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

SACS information: address: 1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501; fax: 404-679-4558; web address: www.sacscoc.org

Inquiries to the Commission should relate only to the accreditation status of the institution.

Haywood Community College issues this catalog to furnish prospective students and other interested persons with information about the school and its programs. Announcements contained herein are subject to change without notice and may not be regarded as binding obligations to the College or to the State of North Carolina.

Curriculum offerings are subject to sufficient enrollment, with not all courses listed in this catalog being offered each term. Course listings may be altered to meet the needs of the individual program or academic division.

Upon enrolling at Haywood Community College, students are required to abide by the rules, regulations, and student code of conduct as stated in the most current version of the catalog/handbook, either hardcopy or online. (See front section of the catalog/handbook.)

For academic purposes, students must meet program requirements of the catalog of the first semester of attendance, given continued enrollment (fall and spring). If a student drops out a semester (fall or spring), the student follows the catalog requirements for the program of study in the catalog for the year of re-enrollment. (See back section of catalog for program requirements.)

This publication is not a contract nor offer to contract. The Board of Trustees, college executive officers, and their agents reserve the right to change information herein without notice when circumstances warrant such action. All charges for tuition and fees are subject to change, as required by the North Carolina General Assembly and the College’s Board of Trustees.

Haywood Community College is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on sex, age, race, color, national origin, religion, or handicap. The College supports the protection available to members of its community under all applicable Federal laws, including Title IV and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 or the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, and Executive Order 11246.

Haywood Community College complies with the U.S. Patriot Act of 2001.

This catalog was published online at www.haywood.edu and was also distributed as part of an electronic viewbook on a cd.

May 2011
Governed by:
HCC Board of Trustees

Supported by:
North Carolina State Board of Community Colleges
North Carolina Community College System
Haywood County Board of Commissioners
Haywood Community College Foundation, Inc.

Accredited by:
Commission on Colleges of the Southern Association of Colleges and Schools
North American Wildlife Technology Association

Approved by:
North Carolina Criminal Justice Education and Training Standards Commission
North Carolina State Approving Agency (Veterans and Military Education Programs)
North Carolina State Board of Cosmetic Arts
North Carolina State Board of Nursing

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American Association of Community Colleges
American Association of Botanical Gardens and Arboreta
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Association of Community College Business Officers
Carolina Association of Collegiate Registrars and Admission Officers
Consortium for Manufacturing Competitiveness
Council of Eastern Forest Technician Schools
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Eastern Regional Competency-Based Education Consortium
Higher Education Transfer Alliance
National Association for Developmental Education
National Association of Student Financial Aid Administrators
National Association of College and University Business Officers
The National Coalition of Advanced Technology Centers
National Council of Marketing and Public Relations
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North Carolina Comprehensive Community College Student Government Association
North Carolina Trustees Association of Community Education Institutions, Inc.
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Consortium for Entrepreneurship Education
National Association of Community College Entrepreneurship
Society of American Foresters

In Appreciation:
Industrialist A.L. Freedlander, whose generous gifts made the Haywood Community College campus possible.
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Each step you take as a Haywood Community College student is an investment in your future. Whatever your goal or situation, I am sure that you will find what you need at this friendly, helpful college where everyone wants you to succeed. More than 300 faculty and staff are focused on you reaching your education and career goals. I urge you to take advantage of their assistance and the camaraderie of your fellow students.

For example, you will find many courses of interest and have opportunities to participate in student activities, clubs, shows, and competitions. When you need information or research materials for a course, the Learning Resource staff will introduce you to the library. If you have difficulty in a subject, the Teaching and Learning Center will connect you with a tutor. When you need assistance paying tuition, the Student Financial Aid office will process your request for aid or a scholarship.

Want your voice to be heard? Become involved in the Student Government Association (SGA). The SGA president sits on the College Board of Trustees. Ready to meet future employers? Attend the annual job fair. Ask your advisor or the Education and Career Services counselors about signing up for an internship or cooperative education option.

Seeking some quiet time? Pick up a snack at the Sunrise Café and find a beautiful spot on the college campus, designated as a campus arboretum. Interested in the environment? Join the sustainability club, use designated recycling bins, and walk more than you drive on campus. Want to turn your skills into a business? Visit the Small Business Center for advice and information on getting started.

Haywood Community College is dedicated to your success. My colleagues and I depend on you to take meaningful steps in your educational journey, and you can depend on us to make your journey worthwhile. I wish you much success and look forward to meeting you in the near future.

Sincerely,

[Signature]

Dr. Rose Harrell Johnson
President, Haywood Community College
# Academic Calendar

**Fall Semester 2011**
- Fall semester academic advisement and registration for new and continuing students: June 7-July 8 *(By appointment)*
- Fall tuition and fee payment period: August 1-10
- Faculty return: August 8
- College wide meeting *(College closed to students)*
  - 8:00am – 12:00pm: August 8
- Curriculum Planning Day: August 9
- Orientation for new students *(9:00am & 4:30pm)*: August 2
- Faculty available for advising: August 11
- Final Registration *(9:00am – 7:00pm)*: August 11
- Final Registration *(9:00am – 4:00pm)* *(No New Registrations after Aug. 12)*: August 12
- Instruction begins: August 15
- Schedule Changes (Drop/Add) Mon.-Thurs.: August 15-18
- Last Day to Drop for a Partial Refund (10%): August 24
- Labor Day *(All Campus Holiday)*: September 5
- Financial Aid Refund Day *(Checks to be mailed to students)*: September 22
- Mid-semester: October 10
- Short Semester Instruction Begins: October 11
- Fall Recess: October 17-18
- Instruction resumes: October 19
- Spring Semester academic advisement and registration for new and continuing students: October 26-November 22 *(By appointment)*
- Spring tuition and fee payment period: October 26-January 4
- Veterans Day *(All Campus Holiday)*: November 11
- Last day to withdraw from a course: November 22
- Thanksgiving Recess *(No Classes)*: November 23
- Thanksgiving holidays *(All Campus Holiday)*: November 24-25
- Instruction resumes: November 28
- Last day of instruction for all classes: December 13

