms, prognosis, and common complications and their management.</td>
</tr>
<tr>
<td>Health Information Technology: Info Project Management</td>
<td>HIT</td>
<td>227</td>
<td>2.0</td>
<td>2.0 0 3</td>
<td>This course covers the required skills needed for implementing healthcare IT applications, with emphasis on electronic health records (EHR). Topics include leadership development skills, interdisciplinary collaboration, organizational change management, project management software, and the study of communication skills required across healthcare disciplines. Upon completion, students should be able to effectively collaborate and communicate with healthcare disciplines to implement informatics projects within the healthcare setting.</td>
</tr>
<tr>
<td>Health Information Technology: Professional Issues</td>
<td>HIT</td>
<td>280</td>
<td>2.0</td>
<td>0.0 0 2</td>
<td>This course provides a comprehensive discussion of topics common to the health information profession. Emphasis is placed on application of professional competencies, job search tools, and preparation for the certification examination. Upon completion, students should be able to demonstrate competence in entry-level domains and subdomains for health information technologies.</td>
</tr>
<tr>
<td>Historic Preservation: Hist &amp; Cultural Landscape</td>
<td>HPT</td>
<td>110</td>
<td>3.0</td>
<td>0.0 3</td>
<td>This course introduces historical trends in the settlement of North America. Topics include geography, immigrant migrations, and changes in social perception from the seventeenth through twentieth centuries in North America. Upon completion, students will be able to demonstrate an understanding of the cultural landscape of North America and its development.</td>
</tr>
<tr>
<td>Historic Preservation: Program of Historic Preservation</td>
<td>HPT</td>
<td>111</td>
<td>3.0</td>
<td>0.0 3</td>
<td>This course provides an introduction to federal, state, and local preservation laws and regulations. Emphasis is placed on understanding the content and applicability of these laws for local preservation programs and public projects. Upon completion, students will be able to demonstrate a working knowledge of preservation law.</td>
</tr>
<tr>
<td>Historic Preservation: Introduction to Archaeology</td>
<td>HPT</td>
<td>115</td>
<td>3.0</td>
<td>0.0 3</td>
<td>This course introduces the methodological and theoretical elements of modern prehistoric archaeology. Topics include theories of cultural change, dating methods, sampling studies, and the reconstruction of economic, social and religious patterns in prehistoric and historic societies. Upon completion, students will be able to demonstrate the basic methods and theoretical models necessary to comprehend and participate effectively in professional archaeological research.</td>
</tr>
<tr>
<td>Historic Preservation: Historical Drafting</td>
<td>HPT</td>
<td>116</td>
<td>3.0</td>
<td>0.0 3</td>
<td>This course covers the use of publically and commercially available 3D modeling and drafting software as applied to historical preservation projects. Topics include creation of diagrams, drawings, and designs of historic hardware, historic architecture trim, and traditional structural framing. Upon completion, students should be able to demonstrate competency in the creating and manipulation of 3D models and rendering architectural plans of historic structures.</td>
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<td>Course Code</td>
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<tr>
<td>HPT 130</td>
<td>Historic Painting &amp; Finishing</td>
<td>This course introduces the history of wall coverings and paints, methods for applying and repairing surfaces, and decisions on choice and placement of historical colors. Topics include surface condition assessment, paint removal techniques, brush care, surface preparation, paint, finish, and wallpaper application, painting and finishing materials, tools, and techniques. Upon completion, students should be able to assess surface conditions, and utilize methods for choosing, applying, and repairing historical surface coverings and finishes.</td>
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<tr>
<td>HPT 131</td>
<td>Fund of Carpenter &amp; Const</td>
<td>This course is designed to develop hands-on training in basic carpentry and construction skills necessary for all restoration work. Topics include restoration materials, tools, carpentry skills, and construction terminology. Upon completion, students will be able to demonstrate basic construction skills and restoration techniques.</td>
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<tr>
<td>HPT 133</td>
<td>Historic Building Analysis</td>
<td>This course provides a survey of unique challenges associated with historic building preservation. Emphasis is placed on the deterioration of building materials and systems, techniques needed to perform building evaluations, existing condition assessments, and weatherization and stabilization reports. Upon completion, students should be able to provide examples of unique restoration challenges and solutions specific to historic buildings.</td>
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<tr>
<td>HPT 230</td>
<td>Historic Roof Structures</td>
<td>This course includes examination and installation of the various materials used to provide roof coverings on residential and commercial historic buildings. Emphasis is placed on installation of slate, wood, clay, composition, built-up asphaltic, rubber membrane, and metal roofing materials, assessing deterioration problems, and performing repairs. Upon completion, students should be able to safely demonstrate basic roofing installation and repair techniques on historic structures.</td>
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<tr>
<td>HPT 233</td>
<td>Historic Const Methods</td>
<td>This course covers the methods used in the construction of houses prior to the 1900s. Topics include availability of modern materials, tools, regional and socio-economic variations, practical experience working with these tools, and duplicating style with modern tools. Upon completion, students will be able to demonstrate a working knowledge of construction methods and the tools used prior to the twentieth century.</td>
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<tr>
<td>HPT 235</td>
<td>Building Codes &amp; Regulations</td>
<td>This course is designed to develop an in-depth understanding of current building codes and regulations. Emphasis is placed on the mitigate conflicts that may arise from adherence to modern building codes within the context of restoration projects. Upon completion, students will be able to demonstrate a working knowledge of modern building codes and regulations.</td>
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<tr>
<td>HPT 237</td>
<td>HAZMAT &amp; OSHA Regs</td>
<td>This course introduces safety procedures and protective methods required for many construction and restoration projects. Topics include first-aid, general safety, hazard identification, hazardous materials, and protective equipment. Upon completion, students will be able to demonstrate a working knowledge of compliance procedures for Occupational Safety and Health Administration (OSHA) regulations regarding HAZMAT and general construction safety.</td>
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<tr>
<td>HPT 239</td>
<td>Specialized Const Trades</td>
<td>This course covers the restoration of a variety of materials that require specialized construction trade skills. Topics include masonry, wood structures, interior and exterior finishes, mechanical systems, and electrical and lighting systems. Upon completion, students will be able to evaluate the project, estimate materials and labor, and perform skills necessary to complete the work in one or more of the topic areas.</td>
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<tr>
<td>HPT 241</td>
<td>Historic Masonry</td>
<td>This course will introduce students to the historic masonry techniques of the 18th, 19th, and 20th century. Topics include mortar analysis, material selection, regional variation in design and construction, and repair and restoration techniques. Upon completion, students should be able to demonstrate proficiency in tuck pointing, striking, bond pattern and mortar replication, and scaffolding construction.</td>
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<td>Course Title</td>
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<tr>
<td>Historic Preservation</td>
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<td>HPT 250</td>
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<td>Prerequisite: HPT 111</td>
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<td>This course introduces a framework for the management of historic properties in both urban and rural contexts. Emphasis is placed on property management, zoning, and the development of historic properties as both educational and historic resources for the surrounding community. Upon completion, students will be able to advise and assist in the development of preservation plans for historic sites.</td>
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<tr>
<td>Recording Hist Properties</td>
<td></td>
<td>HPT 252</td>
<td>3</td>
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<td>This course introduces detailed research methods for the documentation of historic properties. Emphasis is placed on both archival research and physical recording techniques. Upon completion, students should be able not only to record any existing structures but also to identify an ownership history and historic context for historic properties.</td>
</tr>
<tr>
<td>Real Est Dev &amp; A/E Use of Hist Struct</td>
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<td>HPT 254</td>
<td>3</td>
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<td>This course introduces the principles of real estate development ranging from contracts, brokerage, leases, residual land value analysis, discounted cash flow, and net present value techniques. Emphasis is placed on issues and procedures involved in extending the productivity of buildings through a combination of lectures, field trips to sites throughout North Carolina, and in class projects. Upon completion, students should be able to develop and present feasibility studies for the reuse of endangered or underutilized properties.</td>
</tr>
<tr>
<td>Historic Preservation Law</td>
<td></td>
<td>HPT 260</td>
<td>3</td>
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<td>This course is designed to prepare students with detailed knowledge of the defining legal cases and judgments in areas of historic preservation on the Federal, State, and local levels. Topics include the National Historic Preservation Act, Maher v. City of New Orleans, Penn Central v. The City of New York, Federal funding programs, preservation easements, revolving funds, and tax credits. Upon completion, students should be able to demonstrate a working knowledge of Ante-bellum architecture and its significance.</td>
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<tr>
<td>18th &amp; 19th Cen American Arch</td>
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<td>HPT 270</td>
<td>3</td>
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<td>This course introduces students to the architecture of 18th and 19th centuries in North Carolina. Emphasis is placed on site investigation and documentation of a group of the region’s most important ante-bellum structures. Upon completion, students should be able to demonstrate a working knowledge of Ante-bellum architecture and its significance.</td>
</tr>
<tr>
<td>Fundamentals of Carpentry &amp; Construction - Part 1</td>
<td>HPT 131A&amp;B</td>
<td>Fundamentals of Carpentry &amp; Construction - Part 1</td>
<td>1</td>
<td>9 0 4</td>
<td>No Prerequisite</td>
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<tr>
<td>Real Est Dev &amp; A/E Use of Hist Struct</td>
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<td>HPT 254</td>
<td>3</td>
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<td>None</td>
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<td>This course is designed to develop hands-on training in basic carpentry and construction skills necessary for all restoration work. Topics include restoration materials, tools, carpentry skills, and construction terminology. Upon completion, students will be able to demonstrate basic construction skills and restoration techniques.</td>
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<tr>
<td>Orientation to Health Careers</td>
<td>HSC 110</td>
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<td>This course is a survey of health care professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make informed career choices.</td>