**Final grades due 48 hours after the final exam is administered**

**Spring Semester 2012**
- Faculty return: January 3
- College wide meeting *(college closed to students)*
  - Tuesday: January 3
- Curriculum Planning Day: January 4
- Orientation for new students *(9:00am & 4:30pm)*
  - Thursday: January 5
- Faculty available for advising
  - Thursday: January 5
- Final Registration *(9:00am – 7:00pm)*
  - Thursday: January 5
- Final Registration *(9:00am – 4:00pm)* *(No New Registrations after Jan. 6)*
  - Friday: January 6
- Instruction begins
  - Mon.-Thurs.: January 9
- Schedule Changes (Drop/Add)
  - Tuesday: January 9-12
- Martin Luther King, Jr. Day *(All Campus Holiday)*: January 16
- Last day to Drop for a Partial Refund (10%): January 19
- Financial Aid Refund Day *(Financial Aid Refunds to be mailed to students)*
  - Thursday: February 16
- Mid-semester: March 5
- Short Semester Instruction Begins
  - Tuesday: March 6
- Spring Recess
  - Mon.-Sat.: March 12-17
- Instruction resumes
  - Monday: March 19
- Last day to apply for graduation in May
  - Friday: March 23
About HCC

Summer & Fall semester academic advisement and registration for new and continuing students April 4-27  (By appointment)
Summer tuition and fee payment period April 4-May 20
Good Friday (All Campus Holiday) Friday April 6
Honors Day Convocation Thursday April 19
1-2:30 pm
Last day to withdraw from a course Friday April 20
Last day of instruction Tuesday May 8

Final grades due 48 hours after the final exam is administered
Graduation - 7:00 pm
(Attendance expected of all graduating students) Thurs. & Fri. May 10 & 11
Memorial Day (All Campus Holiday) Monday May 28

Summer Semester 2012
Orientation for new students (9am & 5:00 pm) Monday June 4
Final Registration Monday June 4
(No New Registration after June 4)
Instruction Begins Tuesday June 5
Schedule Changes (Drop/Add) Tues – Thurs June 5-7
Last Day to Drop for a Partial Refund (10%) Friday June 8
Fall semester academic advisement and registration for new and continuing students June 6 – July 6
Mid-semester Monday July 2
Independence Day (All Campus Holiday) Wednesday July 4
Instruction Resumes Thursday July 5
Financial Aid Refund Day (Checks to be mailed to students) Thursday July 12
Last day to withdraw from a course Friday July 13
Last Day of Instruction (8 week session) Tuesday July 31
Final grades due 48 hours after the final exam is administered

Fall Semester 2012
Fall tuition and fee payment period August 1-10
Faculty Return August 8
Campus wide meeting (College closed to students) August 8
Curriculum Planning Day August 9
Faculty available for advising August 13
Final registration for fall semester (9 am–7 pm) August 13
Final registration for fall semester (9 am–7 pm) August 14
(No New Registration after August 14)
Instruction Begins August 15

Fall tuition and fee payment period
Faculty Return
Campus wide meeting (College closed to students)
Curriculum Planning Day
Faculty available for advising
Final registration for fall semester (9 am–7 pm)
Final registration for fall semester (9 am–7 pm)
(No New Registration after August 14)
Instruction Begins
College Contacts

Academic Advising
• Advanced Technologies
  Location: Building 3000
  Hours: Office hours on door
  Telephone: (828) 627-4631
  E-mail Address: ddeluca@haywood.edu

• Arts & General Education
  Location: Building 300
  Hours: Office hours on door
  Telephone: (828) 565-4223
  E-mail Address: irogers@haywood.edu

• Business & Entrepreneurship
  Location: Building 200
  Hours: Office hours on door
  Telephone: (828) 565-4021
  E-mail Address: kbrooks@haywood.edu

• Cosmetic Arts
  Location: Building 3200
  Hours: Office hours on door
  Telephone: (828) 627-4642
  E-mail Address: dcarver@haywood.edu

• Creative Arts
  Location: Building 700
  Hours: Mon.-Fri. 8 a.m.-5 p.m.
  Telephone: (828) 565-4156
  E-mail Address: dcarver@haywood.edu

• Early Childhood
  Location: Building 900
  Hours: Office hours on door
  Telephone: (828) 627-4693
  E-mail Address: sdavis@haywood.edu

• Health & Human Services
  Location: Building 900
  Hours: Office hours on door
  Telephone: (828) 627-4651
  E-mail Address: cleatherwood@haywood.edu

• Natural Resources
  Location: Building 300
  Hours: Mon.-Fri. 8 a.m.-4 p.m.
  Telephone: (828)-627-4560
  E-mail Address: jcarver@haywood.edu

College Services and Departments

• Academic and Workforce Development
  Location: Freedlander Learning Center,
  (Building 200, Upper Level)
  Hours: Mon.-Fri. 8 a.m.-4 p.m.
  Telephone: (828) 565-4071
  FAX: (828) 565-4074
  E-mail Address: rhibson@haywood.edu
  Vice President: Administrative Assistant: Robin Gibson