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<tr>
<td>CPR</td>
<td>HSC 120</td>
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<td>This course covers the basic knowledge and skills for the performance of infant, child, and adult CPR and the management of foreign body airway obstruction. Emphasis is placed on recognition, assessment, and proper management of emergency care. Upon completion, students should be able to perform infant, child, and adult CPR and manage foreign body airway obstructions.</td>
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<tr>
<td>Course Code</td>
<td>Department</td>
<td>Course Title</td>
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<td>Credits</td>
<td>Prerequisites</td>
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<tr>
<td>HSE 110</td>
<td>Human Services</td>
<td>Intro to Human Services</td>
<td>2</td>
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<tr>
<td>HSE 112</td>
<td>Human Services</td>
<td>Group Process I</td>
<td>1</td>
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<tr>
<td>HSE 123</td>
<td>Human Services</td>
<td>Interviewing Techniques</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>HSE 125</td>
<td>Human Services</td>
<td>Counseling</td>
<td>2</td>
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</tr>
<tr>
<td>HSE 210</td>
<td>Human Services</td>
<td>Human Services Issues</td>
<td>2</td>
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<tr>
<td>HSE 220</td>
<td>Human Services</td>
<td>Case Management</td>
<td>2</td>
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<tr>
<td>HSE 225</td>
<td>Human Services</td>
<td>Crisis Intervention</td>
<td>3</td>
<td>0</td>
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<tr>
<td>HUM 110</td>
<td>Humanities</td>
<td>Technology &amp; Society</td>
<td>3</td>
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<tr>
<td>HUM 115</td>
<td>Humanities</td>
<td>Critical Thinking</td>
<td>3</td>
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<tr>
<td>Humanities</td>
<td>Course No.</td>
<td>Course Title</td>
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<tr>
<td>HUM 120</td>
<td>Cultural Studies</td>
<td>3</td>
<td>0</td>
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<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
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<tr>
<td>HUM 130</td>
<td>Myth in Human Culture</td>
<td>3</td>
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<tr>
<td>HUM 140</td>
<td>History of Architecture</td>
<td>3</td>
<td>0</td>
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<tr>
<td>HUM 150</td>
<td>American Women's Studies</td>
<td>3</td>
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<tr>
<td>HUM 160</td>
<td>Introduction to Film</td>
<td>2</td>
<td>2</td>
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<tr>
<td>HUM 180</td>
<td>International Cultural Explorer</td>
<td>3</td>
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<tr>
<td>HUM 211</td>
<td>Humanities</td>
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<tr>
<td>Humanities</td>
<td>HUM</td>
<td>Human Values &amp; Meaning</td>
<td>3</td>
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<td>Hydraulics</td>
<td>HYD</td>
<td>Hydraulics/Pneumatics I</td>
<td>2</td>
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<tr>
<td>Imaging</td>
<td>IMG</td>
<td>Fundamentals of Imaging I</td>
<td>2</td>
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<tr>
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<td>IMG</td>
<td>Fundamentals of Imaging II</td>
<td>2</td>
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<td>Imaging</td>
<td>IMG</td>
<td>Patient Care Medical Imaging</td>
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<td>2</td>
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<td>Imaging</td>
<td>IMG</td>
<td>Imaging Ethics &amp; Law</td>
<td>3</td>
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<tr>
<td>International Business</td>
<td>INT</td>
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<td>3</td>
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<tr>
<td>International Business</td>
<td>INT</td>
<td>International Trade</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Industrial Science</td>
<td>ISC</td>
<td>Industrial Safety</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Industrial Science</td>
<td>ISC</td>
<td>Construction Safety</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
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<tr>
<td>ISC 120</td>
<td>Industrial Ecology</td>
<td>3</td>
<td>None</td>
<td>This course introduces concepts and tools used for estimating business costs and environmental risks incurred through the lifetime of projects and associated environmental regulations. Topics include performance audits, examining inputs and outputs of materials and energy, and the associated environmental impacts created within the context of business operations. Upon completion, students should be able to demonstrate an understanding of performance audits and their use to ensure efficiency, quality control, and environmental protection.</td>
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<tr>
<td>ISC 132</td>
<td>Mfg Quality Control</td>
<td>3</td>
<td>DMA-010, DMA-020, DMA-030, DMA-040</td>
<td>This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment.</td>
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<tr>
<td>ISC 133</td>
<td>Mfg Mgmt Practices</td>
<td>2</td>
<td>None</td>
<td>This course covers successful industrial organizations and management practices for improving quality and productivity. Topics include self-managed work teams, problem-solving skills, and production management techniques. Upon completion, students should be able to demonstrate an understanding of day-to-day plant operations, team management processes, and the principles of group dynamics.</td>
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<tr>
<td>ISC 212</td>
<td>Intro to Metrology</td>
<td>2</td>
<td>None</td>
<td>This course covers the principles and techniques of modern practical metrology and inspection methods. Topics include precision, accuracy, standards, and calibration. Upon completion, students should be able to perform various roles within a metrology system.</td>
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<tr>
<td>ISC 220</td>
<td>Lean Manufacturing</td>
<td>3</td>
<td>None</td>
<td>This course introduces students to the concept of lean manufacturing as a means of waste reduction. Topics include the examination of manufacturing operations and the incorporation of lean techniques to reduce waste, cost, time, and materials in manufacturing processes. Upon completion, students should be able to demonstrate an understanding of lean manufacturing systems and how they benefit the environment and business.</td>
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<tr>
<td>ISC 243</td>
<td>Production &amp; Ops Mgmt I</td>
<td>3</td>
<td>None</td>
<td>This course introduces concepts used to analyze and solve productivity and operational problems. Topics include operations strategy, forecasting, resource allocation, and materials management. Upon completion, students should be able to recognize, analyze, and solve a variety of productivity and operational problems.</td>
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<tr>
<td>ISC 135</td>
<td>Principles of Industrial Mgmt</td>
<td>4</td>
<td>No Pre/Co Requisites</td>
<td>This course covers the managerial principles and practices required for organizations to succeed in modern industry, including quality and productivity improvement. Topics include the functions and roles of all levels of the management, organization design, planning and control of manufacturing operation, managing conflict, group dynamics, and problem solving skills. Upon completion, students should be able to demonstrate an understanding of management principles and integrate these principles into job situations.</td>
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<tr>
<td>LOG 110</td>
<td>Introduction to Logistics</td>
<td>3</td>
<td>None</td>
<td>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.</td>
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<tr>
<td>LOG 210</td>
<td>Fleet Management</td>
<td>3</td>
<td>LOG 110</td>
<td>This course covers the management of transportation, fleet operations, and safety. Emphasis is placed on DOT safety regulations in the hiring, training, and supervision of drivers in transportation. Upon completion, students should be able to write a safety program for drivers involved in interstate commerce following DOT regulations.</td>
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<tr>
<td>LOG 120</td>
<td>Global Logistics</td>
<td>3</td>
<td>LOG 110</td>
<td>This course examines logistics operations, processes, and modes of transportation in an interdependent world economy. Emphasis is placed on freight forwarding operations, analyzing and selecting transportation modes, and processing of import/export documentation. Upon completion, students should be able to arrange and coordinate the transportation of products globally.</td>
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<td>Course Code</td>
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</table>
| LOG 220     | Logistics Management   | 3       | 0     | 0       | 3             | **Prerequisite:** LOG 110  
This course covers the management of the movement and storage of goods and analysis of total costs involved. Emphasis is placed on the monitoring of inventory using automated systems, managing the storage function, warehousing, and distribution. Upon completion, students should be able to describe warehousing and facility layouts, identify material handling methods, and apply inventory control procedures. |
| LOG 230     | Transportation Management | 3    | 0     | 0       | 3             | **Prerequisite:** LOG 110  
This course covers the function of shippers and carriers in the transportation industry. Emphasis is placed on negotiating price and service requirements in the movement of goods, identifying areas of carrier liability, and the methods for processing claims. Upon completion, students should be able to compare common carriers and company operated transportation for service and cost, interpret pricing structures, and determine carrier liability. |
| LOG 211     | Distribution Management | 2    | 2     | 0       | 3             | **Prerequisite:** LOG 110  
This course covers the functions, techniques, and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking, and cost. Upon completion, students should be able to describe the role of warehouses and distribution centers, apply industry principles and terminology, and understand distribution productivity measures. |
| LOG 125     | Transportation Logistics | 3    | 0     | 0       | 3             | **No Pre/Co Requisites**  
This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry. |
| MAS 140     | Introduction to Masonry | 1    | 2     | 0       | 2             | **None**  
This course introduces basic principles and practices of masonry. Topics include standard tools, materials, and practices used in basic masonry and other related topics. Upon completion, students should be able to demonstrate an understanding of masonry and be able to use basic masonry techniques. |
| MAT 110     | Math Measurement & Literacy | 2    | 2     | 0       | 3             | **Prerequisites:** DMA 010, DMA-020, and DMA-030  
This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results. |
| Mathematics | MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 | Prerequisites: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050 Set 2: MAT-060* and MAT-070 Set 2: MAT-060* and MAT-080 Set 3: MAT-060* and MAT-090 Set 4: MAT-095 Set 5: MAT-120 Set 6: MAT-121 Set 7: MAT-171 Set 8: MAT-171 Set 9: MAT-172 | This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. |
| Mathematics | MAT 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 3 | Prerequisites: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-060 | This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results. |
| Mathematics | MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 | Prerequisites: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098 | This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, 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. |
| Mathematics | MAT 152 | Statistical Methods I | 3 | 2 | 0 | 4 | Prerequisites: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098 | This course provides a project-based approach to introductory statistics with an emphasis on using real world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. |

This is a Universal General Education Transfer Component (UGETC) course.

This is a Universal General Education Transfer Component (UGETC) course.
| Mathematics | MAT 171  | Precalculus Algebra | 3 | 2 | 0 | 4 | Prerequisites: Take One Set:  
    Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080  
    Set 2: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-065  
    Set 3: MAT-121 | This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. | This is a Universal General Education Transfer Component (UGETC) course. |
<p>| Mathematics | MAT 172  | Precalculus Trigonometry | 3 | 2 | 0 | 4 | Prerequisite: MAT-171 | This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. | This is a Universal General Education Transfer Component (UGETC) course. |
| Mathematics | MAT 271  | Calculus I | 3 | 2 | 0 | 4 | Prerequisite: 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 is a Universal General Education Transfer Component (UGETC) course. |
| Mathematics | MAT 272  | Calculus II | 3 | 2 | 0 | 4 | Prerequisite: 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 is a Universal General Education Transfer Component (UGETC) course. |
| Mathematics | MAT 273  | Calculus III | 3 | 2 | 0 | 4 | Prerequisite: MAT 272 | This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. | This is a Universal General Education Transfer Component (UGETC) course. |
| Mathematics | MAT 285  | Differential Equations | 3 | 0 | 0 | 3 | Prerequisite: MAT 272 | This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena. | This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement. |</p>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<th>Units</th>
<th>Prerequisites</th>
<th>Description</th>
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<tr>
<td>Mechanical MEC 111</td>
<td>Machine Processes I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>None</td>
<td>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.</td>
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<tr>
<td>Mechanical MEC 145</td>
<td>Manufacturing Materials I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>None</td>
<td>This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations.</td>
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<tr>
<td>Mechanical MEC 151</td>
<td>Mechanical Mfg Sys</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>None</td>
<td>This course covers mechanical systems and sub-systems including timing cams, cam followers, timing belts, servo-motors, mechanical drive units, bearings, and mechanical linkage. Emphasis will be placed on the understanding of these components and their integration into operating systems. Upon completion, students should be able to diagnose mechanical problems using a structured approach to troubleshooting mechanical systems and sub-systems.</td>
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<tr>
<td>Mechanical MEC 180</td>
<td>Engineering Materials</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>None</td>
<td>This course introduces the physical and mechanical properties of materials. Topics include materials testing, pre- and post-manufacturing processes, and material selection of ferrous and non-ferrous metals, plastics, composites, and non-conventional materials. Upon completion, students should be able to utilize basic material property tests and select appropriate materials for applications.</td>
</tr>
<tr>
<td>Mechanical MEC 181</td>
<td>Introduction to CIM</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Prerequisite: CIS 110 or CIS 113</td>
<td>This course introduces the elements of computer-integrated manufacturing (CIM). Topics include statistical process control, computer-aided design and manufacturing, numeric control, and flexible systems. Upon completion, students should be able to explain the major components of computer-integrated manufacturing.</td>
</tr>
<tr>
<td>Mechanical MEC 231</td>
<td>Computer-Aided Mfg I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Prerequisites: CIS 110 or CIS 113, and MEC 111</td>
<td>This course introduces computer-aided design / manufacturing (CAD/CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD/CAM applications.</td>
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<tr>
<td>Mechanical MEC 273</td>
<td>Manufacturing Regs</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>None</td>
<td>This course covers applicable regulatory agency requirements as they relate to products and manufacturing processes. Emphasis is placed on understanding the regulations and designing the product and process to meet those regulations. Upon completion, students should be able to analyze a product or process to ensure that it meets regulatory requirements.</td>
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<tr>
<td>Mechanical MEC 155</td>
<td>Environmentally Benign Manufacturing</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>No Pre/Co Requisites</td>
<td>This course introduces environmental issues involving the generation and management of hazardous materials and wastes in manufacturing operations. Topics include the analysis of manufacturing trends, pollution minimization strategies, and the advantages of incorporating a sustainable approach to manufacturing. Upon completion, students should be able to discuss analysis and modification of industrial processes in manufacturing facilities toward a sustainable end.</td>
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<tr>
<td>Medical Assisting MED 110</td>
<td>Orientation to Medical Asst</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>No Pre/Co Requisites</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
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<td>Hours</td>
<td>Prerequisite/Corequisite</td>
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<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>MED 122</td>
<td>Medical Terminology II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>MED 130</td>
<td>Admin Office Procedures I</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>MED 131</td>
<td>Admin Office Procedures II</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>MED 134</td>
<td>Medical Transcription</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>This course provides the basic knowledge, understanding, and skills required to complete medical reports and transcribe medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to demonstrate competence in medical transcription.</td>
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<tr>
<td>MED 140</td>
<td>Exam Room Procedures I</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>MED 150</td>
<td>Laboratory Procedures I</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>MED 183</td>
<td>Electronic Medical Records I</td>
<td>3</td>
<td>2</td>
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<td>This course introduces students to the design and creation of Electronic Medical Records using a variety of EMR models. Topics include historical background of electronic medical records, legal/ethical principles inherent to healthcare information, patient flow, scheduling, call processing and tasking using the EMR. Upon completion, students should be able to discuss the history of EMR, identify emerging issues, apply ethical principles, and use basic modules of an EMR.</td>
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<tr>
<td>MED 232</td>
<td>Medical Insurance Coding</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.</td>
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<tr>
<td>MED 240</td>
<td>Exam Room Procedures II</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.</td>
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<tr>
<td>MED 260</td>
<td>MED Clinical Externship</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>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.</td>
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<td>Course Code</td>
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<td>MED 264</td>
<td>Medical Assisting Overview</td>
<td>2</td>
<td>Prerequisites: MED 150 and MED 240</td>
<td>This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.</td>
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<td>MED 272</td>
<td>Drug Therapy</td>
<td>3</td>
<td>Corequisite: BIO 163 or MED 276</td>
<td>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.</td>
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<tr>
<td>MED 276</td>
<td>Patient Education</td>
<td>1</td>
<td>Corequisite: BIO 163 or MED-116</td>
<td>This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.</td>
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<td>MED 114</td>
<td>Professional Interactions in Health Care</td>
<td>1</td>
<td>No Pre/Co Requisites</td>
<td>This course is designed to identify various patient behaviors encountered in the medical setting. Emphasis is placed on stressors related to illness, cultural influences, death and dying, and needs specific to patients. Upon completion, students should be able to utilize appropriate methods of verbal and nonverbal communication with empathy and impartiality.</td>
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<tr>
<td>MED 118</td>
<td>Medical Law and Ethics</td>
<td>2</td>
<td>No Pre/Co Requisites</td>
<td>This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.</td>
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<tr>
<td>MED 270</td>
<td>Symptomatology</td>
<td>2</td>
<td>No Pre/Co Requisites</td>
<td>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.</td>
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<td>MED 262</td>
<td>Clinical Perspectives</td>
<td>1</td>
<td>No Pre/Co Requisites</td>
<td>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.</td>
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<tr>
<td>MED 113</td>
<td>Orientation to Clinical Setting II</td>
<td>0</td>
<td>No Pre/Co Requisites</td>
<td>This course provides an opportunity to observe and/or perform in the medical setting. Emphasis is placed on administrative and clinical medical assisting. Upon completion, students should be able to identify administrative and clinical procedures in the health care environment.</td>
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<tr>
<td>MKT 120</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>None</td>
<td>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.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>Prerequisites</td>
<td>Corequisites</td>
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<td>MKT 123</td>
<td>Fundamentals of Selling</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None</td>
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<tr>
<td>MKT 125</td>
<td>Buying &amp; Merchandising</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None</td>
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<tr>
<td>MKT 220</td>
<td>Advertising and Selling</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None</td>
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<tr>
<td>MKT 224</td>
<td>International Marketing</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None</td>
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<td>MRI 210</td>