• Adult Education
  Location: Main office, Building 800
  Multiple locations on and off campus
  (Main Campus in Clyde, Hazelwood, Maggie Valley,
  Central Methodist Church in Clyde and Canton)
  Adult Education Main Office currently located across the street
  from main campus, Rush Road
  AE Office Hours: Mon. – Fri., 8 a.m. – 4 p.m.
  Telephone: (828) 627-4648 (Main office)
  FAX: (828) 627-4676
  Email: adulted@haywood.edu
  Coordinator: Deborah Gaddy
  Assistant:

• Bookstore
  Location: Student Center
  (1500 Bldg, Upper level, back entrance)
  Normal operating hours
  Mon.-Thurs., 8 a.m.-6 p.m., Fri., 8 a.m.-2 p.m.
  Extended hours during registration are posted online.
  Telephone: (828) 565-4127
  FAX: (828) 627-4680
  Email: Bookstore@haywood.edu
  Bookstore Manager: Linda Norris

• Campus Security
  Location: 1st Floor, Student Services Bldg
  Room 1501
  Hours: Mon.-Fri. 6 a.m.-12 a.m.; Sat. – 8 a.m.-5 p.m.
  Security- Telephone: (828) 627-4514;
  Cell phone: (828) 734-5410;
  Email: security@haywood.edu
  Armed Resource Officers
  Phone: (828) 627-4514; Cell phone: (828) 593-8477
  Email: aro-deaver@haywood.edu

• Career Services
  Location: Student Success Services, Student Center
  (1500 Bldg)
  Hours: Mon.-Thurs., 8 a.m.-6 p.m., Fri., 8 a.m.-4 p.m.
  Telephone: (828) 627-4503
  Email: careers@haywood.edu
  Academic and Career Counselor: Debbie Rowland
  Counselor: Angie Uhl-Kalev
  Career Development Specialist: Emma Dechant
• **Cashier**
  Location: Student Center  
  *(1500 Bldg, Upper level, back entrance)*
  Normal Hours: Mon.-Thurs., 8 a.m.-6 p.m.  
  Fri., 8 a.m.-4 p.m.
  Telephone: (828) 565-4161, (828) 565-4093
  FAX: (828) 565-4169
  Email: cashier@haywood.edu
  Methods of Payment - Cashier’s Office: Cash, check, Money Order, credit/Debit Cards  
  *(MasterCard, Visa, American Express, Discover)*
  Online - Credit/Debit Cards.
  *(MasterCard, Visa, American Express, Discover)*

• **Child Care Services**
  Location: Regional Center for the Advancement of Children, in Building 4000  
  *(Located next to the Student Center)*
  Hours: Mon.-Fri. 7:30 a.m.-5:30 p.m.
  Telephone: (828) 565-4187
  Email: rwilson@haywood.edu
  Director: Rita Wilson

• **Continuing Education- (828)-627-4669**
  Director: Daleen Parton
  Email: dparton@haywood.edu
  Administrative Assistant: Kathy Lewis
  Email: klewis@haywood.edu
  Location: Student Center  
  1500 Bldg. Lower Level
  Hours: Mon-Fri 8 a. m.-4 p.m.
  Telephone: (828) 627-4669
  FAX: (828) 565-4102

• **Adult Education**
  Location: 1200 Building  
  Hours: Mon-Fri 8 a.m.-4 p.m.
  Telephone: (828) 627-4648
  FAX: (828) 627-0720

  **Coordinator of Adult Education:** Deborah Gaddy
  Email: dgaddy@haywood.edu
  Telephone: (828)627-4618

  **Coordinator of Allied Health Training:** Sandy Fischer
  Email: sfischer@haywood.edu
  Telephone: (828) 565-4145

  **Coordinator of Business, Industry & Computer Training:**
  Milton Whitmire
  Email: mwhitmire@haywood.edu
  Telephone: (828) 565-4246

  **Coordinator of Corporate & Community Education:**
  Rinda Green
  Email: rgreen@haywood.edu

  **Coordinator of Emergency Services Training:**
  Tonya Clark
  Email: tclark@haywood.edu
  Telephone: (828) 627-4617

  **Coordinator of Fire Training:**
  Dee Massey
  Email: dmassey@haywood.edu
  Telephone: (828) 565-4247

  **Coordinator of Human Resource Development:**
  Rinda Green
  Email: rgreen@haywood.edu
  Telephone: (828) 565-4243

  **Coordinator of Online Learning:**
  Rose Harrison
  Email: rharrison@haywood.edu
  Telephone: (828) 565-4241

  **Coordinator of Public Safety Training:**
  Dee Parton
  Email: dparton@haywood.edu
  Telephone: (828) 627-4548

  **Director of Small Business Center:**
  Sharron Donnahoe
  Email: sdonnahoe@haywood.edu
  Telephone: (828) 627-4512

• **Cooperative Education**
  Location: Student Success Services, Student Center (1500 Bldg), upper level, back entrance, Education and Career Development Office  
  Hours: Mon.-Thurs., 8 a.m.-6 p.m. Fri., 8 a.m.-4 p.m.
  Telephone: (828) 565-4095,  
  *(toll free in NC 1-866-GO-TO-HCC)*
  Email: edechant@haywood.edu

• **Counseling Services**
  Location: Student Success Services, Student Center (1500 Bldg), upper level  
  Hours: Mon.-Thurs., 8 a.m.-6 p.m. Fri., 8 a.m.-4 p.m.
  Counselor: Angie Uhl-Kalev (828)-627-4504
  *(General Counseling, Disability Services)*
  Assistants: (828) 627-4503
  E-mail contact: counseling@haywood.edu