<td>MRI Physics &amp; Equipment</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None</td>
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<td>MRI 211</td>
<td>MRI Procedures</td>
<td>4</td>
<td>0</td>
<td>0</td>
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<td>MRI 213</td>
<td>MR Patient Care &amp; Safety</td>
<td>2</td>
<td>0</td>
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<td>MRI 214</td>
<td>MRI Procedures</td>
<td>2</td>
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<td>MRI 215</td>
<td>MRI Procedures II</td>
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<td>0</td>
<td>2</td>
<td>Prerequisite: MRI 214</td>
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<tr>
<td>MRI 216</td>
<td>MRI Instrumentation</td>
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<td>Course Title</td>
<td>Code</td>
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<td>Hours</td>
<td>Prerequisite(s)</td>
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<td>Resonance Imaging</td>
<td>MRI 217</td>
<td>MRI Physics I</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Resonance Imaging</td>
<td>MRI 218</td>
<td>MRI Physics II</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Resonance Imaging</td>
<td>MRI 231</td>
<td>MRI Clinical Practicum</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>Resonance Imaging</td>
<td>MRI 241</td>
<td>MRI Anatomy &amp; Pathology I</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Resonance Imaging</td>
<td>MRI 242</td>
<td>MRI Anatomy &amp; Pathology II</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>MRI 250</td>
<td>MRI Clinical Education I</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4</td>
<td>MRI 213 and MRI 216</td>
</tr>
<tr>
<td>MRI 260</td>
<td>MRI Clinical Education II</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>7</td>
<td>MRI 214, MRI 217, and MRI 241</td>
</tr>
<tr>
<td>MRI 270</td>
<td>MRI Clinical Education III</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>8</td>
<td>MRI 260</td>
</tr>
<tr>
<td>MRI 271</td>
<td>MRI Capstone</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Music</td>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Education</td>
<td>II 00 21 7</td>
<td>MRI 214, MRI 214, and MRI 260</td>
<td>2</td>
<td>0</td>
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<td>2</td>
</tr>
<tr>
<td>Resonance Imaging</td>
<td>MRI 231</td>
<td>MRI Clinical Practicum</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>MRI 241</td>
<td>MRI Anatomy &amp; Pathology I</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>Corequisites: MRI 217, MRI 260</td>
</tr>
<tr>
<td>MRI 242</td>
<td>MRI Anatomy &amp; Pathology II</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>Corequisites: MRI 218, MRI 270</td>
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<tr>
<td>MRI 250</td>
<td>MRI Clinical Education I</td>
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<td>0</td>
<td>12</td>
<td>4</td>
<td>Corequisites: MRI 213 and MRI 216</td>
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<tr>
<td>MRI 260</td>
<td>MRI Clinical Education II</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>7</td>
<td>Corequisites: MRI 214, MRI 217, and MRI 241</td>
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<tr>
<td>MRI 270</td>
<td>MRI Clinical Education III</td>
<td>0</td>
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<td>24</td>
<td>8</td>
<td>Corequisites: MRI 260</td>
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<tr>
<td>MRI 271</td>
<td>MRI Capstone</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>None</td>
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<tr>
<td>Music</td>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
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<tr>
<td>Music MUS 121</td>
<td>Music Theory I</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>Prerequisites: Take One Set: Set 1 ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
</tr>
<tr>
<td>Music MUS 151</td>
<td>Class Music I</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>None</td>
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<tr>
<td>Music MUS 210</td>
<td>History of Rock Music</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None</td>
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<tr>
<td>Nurse Aide NAS 101</td>
<td>Nurse Aide I</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>Nurse Aide NAS 102</td>
<td>Nurse Aide II</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>Prerequisite: NAS 101</td>
</tr>
<tr>
<td>Networking Technology NET 110</td>
<td>Networking Concepts</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Networking Technology NET 125</td>
<td>Networking Basics</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Networking Technology NET 126</td>
<td>Routing Basics</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>Prerequisite: NET 125</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credit Hours</td>
<td>Prerequisite</td>
<td>Description</td>
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<tr>
<td>Networking</td>
<td>Technology NET 225 Routing and</td>
<td>4</td>
<td>NET 126</td>
<td>This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.</td>
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<tr>
<td>Networking</td>
<td>Technology NET 226 Routing and</td>
<td>4</td>
<td>NET 225</td>
<td>This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, and PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.</td>
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<tr>
<td>Networking</td>
<td>Technology NET 241 Introduction</td>
<td>3</td>
<td>None</td>
<td>This course introduces students to the terms and definitions of analog phone systems and voice over internet protocol (VOIP) networks and how to configure, maintain, and troubleshoot said networks. Topics include configuring and maintaining an internet protocol (IP) telephony system, provisioning phones and users, configuring call features, and establishing voicemail over VOIP networks. Upon completion, students should be able to discuss the terms and definitions of VOIP as well as configure and maintain an IP telephony system, provision phones and users, configure call features and voicemail.</td>
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<tr>
<td>Networking</td>
<td>Operating System NOS 110 Operating</td>
<td>3</td>
<td>None</td>
<td>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.</td>
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<tr>
<td>Networking</td>
<td>Operating System NOS 120 Linux/Unix</td>
<td>3</td>
<td>NOS 110</td>
<td>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.</td>
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<tr>
<td>Networking</td>
<td>Operating System NOS 130 Windows</td>
<td>3</td>
<td>NOS 110</td>
<td>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.</td>
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<tr>
<td>Networking</td>
<td>Operating System NOS 150 Mac OS</td>
<td>3</td>
<td>None</td>
<td>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.</td>
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<tr>
<td>Networking</td>
<td>Operating System NOS 230 Windows</td>
<td>3</td>
<td>NOS 130</td>
<td>This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.</td>
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</tr>
<tr>
<td>Nursing</td>
<td>Practical Nursing NUR 101</td>
<td>6</td>
<td>None</td>
<td>This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/ professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.</td>
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<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Prerequisite Course(s)</td>
<td>Description</td>
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<tr>
<td>NUR 102</td>
<td>Practical Nursing II</td>
<td>7</td>
<td>0</td>
<td>9</td>
<td>Prerequisite: NUR 101</td>
<td>This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.</td>
</tr>
<tr>
<td>NUR 103</td>
<td>Practical Nursing III</td>
<td>6</td>
<td>0</td>
<td>9</td>
<td>Prerequisite: NUR 102</td>
<td>This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.</td>
</tr>
<tr>
<td>NUR 111</td>
<td>Intro to Health Concepts</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>No Pre/Co Requisites</td>
<td>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.</td>
</tr>
<tr>
<td>NUR 112</td>
<td>Health - Illness Concepts</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>Prerequisite: NUR 111</td>
<td>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.</td>
</tr>
<tr>
<td>NUR 113</td>
<td>Family Health Concepts</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>Prerequisite: NUR-111</td>
<td>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.</td>
</tr>
<tr>
<td>NUR 114</td>
<td>Holistic Health Concepts</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>Prerequisite: NUR 111</td>
<td>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.</td>
</tr>
<tr>
<td>NUR 211</td>
<td>Healthcare Concepts</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>Prerequisite: NUR 111</td>
<td>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.</td>
</tr>
<tr>
<td>NUR 212</td>
<td>Health System Concepts</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>Prerequisite: NUR 211</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Units</td>
<td>Section</td>
<td>Prerequisite</td>
<td>Corequisites</td>
<td>Description</td>
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<tr>
<td>Nursing NUR 213</td>
<td>Complex Health Concepts</td>
<td>4</td>
<td>3</td>
<td>15</td>
<td>10</td>
<td>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.</td>
</tr>
<tr>
<td>Nursing NUR 214</td>
<td>Nursing Transition Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>Nursing NUR 211</td>
<td>Family Health Concepts</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td>Nursing NUR 221</td>
<td>LPN to ADN Concepts I</td>
<td>6</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.</td>
</tr>
<tr>
<td>Nursing NUR 223</td>
<td>LPN to ADN Concepts II</td>
<td>6</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.</td>
</tr>
<tr>
<td>Opticianry OPH 150</td>
<td>Introduction to Ophthalmic Medical Assistant</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>This course introduces the role, scope, and duties of the ophthalmic assistant. Topics include medical ethics, duties of assistant, medical history, basic medical terminology, and an overview of human anatomy and physiology. Upon completion, students should be able to demonstrate knowledge of medical history taking and show an understanding of the role of ophthalmic medical personnel in patient care.</td>
</tr>
<tr>
<td>Opticianry OPH 151</td>
<td>Ocular Anatomy &amp; Physiology</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>This course studies the normal anatomy and physiology of eye and orbit. Topics include structures of the eye, functioning process of the eye and correct medical terminology of the structures and functions of the eye. Upon completion, the student should demonstrate a basic understanding and fundamental principles of anatomy and physiology of the eye.</td>
</tr>
<tr>
<td>Opticianry OPH 105</td>