• **Developmental Education**
  Location: 300 Building, Room 347  
  Hours: Mon.-Fri., 8 a.m.-4 p.m.
  Telephone: (828) 627-4688
  Email contact: mstudenc@haywood.edu
  Department Chair: Margaret Studenc
• **Distance Learning**  
  Location: 200 Building, Rooms 241/242, 227  
  Hours: Mon.-Thurs., 8 a.m.-6 p.m., Fri., 8 a.m.-4 p.m.  
  Telephone: (828) 627-4619  
  Email: dl@haywood.edu  
  Coordinator: Marlowe Mager

• **Education and Career Development Office**  
  Location: Student Success Services, Student Center  
  (1500 Bldg. Upper level)  
  Hours: Mon.-Thurs., 8 a.m.-6 p.m., Fri., 8 a.m.-4 p.m.  
  Telephone: (828) 627-4503  
  Fax: (828) 627-4513  
  Email: auhl-kalev@haywood.edu  
  Counselor: Angie Uhl-Kalev - (828)-627-4504  
  (Testing, Counseling, Disability Counseling, SGA & Student Activities, WorkKeys)  
  Academic and Career Counselor: Debbie Rowland  
  (Academic Counselor and Career Services)  
  Career Development Specialist: Emma Dechant

• **Enrollment Management Office**  
  Location: Student Success Services, Student Center  
  (1500 Bldg. Upper level)  
  Hours: Mon.-Thurs., 8 a.m.-6 p.m., Fri., 8 a.m.-4 p.m.  
  Telephone: (828) 627-4510 or (828) 627-4507  
  Toll free in NC: 1-866-GO-TO-HCC  
  Fax: (828) 627-4513  
  Email: enrollment@haywood.edu  
  Director of Enrollment Management: Jennifer Herrera  
  Enrollment Manager: Cheryl Farrell  
  Enrollment Management Specialist: Sayward Cabe  
  Enrollment Management Technician: Brianna Willis

• **Financial Aid**  
  Location: Student Success Services, Student Center  
  (1500 Bldg. Upper level)  
  Hours: Mon.-Thurs., 8 a.m.-7 p.m., Fri., 8 a.m.-4 p.m.  
  Telephone: (828) 627-4509 / Fax: (828) 627-4513  
  Email: mguge@haywood.edu  
  Director / VA Certifying Official: Misty Guge  
  FA Specialist / VA: Wendy Patton  
  FA Specialist: Marty Killian  
  *Students may check the amount of their financial aid and/or total charges for any given semester by logging into Haywired and selecting Payment from the Student menu.*

• **Food Services- Sunrise Café**  
  Location: Freedlander Learning Center  
  (Building 200, lower level, back entrance)  
  Hours: Mon.-Fri., 7:45 a.m.-1:45 p.m.  
  *Sunrise Café is closed between semesters*  
  Telephone: (828) 627-4665  
  Email: jbrooks@haywood.k12.nc.us  
  Manager: Janet Brooks

• **HCC Foundation**  
  Location: 100 Building  
  Hours: Mon.-Fri. 8 a.m.-4 p.m.  
  Telephone: (828) 627-4544  
  Fax: (828) 627-1218  
  Email: symyers@haywood.edu  
  Director: Sherri Myers  
  Assistant: Erica Vaughn  
  Scholarship Manager: Laura Ammons  
  Grant Writer: Kathy Lovedahl

• **Haywood Early College High School**  
  Location: 400 Building  
  Hours: Mon.-Fri. 8 a.m.-4 p.m.  
  Telephone: (828) 565-4000  
  Fax: (828) 627-4555  
  Email: dhipps@haywood.edu  
  Dean/Principal: Dr. Doris Hipps-Green  
  Assistant: Lisa Muse  
  High School Liaison: Jenita Pace  
  Telephone: (828) 565-4226  
  Email: jpace@haywood.edu

• **High School Programs**  
  Location: Building 400  
  Hours: Mon.-Fri., 8 a.m.-4 p.m.  
  Telephone: (828) 565-4000  
  Liaison for High School Programs: TBA  
  (Haywood Early College, Concurrent Enrollment (Huskin's Bill), Dual Enrollment, and Tech Prep)  
  Telephone: (828) 627-4503  
  Hours: M-Th 8-6; F 8-4  
  Email: TBA

• **Information Technology Services**  
  Location: Freedlander Learning Center  
  (Building 200, Upper Level)  
  Hours: Mon.-Fri., 8 a.m.-4 p.m.  
  Telephone: (828) 565-4020  
  Executive Director: Annemarie Timmerman  
  Email: atimmerman@haywood.edu  
  Administrative Assistant: Renee Javens  
  Email: rjavens@haywood.edu

• **Learning Resource Center (Library)**  
  Location: Freedlander Learning Center  
  (Building 200 Front Entrance)  
  Hours: Mon.-Thurs., 8 a.m.-9 p.m., Fri., 8 a.m.-4 p.m.  
  (Unless otherwise posted)  
  Telephone: (828) 627-4550  
  Fax: (828) 627-4553  
  Email: library@haywood.edu  
  Online Services: www.haywood.edu  
  Director: William R. Kinyon
About HCC

• Marketing and Communications
  Location: Frazell Administration Building (Building 100)
  Hours: Mon.-Fri., 8 a.m.-4 p.m.
  Telephone: (828) 627-4521
  FAX: (828) 627-1218
  Email: ddavis@haywood.edu
  Director: Debra Davis : davis@haywood.edu (828) 627-4521
  Marketing & Communications Technician:
  Diana Conard : dconard@haywood.edu (828) 627-4679