<td>Ophthalmic Clinical Procedures I</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>This course introduces basic clinical procedures for the ophthalmic practice. Topics include telephone triage and basic procedures commonly used in the preliminary examination of patients. Upon completion, the student should be able to perform basic administrative tasks, assist with minor office surgery, and perform procedures commonly used in patient examinations.</td>
</tr>
<tr>
<td>Opticianry OPH 109</td>
<td>Ophthalmic Optics &amp; Basic Refractometry</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>This course introduces basic theoretical and clinical optics. Topics include interaction of light and lenses, refractive states of the eye, and principles of retinoscopy and refractometry. Upon completion, the student will demonstrate physical and geometric optics, and basic refractometry techniques.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Co-Requisites</td>
<td>Description</td>
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<tr>
<td>OPH 103</td>
<td>Introduction to Diseases of the Eye</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Take All: OPH-150 and OPH-151</td>
<td>This course introduces the fundamentals of common external and internal diseases of the eye and orbital region. Topics include common patient complaints, what constitutes an ocular emergency, triage procedure and common conditions and disorders. Upon completion, the student should be able to identify most common ocular diseases and determine appropriate emergency management of acute ocular problems.</td>
</tr>
<tr>
<td>OPH 104</td>
<td>Basic Ophthalmic Pharmacology</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Take OPH-150 and OPH-151</td>
<td>This course introduces and compares drug delivery systems. Topics include topical and oral medications, use and abuse of drugs, irrigating solutions, and format for prescription writing. Upon completion, the students should administer and record topical and oral medications at the physician’s direction.</td>
</tr>
<tr>
<td>OPH 106</td>
<td>Ophthalmic Med Assistant Practicum I</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>Take OPH-150 and OPH-151</td>
<td>This course introduces ophthalmic patient care procedures. Topics include interpersonal skills with patients, work and legal ethics, confidentiality, clinical appearance and performance. Upon completion, the student will be able to determine equipment and instruments associated with patient examination, observation of examination techniques, assigned examination lanes to maintain, basic procedures for information gathering in an examination.</td>
</tr>
<tr>
<td>OPH 107</td>
<td>Ophthalmic Clinical Procedures II</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>Take All: OPH-105, OPH-150, and OPH-151</td>
<td>This course introduces more advanced clinical procedures for the ophthalmic practice. Topics include coding and testing associated with the treatment of glaucoma, cataracts and refractive errors. Upon completion, the student should understand coding for ophthalmic procedures and perform automated perimetry, A scan biometry, keratometry and pachymetry.</td>
</tr>
<tr>
<td>OPH 108</td>
<td>Ophthalmic Patient Care</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Take All: OPH-150 and OPH-151</td>
<td>This course is an overview of the care of the ophthalmic patient. Topics include systemic diseases in the eye, review of first aid, emergency equipment and supplies, infection control, identification and sterilization of minor surgical equipment, and aseptic technique. Upon completion, the students should be able to apply these principles in their interactions with patients.</td>
</tr>
<tr>
<td>OPH 110</td>
<td>Ophthalmic Med Assistant Practicum II</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>Take All: OPH-106, OPH-150, and OPH-151</td>
<td>This course provides additional clinical experience in ophthalmic patient care procedures. Topics include interpersonal skills with patients, work and legal ethics, confidentiality, appearance and performance. Upon completion, the student will be able to demonstrate basic skills in patient care and examination techniques. Actual patient examination by student is performed under supervision.</td>
</tr>
<tr>
<td>OST 080</td>
<td>Keyboard Literacy</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>OST 122</td>
<td>Office Computations</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>This course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business.</td>
</tr>
<tr>
<td>OST 131</td>
<td>Keyboarding</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>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. Basic word processing functions and document formatting are introduced.</td>
</tr>
<tr>
<td>OST 134</td>
<td>Text Entry &amp; Formatting</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>Prerequisite: OST 131</td>
<td>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.</td>
</tr>
<tr>
<td>OST 135</td>
<td>Adv Text Entry &amp; Formatting</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>Prerequisite: OST 134</td>
<td>This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production with increased speed and accuracy. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
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<tr>
<td>OST 136</td>
<td>Word Processing</td>
<td>2</td>
<td>OST 131</td>
<td>This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.</td>
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<tr>
<td>OSS 137</td>
<td>Office Software</td>
<td>2</td>
<td>OST 131</td>
<td>This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment.</td>
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<tr>
<td>OSS 148</td>
<td>Med Coding Billing</td>
<td>3</td>
<td>None</td>
<td>This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.</td>
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<tr>
<td>OSS 149</td>
<td>Medical Legal Issues</td>
<td>3</td>
<td>None</td>
<td>This course introduces the complex legal, moral, and ethical issues involved in providing healthcare 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.</td>
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<tr>
<td>OSS 164</td>
<td>Office Editing</td>
<td>3</td>
<td>OST 131</td>
<td>This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.</td>
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<tr>
<td>OSS 181</td>
<td>Intro to Office Systems</td>
<td>2</td>
<td>OST 134 or OST 136</td>
<td>This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.</td>
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<tr>
<td>OSS 184</td>
<td>Records Management</td>
<td>2</td>
<td>None</td>
<td>This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.</td>
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<tr>
<td>OSS 236</td>
<td>Adv Word/Info Processing</td>
<td>2</td>
<td>OST 136</td>
<td>This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.</td>
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<tr>
<td>OSS 243</td>
<td>Medical Office Simulation</td>
<td>2</td>
<td>OST 148</td>
<td>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.</td>
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<tr>
<td>OSS 247</td>
<td>Procedure Coding</td>
<td>2</td>
<td>MED 121 or OST-141</td>
<td>This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.</td>
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<tr>
<td>OSS 248</td>
<td>Diagnostic Coding</td>
<td>2</td>
<td>MED 121 or OST-141</td>
<td>This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.</td>
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<tr>
<td>OSS 249</td>
<td>CPC Certification</td>
<td>3</td>
<td>OST 247 and OST 248</td>
<td>This course provides instruction that will prepare students to sit for the American Association of Professional Coders (AAPC) CPC Exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for the AAPC CPC Exam.</td>
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<tr>
<td>Office Systems Technology</td>
<td>OST</td>
<td>289</td>
<td>Admin Office Management</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Office Systems Technology</td>
<td>OST</td>
<td>284</td>
<td>Emerging Technologies</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Office Systems Technology</td>
<td>OST</td>
<td>286</td>
<td>Professional Development</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Office Systems Technology</td>
<td>OST</td>
<td>233</td>
<td>Office Publications Design</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Process Control Instrumentation</td>
<td>PCI</td>
<td>264</td>
<td>Process Control with PLCs</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Physical Education</td>
<td>PED</td>
<td>110</td>
<td>Fit and Well for Life</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED</td>
<td>113</td>
<td>Aerobics I</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED</td>
<td>114</td>
<td>Aerobics II</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED</td>
<td>115</td>
<td>Step Aerobics I</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED</td>
<td>116</td>
<td>Step Aerobics II</td>
<td>0</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Course</td>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
<td>Lab</td>
<td>Prerequisite</td>
<td>Description</td>
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<tr>
<td>Physical Education</td>
<td>PED 119</td>
<td>Circuit Training</td>
<td>3</td>
<td>0</td>
<td>None</td>
<td>This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness. This course requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 121</td>
<td>Walk, Jog, Run</td>
<td>3</td>
<td>0</td>
<td>None</td>
<td>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 requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 128</td>
<td>Golf - Beginning</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate knowledge of the rules and etiquette of golf. This course requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 130</td>
<td>Tennis - Beginning</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 131</td>
<td>Tennis - Intermediate</td>
<td>2</td>
<td>0</td>
<td>Prerequisite: PED 130</td>
<td>This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis. This course requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 142</td>
<td>Lifetime Sports</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>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 requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 143</td>
<td>Volleyball - Beginning</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>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 requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 147</td>
<td>Soccer</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer. This course requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 149</td>
<td>Flag Football</td>
<td>2</td>
<td>0</td>
<td>None</td>
<td>This course introduces the fundamentals and rules of flag football. Emphasis is placed on proper techniques and strategies for playing in game situations. Upon completion, students should be able to participate in recreational flag football. This course requires active, physical participation both inside and outdoors.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 117</td>