• President’s Office
  Location: Frazell Administration Building (Building 100)
  Hours: Mon.-Fri., 8 a.m.-4 p.m.
  Telephone: (828) 627-4516
  FAX: (828) 627-1218
  President: Dr. Rose H. Johnson
  Email: rjohnson@haywood.edu
  Executive Administrative Assistant to the President:
  Teresa Starrs : tstarrs@haywood.edu

• Research and Institutional Effectiveness
  Location: Frazell Administration Building (Building 100)
  Hours: Mon.-Fri., 8:00 a.m. – 4:00 p.m.
  Telephone: (828) 627-4519
  Email: research@haywood.edu
  Coordinator: Marlowe Mager
  Data Manager: Matt Hoyle

• Student Activities
  Location: Student Success Services, Student Center (1500 Bldg, Upper level)
  Hours: Mon. Wed, Thurs. & Fri., 8 a.m.-4 p.m.
  Tues, 8 a.m. – 6 p.m.
  Telephone: (828) 627-4504
  FAX: (828) 627-4513
  Email: sga@haywood.edu
  Student Activities Advisor/Coordinator:
  Angie Uhl-Kalev

• SGA Office
  Location: Student Success Services, Student Center (1500 Bldg, Upper level)
  Email: sga@haywood.edu
  Student Activities: (828)-627-4692

• Student Success Services
  Location: Student Success Services, Student Center (1500 Bldg, Upper level, back entrance)
  Hours: Mon.-Thurs., 8 a.m.-6 p.m., Fri., 8 a.m.-4 p.m.
  Telephone: (828) 565-4220

• Teaching and Learning Center (TLC)
  Location: Arts & Sciences, Building 300, Room 339B
  Hours: Mon.-Thurs., 8 a.m.-6 p.m., Fri., 8 a.m.-4 p.m.
  Telephone: (828) 627-4696
  TLC Technician: Francine Popular
  fpopular@haywood.edu
  TLC Faculty member and Online Information: Susan Roberts
  Email: sroberts@haywood.edu
  Coordinator: Margaret Studenc
  Email: mstudenc@haywood.edu

• Testing
  Location: Student Success Services, Student Center (1500 Bldg, Upper level)
  Hours: Mon.-Thu 9 a.m. -4 p.m., Fri. 9 a.m.-1 p.m.
  (Must call for appointment)
  Telephone: (828) 627-4504
  FAX: (828) 627-4513
  Email: auhl-kalev@haywood.edu
  Counselor: Angie Uhl-Kalev
  Assistant: (828) 627-4503

• Tuition Payment
  Location: Student Center (1500 Bldg, Upper level, back entrance, Business Office)
  Normal Hours: Mon.-Thurs., 8 a.m.-6 p.m.
  Fri., 8 a.m.-4 p.m.
  Telephone: (828) 565-4161 , (828) 565-4093
  FAX: (828) 565-4169
  Email: cashier@haywood.edu
  Methods of Payment - Cashier’s Office: Cash, check, Money Order, Credit/Debit Cards
  (MasterCard, Visa, American Express, Discover)
  Online - Credit/Debit Cards.
  (MasterCard, Visa, American Express, Discover)
Mission
Approved July 10, 2007
As an open-door community-based institution, Haywood Community College strives to meet the educational and job training needs of diverse populations with varying backgrounds, goals, interests, abilities, and resources. The College provides accessible educational, training, entrepreneurial, cultural, and social opportunities that focus on current trends and foster the development of the individuals and communities it serves. Learners engage in experiential activities that join the worlds of work and learning and develop problem solving, leadership, critical thinking, and enterprise abilities.

The College fulfills its mission through the following objectives that provide:

• quality postsecondary and continuing education;
• occupational education that develops and enhances students’ employability and career advancement;
• a two-year course of study, which may serve as the first two years of a baccalaureate program;
• distance learning and flexible program opportunities for learner accessibility;
• academic support to students requiring basic reading, English, and math skills;
• continuing and adult education programs meeting community needs and interests, particularly job training and retraining, small business development, adult basic skills, cultural enrichment, and personal growth;
• individual counseling, career guidance, and job placement services;
• technological support for all educational programs and services to enhance learners’ abilities to access, evaluate, organize, and use information from a variety of sources; and
• collaborative initiatives with K-12, colleges and universities, business, industry, government, and other organizations to promote lifelong learning and enhance workforce, economic, and community development.

Vision
Advancing our Community through Education and Leadership

Core Values
• Student Enrichment
• Community Advocacy
• Shared Leadership
• Excellence
Accreditation and Recognition

Haywood Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees, diplomas, and certificates. SACS Information: 1866 Southern Lane, Decatur, GA 30033-4097; phone: (404)-679-4501; fax: (404)-679-4558; web address: www.sacscoc.org.

Inquiries to the Commission should relate only to the accreditation status of the institution.

The College meets U.S. Department of Education standards necessary to qualify students for a variety of federal financial aid programs for students including the Pell Grant. Under federal law the College is authorized to enroll non-immigrant alien students.

College Wide Goals

1. Foster College and External Relationships
   
   Goal 1 Objectives
   1. Practice shared leadership
   2. Openly communicate on all levels
   3. Create opportunities for collaboration

2. Engage Students, Employees and the Community

   Goal 2 Objectives
   1. Provide programs and services that mirror current and projected social, economic, academic, and professional expectations
   2. Create opportunities for excellence through innovation and the removal of barriers

3. Shape the Future

   Goal 3 Objectives
   1. Position the college as a regional leader in creativity, entrepreneurship, and technology
   2. Practice, teach and collaborate with community partners to model sustainability

*Adopted by College Employees in July 2009*
General Competencies

Collaboration
Collaboration is the process of working cooperatively to achieve the needs of a group or team.

The Student will:
- Respect group members’ individual viewpoints and roles.
- Develop group ideas, goals, and consensus.
- Meet deadlines and goals responsively.

Communication
Communication is the ability to comprehend and communicate through various forms of media.

The Student will:
- Communicate, verbally and nonverbally, in relation to his/her course of study.
- Communicate with a diverse audience.
- Use appropriate mediums for communication.
- Use appropriate grammar, spelling, style, and mechanics.

Critical Thinking/Problem Solving
Critical thinking is the process of analyzing and evaluating issues and ideas, identifying good and bad reasoning, and constructing creative and sustainable solutions to problems, in a variety of settings.

The Student will:
- Raise vital questions and issues.
- Gather and evaluate information from a variety of sources.
- Compare and contrast different points of view.
- Develop well-reasoned, creative conclusions and solutions.

Governance
Haywood Community College, the only institution of higher education in Haywood County, is part of the North Carolina Community College System (NCCCS). The NCCCS, the third largest community college system in the country, is made up of 58 institutions across the State serving more than 800,000 students.

The NCCCS is the primary agency for job training, literacy, and adult education in the State. Committed to quality, convenient learning opportunities based on individual and community needs, it provides the State with a well-trained workforce that meets the needs of employers and helps to attract new and expanding industry. The System offers a wide range of accessible, low-cost programs for any adult who wants to learn.

The State Board of Community Colleges, a 21-member body appointed by the Governor and General Assembly, has the authority to adopt and administer all policies, regulations, and standards it deems necessary to operate the System. At the local level, each of the colleges operates under a board of trustees.

The Board is composed of a minimum of twelve citizens from the service area in which the college is located. The president or chairman of the student body serves as an ex officio member. Local board members are appointed for staggered four-year terms. Four members each are elected by the local school board and the board of commissioners of the administrative area of the institution. Four members are appointed by the Governor. The board of trustees sets local policy. The local board elects and the State Board approves selection of each college’s president. The president operates the college within state policies and policies adopted by the local trustees. Administrative decisions, such as employment of faculty members, are made by the president. All personnel employed at the colleges are employees of the college and not of the State of North Carolina.

College History
Haywood Community College opened in August 1965 as Haywood Industrial Education Center with one curriculum program and 39 students. Today, HCC offers over 50 curricular programs to over 3,300 students. Approximately 4,100 more students attend classes through its continuing education division, including adult basic education, GED preparation, occupational courses, and community service programs.

In 1973 the College was first accredited by the Southern Association of Colleges & Schools Commission on Colleges (SACS COC).

In 1975 the Haywood Community College Foundation was founded to aid, strengthen, and further the work and service of Haywood Community College.

The HCC Board of Trustees approved the start of the campus arboretum in October 1977 and John Palmer was appointed as the founding director in November.

In 1986, the College opened its Regional High Technology Center. This was the first advanced technology center of its kind in the state of North Carolina. It has provided services to over 50,000 people and over 100 companies. Today, RHTC serves Western North Carolina by providing high technology training and by promoting the growth of regional industry.

The 1991 donation of a 320-acre tract of forest land to the HCC Foundation by Raymond J. Fowler Conservancy and Teaching Forest, enabled the College to have a teaching forest for its natural resources program.

The John T. and Catherine R. Beaty Natural Resources Classroom, a 54-acre tract of forestland donated to the HCC Foundation by Catherine Beaty in memory of her late husband John, opened in 2002.

In 2009, HCC acquired a 328 acre tract of land located at Balsam Gap through a generous gift from the Conservation Fund. As a natural extension of protected forest land the Balsam Gap property serves as a teaching environmental laboratory for HCC’s Natural Resources programs.

 Scrapbooks chronicling the complete history of the College (1965–present) are maintained in the college library.
Haywood Community College Foundation
Created in 1975, under the North Carolina Non-Profit Corporation Act, Haywood Community College Foundation exists to aid, strengthen, and further the work and service of Haywood Community College (HCC). It assists the college to secure the necessary and timely financial support unavailable through its traditional public funding source.

In order to fulfill its mission, the HCC Foundation engages in friend-raising and fund-raising activities to secure contributions from individuals and organizations. The HCC Foundation is a 501(c)(3) organization through which tax deductible gifts may be made to benefit HCC. Contributions to the Foundation are tax deductible as provided by state and federal laws.

Every gift to the Foundation, no matter how large or small, is gratefully accepted and deeply appreciated, because each gift represents the donor’s expressed goodwill toward the college. Gifts are used in many ways including the following:
- Scholarships
- Work study programs
- Special needs students
- Student experiential learning opportunities
- Student transportation
- Mini-grants for staff & faculty
- Staff and faculty professional development
- College promotions and marketing
- Technology enhancements
- And many more . . .

Giving to the Foundation is an investment that contributes to the success of students. For additional information about making a gift to HCC Foundation, contact HCC Foundation, 185 Freedlander Drive, Clyde, NC 28721; telephone (828) 627-4544.

Regional High Technology Center
The Regional High Technology Center, founded in 1986 by Joseph H. Nanney, President of Haywood Community College, 1977 - 1989, is nationally recognized as an advanced technology center. The first of its kind in North Carolina, the Center was an early adopter of technologies such as lasers, robotics, and rapid prototyping.