<td>Weight Training I</td>
<td>3</td>
<td>0</td>
<td>None</td>
<td>This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
<td>3</td>
<td>0</td>
<td>Prerequisite: ENG 111</td>
<td>This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Program</td>
<td>Units</td>
<td>Hours</td>
<td>Description</td>
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<tr>
<td>Physics PHY 101</td>
<td>Fundamentals of Physics I</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>This course introduces fundamental physical concepts with emphasis on applications. Topics include systems of units, problem-solving methods, graphical analyses, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied to their specific programs.</td>
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<tr>
<td>Physics PHY 110</td>
<td>Conceptual Physics</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>Physics PHY 110A</td>
<td>Conceptual Physics Lab</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>Physics PHY 151</td>
<td>College Physics I</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>This course uses algebra- and trigonometry-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, 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.</td>
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<tr>
<td>Physics PHY 152</td>
<td>College Physics II</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electostatic forces, electric fields, electric potentials, direct-current circuits, magnetic forces, 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.</td>
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<tr>
<td>Physics PHY 251</td>
<td>General Physics I</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>Physics PHY 252</td>
<td>General Physics II</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>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, magnetic forces, 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.</td>
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<tr>
<td>Plumbing PLU 130</td>
<td>Plumbing Systems</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>This course covers the maintenance and repair of plumbing lines and fixtures. Emphasis is placed on identifying and diagnosing problems related to water, drain and vent lines, water heaters, and plumbing fixtures. Upon completion, students should be able to identify and diagnose needed repairs to the plumbing system.</td>
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<tr>
<td>Political Science POL 120</td>
<td>American Government</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites/Restrictions</td>
<td>Description</td>
<td>Approval Notes</td>
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<tr>
<td>POL 130</td>
<td>State &amp; Local Government</td>
<td>3</td>
<td>None</td>
<td>This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>PSY 115</td>
<td>Stress Management</td>
<td>2</td>
<td>None</td>
<td>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.</td>
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<tr>
<td>PSY 118</td>
<td>Interpersonal Psychology</td>
<td>3</td>
<td>None</td>
<td>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.</td>
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<tr>
<td>PSY 141</td>
<td>Death &amp; Dying</td>
<td>3</td>
<td>None</td>
<td>This course presents psychological perspectives on death and dying. Topics include the culturally diverse aspects of death and the grieving process, adjustment mechanisms, interventions, and the psychological and ethical dimensions of death and dying. Upon completion, students should be able to demonstrate an understanding of the psychosocial aspects of death and dying.</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
<td>Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Social/Behavioral Sciences.</td>
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</tr>
<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>Prerequisite: PSY 150</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Social/Behavioral Sciences.</td>
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<tr>
<td>PSY 263</td>
<td>Educational Psychology</td>
<td>3</td>
<td>Prerequisite: PSY 150</td>
<td>This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a premajor and/or elective course requirement.</td>
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<tr>
<td>PSY 281</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>Prerequisites: ENG 111 and PSY 150</td>
<td>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.</td>
<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Social/Behavioral Sciences.</td>
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<tr>
<td>RAD 110</td>
<td>Radiography Introduction &amp; Patient Care</td>
<td>2</td>
<td>Corequisites: RAD 111 and RAD 151</td>
<td>This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites Notes</td>
<td>Co-requisites Notes</td>
<td>Description</td>
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<tr>
<td>Radiography RAD 111</td>
<td>Radiography Procedures I</td>
<td>3 3 0 4</td>
<td>Prerequisites: RAD 110, RAD 111, and RAD 151</td>
<td>Corequisites: RAD 110 and RAD 151</td>
<td>This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.</td>
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<tr>
<td>Radiography RAD 112</td>
<td>Radiography Procedures II</td>
<td>3 3 0 4</td>
<td>Prerequisites: RAD 110, RAD 111, and RAD 151</td>
<td>Corequisites: RAD 121 and RAD 161</td>
<td>This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.</td>
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<tr>
<td>Radiography RAD 121</td>
<td>Image Production I</td>
<td>2 3 0 3</td>
<td>Prerequisites: RAD 110, RAD 111, and RAD 151</td>
<td>Corequisites: RAD 110 and RAD 161</td>
<td>This course provides the basic principles of radiographic image production. Emphasis is placed on image production, x-ray equipment, receptor exposure, and basic imaging quality factors. Upon completion, students should be able to demonstrate an understanding of basic principles of radiographic image production.</td>
<td></td>
</tr>
<tr>
<td>Radiography RAD 122</td>
<td>Image Production II</td>
<td>1 3 0 2</td>
<td>Prerequisites: RAD 112, RAD 121, and RAD 161</td>
<td>Corequisites: RAD 112 and RAD 171</td>
<td>This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on advanced digital principles and production. Upon completion, students should be able to demonstrate an understanding of advanced principles of digital imaging production.</td>
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<tr>
<td>Radiography RAD 131</td>
<td>Radiographic Physics I</td>
<td>1 3 0 2</td>
<td>Prerequisites: RAD 112, RAD 121, and RAD 161</td>
<td>Corequisites: RAD 122 and RAD 171</td>
<td>This course introduces the principles of radiation characteristics and production. Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate a basic understanding of radiation characteristics and production.</td>
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<tr>
<td>Radiography RAD 151</td>
<td>Radiography Clinical Ed I</td>
<td>0 0 6 2</td>
<td>Prerequisites: RAD 112, RAD 121, and RAD 161</td>
<td>Corequisites: RAD 110 and RAD 111</td>
<td>This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.</td>
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<tr>
<td>Radiography RAD 161</td>
<td>Radiography Clinical Ed II</td>
<td>0 0 15 5</td>
<td>Prerequisites: RAD 110, RAD 111, and RAD 151</td>
<td>Corequisites: RAD 112 and RAD 121</td>
<td>This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.</td>
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<tr>
<td>Radiography RAD 171</td>
<td>Radiography Clinical Ed III</td>
<td>0 0 9 3</td>
<td>Prerequisites: RAD 112, RAD 121, and RAD 161</td>
<td>Corequisites: RAD 122 and RAD 141</td>
<td>This course provides experience in patient management specific to advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.</td>
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<tr>
<td>Radiography RAD 211</td>
<td>Radiography Procedures III</td>
<td>2 3 0 3</td>
<td>Prerequisites: RAD 112, and RAD 122</td>
<td>Corequisites: RAD 231, RAD 241, and RAD 251</td>
<td>This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, sectional anatomy, and advanced imaging. Upon completion, students should be able to demonstrate an understanding of these areas.</td>
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<tr>
<td>Radiography RAD 231</td>
<td>Image Production III</td>
<td>1 3 0 2</td>
<td>Prerequisites: RAD 122, RAD 141, and RAD 171</td>
<td>Corequisites: RAD 211 and RAD 251</td>
<td>This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on complex imaging production and principles, quality control and quality assurance in the imaging sciences. Upon completion, students should be able to demonstrate an understanding of advanced radiographic equipment and quality control programs.</td>
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<td>Course Code</td>
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<tr>
<td>RAD 241</td>
<td>Radiobiology / Protection</td>
<td>PR: RAD 112, RAD 122, RAD 131, and RAD 171</td>
<td>CR: RAD 211, RAD 231, and RAD 251</td>
<td>This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.</td>
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<tr>
<td>RAD 245</td>
<td>Image Analysis</td>
<td>PR: RAD 211, RAD 231, RAD 241, and RAD 251</td>
<td>CR: RAD 261</td>
<td>This course provides an overview of image analysis and introduces methods of quality management. Topics include image evaluation, pathology, quality control, and quality assurance. Upon completion, students should be able to demonstrate a basic knowledge of image analysis and quality management.</td>
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<tr>
<td>RAD 251</td>
<td>Radiography Clinical Ed IV</td>
<td>PR: RAD 122, RAD 131, and RAD 171</td>
<td>CR: RAD 211, RAD 231, and RAD 241</td>
<td>This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.</td>
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<tr>
<td>RAD 261</td>
<td>Radiography Clinical Ed V</td>
<td>PR: RAD 251</td>
<td>CR: RAD 245</td>
<td>This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.</td>
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<tr>
<td>RAD 271</td>
<td>Radiography Capstone</td>
<td>PR: RAD 211, RAD 231, and RAD 251</td>
<td>CR: RAD 261</td>
<td>This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of an entry-level radiographer.</td>
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<tr>
<td>RAD 141</td>
<td>Radiation Safety</td>
<td>TAK: RAD 112, RAD 121, and RAD 161</td>
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<td>This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.</td>
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<td>RCP 110</td>
<td>Intro to Respiratory Care</td>
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<td>CR: RCP 113 and RCP 132</td>
<td>This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.</td>
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<tr>
<td>RCP 111</td>
<td>Therapeutics/Diagnostics</td>
<td>PR: RCP 110</td>
<td>CR: RCP 114 and RCP 145</td>
<td>This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.</td>
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<tr>
<td>RCP 112</td>
<td>Patient Management</td>
<td>PR: RCP 111</td>
<td>CR: RCP 115 and RCP 153</td>
<td>This course provides entry-level skills in adult/pediatric mechanical ventilation and respiratory care procedures in traditional and alternative settings. Emphasis is placed on therapeutic modalities and physiological effects of cardiopulmonary rehabilitation, home care, mechanical ventilation, and monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.</td>
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<tr>
<td>Respiratory Care Pharmacology</td>
<td>RCP 113</td>
<td>Prerequisites: BIO-165 or BIO 168</td>
<td>Corequisites: RCP 113 and RCP 132</td>
<td>This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations.</td>
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<tr>
<td>Respiratory Anatomy &amp; Physiology</td>
<td>RCP 114</td>
<td>Prerequisites: BIO-165 or BIO 168</td>
<td>Corequisites: RCP 111 and RCP 145</td>
<td>This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.</td>
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<tr>
<td>Respiratory Pathophysiology</td>
<td>RCP 115</td>
<td>Prerequisite: RCP 111</td>
<td>Corequisites: RCP 112 and RCP 153</td>
<td>This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.</td>
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<tr>
<td>Respiratory Clinical Practice I</td>
<td>RCP 132</td>
<td>Prerequisites: RCP 110 and RCP 113</td>
<td>Corequisite: RCP 110</td>
<td>This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</td>
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<tr>
<td>Respiratory Clinical Practice II</td>
<td>RCP 145</td>
<td>Prerequisite: RCP 110</td>
<td>Corequisites: RCP 111 and RCP 114</td>
<td>This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</td>
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<tr>
<td>Respiratory Clinical Practice III</td>
<td>RCP 153</td>
<td>Prerequisite: RCP 110</td>
<td>Corequisites: RCP 112 and RCP 115</td>
<td>This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</td>
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<tr>
<td>Critical Care Concepts</td>
<td>RCP 210</td>
<td>Prerequisite: RCP 112</td>
<td>Corequisites: RCP 213 and RCP 235</td>
<td>This course provides further refinement of acute patient care and underlying pathophysiology.Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.</td>
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<tr>
<td>Advanced Monitoring/Procedures</td>
<td>RCP 211</td>
<td>Prerequisite: RCP 210</td>
<td>Corequisites: RCP 215 and RCP 246</td>
<td>This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.</td>
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<tr>
<td>Neonatal/Peds Concepts</td>
<td>RCP 213</td>
<td>Prerequisite: RCP 112</td>
<td>Corequisites: RCP 210 and RCP 235</td>
<td>This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.</td>
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<tr>
<td>Career Prep: Adv Level</td>
<td>RCP 215</td>
<td>Prerequisite: RCP 210</td>
<td>Corequisites: RCP 211 and RCP 246</td>
<td>This course provides preparation for employment and the advanced-level practitioner credentialing exam. Emphasis is placed on review of the NBRC Advanced-Level Practitioner Exam and supervision and management. Upon completion, students should be able to successfully complete the appropriate self-assessment examinations and meet the requirements for employment.</td>
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<tr>
<td>Respiratory Clin Practice IV</td>
<td>RCP 235</td>
<td>Prerequisite: RCP 112</td>
<td>Corequisites: RCP 210 and RCP 213</td>
<td>This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</td>
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<td>Course Code</td>
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<tr>
<td>Respiratory Care RCP 246 Respiratory Clin Practice V</td>
<td>0 0 18 6 Prerequisite: RCP 210 Corequisites: RCP 211 and RCP 215</td>
<td>This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>Religion REL 110 World Religions</td>
<td>3 0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>Religion REL 111 Eastern Religions</td>
<td>3 0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>Religion REL 112 Western Religions</td>
<td>3 0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>Religion REL 211 Intro to Old Testament</td>
<td>3 0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>Religion REL 212 Intro to New Testament</td>
<td>3 0 0 3 Prerequisite: ENG 111</td>
<td>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.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<td>Religion REL 221 Religion in America</td>
<td>3 0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>Substance Abuse SAB 110 Substance Abuse Overview</td>
<td>3 0 0 3 None</td>
<td>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.</td>
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<td>This course has been approved for transfer under the CAA &amp; ICAA as a general education course in Humanities/Fine Arts.</td>
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<td>SAB 130</td>
<td>Addictive Behavior</td>
<td>3</td>
<td>0 0 3 None</td>
<td>This course surveys and investigates addiction patterns and various methods of treatment. Emphasis is placed on sociocultural, psychological, and physiological theories of substance abuse and treatment. Upon completion, students should be able to demonstrate an understanding of theories of substance abuse and treatment.</td>
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<tr>
<td>SAB 210</td>
<td>Substance Abuse Counseling</td>
<td>2</td>
<td>2 0 3 None</td>
<td>This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.</td>
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<td>SEC 110</td>
<td>Security Concepts</td>
<td>3</td>
<td>0 0 3 None</td>
<td>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.</td>
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<td>SEC 160</td>
<td>Security Administration I</td>
<td>2</td>
<td>2 0 3 Prerequisites: NET 110 or NET 125, and SEC 110</td>
<td>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.</td>
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<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
<td>0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
<td>0 0 3 Prerequisites: ENG 111 and SOC 210</td>
<td>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.</td>
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<td>SOC 225</td>
<td>Social Diversity</td>
<td>3</td>
<td>0 0 3 Prerequisites: Take One Set: Set 1: ENG-090 and RED-090 Set 2: ENG-095 Set 3: DRE 098 Set 4: DRE 099</td>
<td>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.</td>
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<td>SOC 240</td>
<td>Social Psychology</td>
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<td>None</td>
<td>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.</td>
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<td>SPA 111</td>
<td>Elementary Spanish I</td>
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<td>None</td>
<td>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.</td>
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<tr>
<td>SPA 112</td>
<td>Elementary Spanish II</td>
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<td>Prerequisite: SPA 111</td>
<td>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.</td>
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<td>SSM 110</td>
<td>Intro to Shooting Sports</td>
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<td>None</td>
<td>This course covers the theories and fundamentals of shooting sports. Topics include shotgun shooting sports, rifle shooting sports, and handgun shooting sports. Upon completion, students should be able to identify, explain, and demonstrate the rules, regulations, and equipment used in various shooting sports currently in the United States.</td>
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<td>SSM 111</td>
<td>Gun Shop Management</td>
<td>3</td>
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<td>None</td>
<td>This course introduces managing a gun shop. Topics include handling firearms safely, federal and state firearms laws, purchasing new and used firearms, purchasing related firearms equipment, supplies and firearms security. Upon completion, students should be able to safely and legally start working a firearms counter.</td>
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<td>SSM 112</td>
<td>Sports Hunting</td>
<td>3</td>
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<td>None</td>
<td>This course covers the theories and fundamentals of hunting in the world today. Topics include hunting in the United States, as well as the popular hunting spots around the world. Upon completion, students should be able to identify, explain, and demonstrate the firearms and related equipment needed to hunt locally, nationally and in today's world.</td>
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<td>SSM 114</td>
<td>Shooting Sports Mgmt</td>
<td>3</td>
<td></td>
<td>None</td>
<td>This course introduces shooting and hunting sports management techniques. Topics include firearms safety, metal finishes, checkering, wood finishing, stock fit, shotgun chokes, basic firearms design, and custom firearms. Upon completion, students should be able to discuss sports management needs with customers and receive firearms for Gunsmithing work.</td>
<td></td>
</tr>
<tr>
<td>SST 120</td>
<td>Energy Use Analysis</td>
<td>2</td>
<td></td>
<td>None</td>
<td>This course introduces the principles of analyzing energy use, energy auditing tools and techniques, conservation techniques, and calculating energy savings. Topics include building system control theory, calibrating digital controls, energy loss calculations, and applicable conservation techniques. Upon completion, students should be able to demonstrate an understanding of energy use, audits, and controls in the analysis of energy consumption.</td>
<td></td>
</tr>
<tr>
<td>SUR 110</td>
<td>Intro to Surgical Technology</td>
<td>3</td>
<td></td>
<td>Corequisite: SUR 111</td>
<td>This course provides a comprehensive study of the operative environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics include: professional behaviors, medical terminology, interdepartmental/peer/relationships, operating room environment/safety, pharmacology, anesthesia, incision sites, physiology of wound healing, and biomedical sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment.</td>
<td></td>
</tr>
<tr>
<td>SUR 111</td>
<td>Perioperative Patient Care</td>
<td>5</td>
<td></td>
<td>Corequisite: SUR 110</td>
<td>This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills.</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Code</td>
<td>Pre/Co Requisites</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Corequisite</td>
<td>Description</td>
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<tr>