The Center:
- Delivers hands-on Associate Degree level technology programs.
- Serves as a regional educational facility with meeting space, computer labs, and technical support.
- Is a strong partner in regional economic development with Advantage West, the Haywood Economic Development Commission and the Haywood Chamber of Commerce.

Academic Advisement
Certificate, Diploma and Degree Seeking Students
All curriculum students declaring a major in certificate, diploma, or associate degree programs are assigned an academic advisor. Students in a declared major are required to obtain advisor approval of courses before registering. Registration/advisement periods are posted in the academic calendar. All returning students should register early and pay or complete financial aid during this period so as to stay on schedule to graduate.

Advisors are the college’s legal agent for overseeing the academic progress of curriculum students. In order to graduate on time, students must complete the designated courses at the time of year they are offered. Advisors maintain a file for each student with their academic progress. Students who do not know their assigned advisor should call the academic department secretary or Student Success Services. To access information online, students must have their Colleague (CIS) ID number to develop a login and password. Students are assigned a CIS ID number upon applying. It is sent to students in their acceptance letter. Students may also get their ID number from their advisor or Student Success Services. Student ID badges must be worn at all times.

Non-Degree Seeking Students or Continuing Education Students: Non-degree seeking and continuing education students should go to the Student Center for one-stop advisement, admissions, registration, payment, and books.

Technical Standards for Programs of Study
Please check with the academic advisor prior to enrolling to review specific technical standards based on job requirements for the program of study. HCC reserves the right to implement technical standards to protect the safety and health of all students and any clients/patients served in clinics, labs, and shops, and further, to prepare students for employment in the program of study.

If a student believes that he or she cannot meet one or more of the technical standards without accommodations or modifications, the college must determine, on an individual basis, whether or not the necessary accommodations or modifications can be reasonably made.

Haywood Community College is committed to providing equal educational opportunities for students with documented disabilities. The college complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, and hearing, sight or mobility impairments.

Students with a disability are encouraged to disclose their disability to the ADA Counselor. Reasonable accommodations can be provided after the submission of appropriate
documentation. Please contact the ADA Counselor in Student Success Services for more information, call (828) 627-4504.

Academic Curriculum Procedures

Academic Forgiveness: Academic progress is an important part of any student’s academic record. Academic forgiveness will ensure that a student is not penalized for course work and grades earned in a different life stage.

A student who wishes to receive academic forgiveness must make the request in writing to the Director of Enrollment Management. The student must meet the following requirements:

1. Have been absent from HCC for three years. The three years begins at the ending date of the last semester grades were recorded.
2. Be currently enrolled at HCC.
3. Have successfully completed 12 semester hours upon return.
4. Have a current GPA of 2.0 or higher.

The Director of Enrollment Management is responsible for reviewing the request and making appropriate changes to the academic transcript. All courses and grades are reflected on the transcript, but courses with grades of “D”, “F”, and “WF” are excluded from the cumulative GPA. A student may request academic forgiveness only once.

Academic Honesty: Students have the responsibility for conducting themselves in such a manner to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. Such academic dishonesty not only includes cheating but also plagiarism (taking another’s ideas and/or words and presenting them as if they were your own). Cutting and pasting from the Internet into a paper without proper documentation is considered plagiarism and is easily identified with technology tools. The HCC faculty strongly encourages students to submit work that meets the highest ethical standards.

In cases of suspected academic dishonesty, faculty will present a “charge form” to the Executive Director of Student Success Services and submit any evidence of academic dishonesty for further investigation and recommendation for appropriate action. Upon reviewing the case, the Executive Director of Student Success Services may impose one or more of the following sanctions:

1. Academic probation; and/or
2. Reduction of credit or grade for the assignment or the course.
3. Suspension or expulsion from the College.
See the Student Code of Conduct for more information.

Attendance: Regularity of attendance is necessary for students to derive maximum benefit from a course and to maintain a satisfactory academic record. Students should confer with their instructors before anticipated absences or immediately after unavoidable absences. Assigned work must be made up at the discretion of the instructor. Students absent from classes due to participation in college-sponsored groups may make up tests, quizzes, and other missed assignments in a reasonable time without grade penalty. Ultimately, each student bears the responsibility to be aware of, and to comply with, attendance and punctuality requirements.

Each instructional division may have an attendance policy for that division, subject to the approval of the Vice President of Academic and Workforce Development, that allows for tardiness and fewer absences if division faculty so determine. It is the responsibility of division faculty to ensure that students are made aware of the minimum attendance regulations for courses offered in that division. In any event, faculty members should state the specific attendance requirements for their course in their plan or syllabus and provide that in writing to students at the beginning of the semester.

Attendance in an On-Site Course: Students registered in an on-site course are expected to be in regular attendance beginning with the first scheduled class session. Faculty report to the Financial Aid Office students registered for a course but who do not attend any classes before the 10% census date, as “No Show” students. This impacts any financial aid awards (per federal guidelines).

Students who do not attend at least one class in a course on or before the 10% census date forfeit their registration in the course as well as tuition paid for the course. They will have a grade of “NS” recorded for the course. Their reinstatement will be made only under the most unusual circumstances. Reinstatement requires the recommendation of their instructor, the consent of the division chair, and the approval of the Vice President of Academic and Workforce Development.

Students who miss fifteen percent (15%) or more of the total possible time for a course for any reason, before the “Last day to withdraw from a course” as set forth in the Academic Calendar, will receive a grade of “W” for the course provided they officially withdraw from the course by completing a Registration Change Notice form. Students’ who do not officially withdraw from the course will receive a “WF” for the course. Students who withdraw after the “Last day to withdraw from a course” will receive a “WF” for the course and that grade will be counted in the student’s GPA. Students have the right to appeal any grades given due to lack of attendance.