<td>Surgical Technology SUR 122 Surgical Procedures I</td>
<td>5</td>
<td></td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>Prerequisites: SUR 110 and SUR 111 Corequisite: STP-101 or SUR 123 This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.</td>
</tr>
<tr>
<td>Surgical Technology SUR 123 Surgical Clinical Practice I</td>
<td>0</td>
<td></td>
<td>21</td>
<td>7</td>
<td></td>
<td>Prerequisites: SUR 110 and SUR 111 Corequisite: SUR 122 This course provides clinical experience with a variety of peripherative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.</td>
</tr>
<tr>
<td>Surgical Technology SUR 134 Surgical Procedures II</td>
<td>5</td>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>Prerequisite: STP-101 or SUR 123 This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.</td>
</tr>
<tr>
<td>Surgical Technology SUR 135 Surgical Clinical Practice II</td>
<td>0</td>
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<td>12</td>
<td>4</td>
<td></td>
<td>Prerequisite: SUR 123 Corequisite: SUR 134 This course provides clinical experience with a variety of peripherative assignments to build skills required for complex peripherative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.</td>
</tr>
<tr>
<td>Surgical Technology SUR 137 Professional Success Preparation</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>Prerequisite: SUR 123 Corequisites: SUR 134 and SUR 135 This course provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, and interviewing techniques. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.</td>
</tr>
<tr>
<td>Surgical Technology SUR 210 Adv SUR Clinical Practice</td>
<td>0</td>
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<td>6</td>
<td>2</td>
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<td>No Pre/Co Requisites This course is designed to provide individualized experience in advanced practice, education, circulating, and managerial skills. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice. Upon completion, students should be able to assume leadership roles in a chosen specialty area.</td>
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<tr>
<td>Surgical Technology SUR 211 Adv Theoretical Concepts</td>
<td>2</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>No Pre/Co Requisites This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area.</td>
</tr>
<tr>
<td>Social Work SWK 110 Introduction to Social Work</td>
<td>3</td>
<td></td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.</td>
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<tr>
<td>Social Work SWK 113 Working with Diversity</td>
<td>3</td>
<td></td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>None This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.</td>
</tr>
<tr>
<td>Trucking Operations Management TOM 130 Fleet Maintenance</td>
<td>3</td>
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<td>0</td>
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<td>3</td>
<td>No Pre/Co Requisites This course provides an overview of the fleet maintenance management operations in the trucking industry. Topics include trucking regulations, managing a maintenance shop, key performance indicators (KPI), maintenance management systems, and truck/trailer specifications. Upon completion, students should be able to define the requirements of fleet maintenance management skills in a trucking based company.</td>
</tr>
<tr>
<td>Course Title</td>
<td>Code</td>
<td>Credits</td>
<td>Hours</td>
<td>Pre/Co Requisites</td>
<td>Description</td>
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<tr>
<td>Trucking Operations Management</td>
<td>TOM</td>
<td>250</td>
<td>3</td>
<td>0 0 3</td>
<td>This course provides an overview of operating a trucking business. Topics include the business, marketing, economics, finance, accounting, freight brokerage and entrepreneurship aspects of operating a trucking business. Upon completion, students should be able to define the skills and personnel needed to operate a successful trucking business.</td>
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<tr>
<td>Transportation Technology</td>
<td>TRN</td>
<td>110</td>
<td>1</td>
<td>2 0 2</td>
<td>None</td>
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<td>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.</td>
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<tr>
<td>Transportation Technology</td>
<td>TRN</td>
<td>120</td>
<td>4</td>
<td>3 0 5</td>
<td>None</td>
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<td>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.</td>
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<tr>
<td>Transportation Technology</td>
<td>TRN</td>
<td>130</td>
<td>2</td>
<td>2 0 3</td>
<td>None</td>
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<td>This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system operates, and perform minor repairs.</td>
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<tr>
<td>Transportation Technology</td>
<td>TRN</td>
<td>170</td>
<td>1</td>
<td>2 0 2</td>
<td>None</td>
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<td>This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.</td>
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<tr>
<td>Transportation Technology</td>
<td>TRN</td>
<td>180</td>
<td>1</td>
<td>4 0 3</td>
<td>None</td>
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<td>This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard.</td>
<td></td>
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<tr>
<td>Work-Based Learning</td>
<td>WBL</td>
<td>111</td>
<td>0</td>
<td>0 10 1</td>
<td>Corequisite: WBL 115, WBL 113, WBL 114</td>
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<td>This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</td>
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<tr>
<td>Work-Based Learning</td>
<td>WBL</td>
<td>112</td>
<td>0</td>
<td>0 20 2</td>
<td>Corequisite: WBL 115, WBL 113, WBL 114</td>
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<td></td>
<td>This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</td>
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</tr>
<tr>
<td>Work-Based Learning</td>
<td>WBL</td>
<td>115</td>
<td>1</td>
<td>0 0 1</td>
<td>Corequisite: WBL 111, WBL 112, WBL 113, or WBL 114</td>
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<td></td>
<td>Some topics covered will be: resume writing, job seeking skills, oral communication skills, and debriefing of experiences in corequisite course (WBL 111 or WBL 112).</td>
<td></td>
</tr>
</tbody>
</table>

**Corequisites:**
- TOM 250 Operations of Trucking I
- TRN 110 Intro to Transport Technology
- TRN 120 Basic Transport Electricity
- TRN 130 Intro to Sustainable Transport
- TRN 170 PC Skills for Transportation
- TRN 180 Basic Welding for Trans
- WBL 111 Work Based Learning I
- WBL 112 Work Based Learning I
- WBL 115 Work Experience Seminar I

**Course Information:**
- TOM 250 Operations of Trucking I
- TRN 110 Intro to Transport Technology
- TRN 120 Basic Transport Electricity
- TRN 130 Intro to Sustainable Transport
- TRN 170 PC Skills for Transportation
- TRN 180 Basic Welding for Trans
- WBL 111 Work Based Learning I
- WBL 112 Work Based Learning I
- WBL 115 Work Experience Seminar I
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WBL 121</td>
<td>Work Based Learning II</td>
<td>3</td>
<td></td>
<td></td>
<td>This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</td>
</tr>
<tr>
<td>WBL 122</td>
<td>Work Based Learning II</td>
<td>3</td>
<td></td>
<td></td>
<td>This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</td>
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<tr>
<td>WBL 125</td>
<td>Work Experience Seminar II</td>
<td>3</td>
<td></td>
<td></td>
<td>Some topics covered will be: conflict resolution, planning / goal setting, group dynamics, and debriefing of experiences in corequisite course (WBL 121 or WBL 122).</td>
</tr>
<tr>
<td>WEB 140</td>
<td>Web Development Tools</td>
<td>3</td>
<td></td>
<td></td>
<td>This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.</td>
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<tr>
<td>WEB 141</td>
<td>Mobile Interface Design</td>
<td>3</td>
<td></td>
<td></td>
<td>This course covers current design standards and emerging approaches related to the design and development of user interfaces for mobile devices. Emphasis is placed on research and evaluation of standard and emerging practices for effective interface and user experience design. Upon completion, students should be able to design effective and usable interfaces for mobile devices.</td>
</tr>
<tr>
<td>WEB 115</td>
<td>Web Markup and Scripting</td>
<td>3</td>
<td></td>
<td></td>
<td>This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.</td>
</tr>
<tr>
<td>WLD 110</td>
<td>Cutting Processes</td>
<td>3</td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>WLD 112</td>
<td>Basic Welding Processes</td>
<td>3</td>
<td></td>
<td></td>
<td>This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.</td>
</tr>
<tr>
<td>WLD 115</td>
<td>SMAW (Stick) Plate</td>
<td>3</td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>WLD 121</td>
<td>GMAW ( Mig) FCAW/Plate</td>
<td>3</td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>WLD 131</td>
<td>GTA W (TIG) Plate</td>
<td>3</td>
<td></td>
<td></td>
<td>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 GTA W fillet and groove welds with various electrodes and filler materials.</td>
</tr>
<tr>
<td>WLD 141</td>
<td>Symbols &amp; Specifications</td>
<td>3</td>
<td></td>
<td></td>
<td>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.</td>
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<td>Course</td>
<td>Code</td>
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<tr>
<td>Welding</td>
<td>WLD 116</td>
<td>SMAW (stick) Plate/ Pipe, 1.9.0.4 Take WLD-115</td>
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<tr>
<td>Welding</td>
<td>WLD 132</td>
<td>GTAW (TIG) Plate/ Pipe, 1.6.0.3 Take WLD-131</td>
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<tr>
<td>Welding</td>
<td>WLD 151</td>
<td>Fabrication I, 2.6.0.4 No Pre/Co Requisites</td>
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<tr>
<td>Welding</td>
<td>WLD 215</td>
<td>SMAW (stick) Pipe, 1.9.0.4 Take One: WLD-115 or WLD-116</td>
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<tr>
<td>Welding</td>
<td>WLD 251</td>
<td>Fabrication II, 1.6.0.3 Take WLD-151</td>
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<tr>
<td>Welding</td>
<td>WLD 261</td>
<td>Certification Practices, 1.3.0.2 Take All: WLD-115, WLD-121, and WLD-131</td>
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<tr>
<td>Welding</td>
<td>WLD 262</td>
<td>Inspection &amp; Testing, 2.2.0.3 No Pre/Co Requisites</td>
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</table>

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.

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

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.

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.

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.

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.