Faculty members are responsible for administering the attendance rules for their respective courses, for excusing absences, for determining how missed work should be made up, and for assessing grade penalties. An instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Attendance in an On-Line Course: Students registered in an online course must complete at least one assignment in the course before the 10% census date. To complete
this assignment, students should follow the guidelines for logging-on as set forth on the HCC Distance Learning website. To access the website, go to www.haywood.edu, select Distance Learning, and then follow the login instructions. Faculty report to the Financial Aid Office students registered for a course, but who do not complete this assignment before the 10% census date as “No Show” students. This impacts any financial aid awards (per federal guidelines).

Students who fail to complete this assignment before the 10% census date forfeit their registration in the online course as well as tuition paid for the course and they receive a grade of “NS” for it. As in the case of a traditional course, their reinstatement will be made only under the most unusual circumstances. Reinstatement requires the recommendation of the instructor of the course, the consent of the division chair, and the approval of the Vice President of Academic and Workforce Development Services.

Students who fall behind in an online course and have not completed fifteen percent (15%) or more of the total assignments and other required activities for a course, on or before the “Last day to withdraw from a course” as set forth in the Academic Calendar, will receive a grade of “W” for the course provided they officially withdraw from the course by completing a Registration Change Notice form or by contacting the instructor. Students who do not officially withdraw from the course will receive a “WF” for the course. Students who withdraw after the “Last day to withdraw from a course” will receive a “WF” for the course and that grade will be counted in the student’s GPA. Students have the right to appeal any grades given due to lack of attendance.

- **Attendance in Other Courses**: Students enrolled in a telecourse, hybrid course (a combination of on-line and traditional course), practicum, internship co-op, or any other curriculum course, are to regularly participate. Refer to the instructor of the course and the course syllabus for specific details. In any event, the “No Show” rules and the 10% census date rules apply for all courses offered by the College, although they have to be made to fit the circumstances of the specific course.

- **Class Absence for Religious Observance**: Students may be excused from class two days during the academic year for observance of religious events. Students missing class may make up class work for such absences provided the following criteria are met:

  1. Students must notify instructors of classes to be missed and the Vice President of Academic and Workforce Development in writing two weeks before the absence is to occur. Written request should include student contact information, course(s) to be missed, date(s) of absence and name of religious observance.

  2. Students must contact their instructor at least one week in advance of the absence to arrange for make up of missed work.

- **Course Substitution**: Under extenuating circumstances, course substitutions may be approved to fulfill graduation requirements provided the substitution is appropriate to the student’s program and a comparable course(s) is offered. Extenuating circumstances may include academic and/or physical limitations, unresolved scheduling conflicts, or if a course is no longer offered. Requests for course substitution must be approved by the division chairperson and the Vice President of Academic and Workforce Development. If course substitution is granted, the Director of Enrollment Management is notified with the Course Substitution Form. For Veterans purposes, no more than two course substitutions per program may be granted without approval from the Department of Veterans Affairs.

**Grades**: At the end of each term, faculty members are responsible for reporting grades for each course to the Enrollment Management Office. Students can access their unofficial transcripts and grades on-line by logging into Haywired (go to www.haywood.edu).

**Grading System**: Grades are given with the following significance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

(not computed in GPA, see section on Incomplete Grades)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>W</td>
<td>Official Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
</tr>
<tr>
<td>CE</td>
<td>Credit by Exam</td>
</tr>
<tr>
<td>NS</td>
<td>Never Attended Class</td>
</tr>
<tr>
<td>P</td>
<td>Satisfactory Completion of course given on pass/fail option</td>
</tr>
<tr>
<td>CT</td>
<td>Continuation-student must register and pay fees next semester (for developmental courses only; students cannot earn a letter grade of D, F or WF in a developmental course). If a student attends classes until the end of the semester but is not successful (making an A, B, or C), the student will receive a letter grade of CT; if the student withdraws or stops attending prior to the end of the semester, the student will receive a letter grade of ‘W’.</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported by Instructor</td>
</tr>
</tbody>
</table>

**Quality Points**:

- **A**: Outstanding (not computed in GPA)
- **B**: Above Average (not computed in GPA)
- **C**: Average (computed in GPA)
- **D**: Poor (not computed in GPA)
- **F**: Fail (not computed in GPA)
- **I**: Incomplete (computed in GPA)

At the end of each term, faculty members are responsible for reporting grades for each course to the Financial Aid Office. Students are responsible for reporting grades for each course to the Financial Aid Office.
Graduation Requirements & Procedures:

- Computing A Grade Point Average: Haywood Community College reports grades in letter and grade point average. The total number of quality points earned for each course is computed by multiplying the number of credit hours per course by the quality point value of the grade earned (A=4, B=3, C=2, D=1, F=0). The grade point average (GPA) is then computed by dividing the total number of quality points earned by the total number of credit hours taken. For example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>A (4)</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>MAT 115</td>
<td>B (3)</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>CHM 151</td>
<td>C (2)</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>HOR 152</td>
<td>D (1)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PSY 150</td>
<td>B (3)</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
<td>42</td>
</tr>
</tbody>
</table>

42 earned points divided by 15 credit hours equals 2.8 GPA

Grade Corrections: Grades for completed work may not be changed after they have been reported to the Enrollment Management Office unless it is discovered that an error has been made. The faculty member must report the error immediately using a Change of Grade Request form.

Graduation Requirements & Procedures: In order to graduate with a diploma, certificate, or degree, students must meet the following minimum requirements:

1. Complete the course requirements of a College approved certificate, diploma, or associate degree program with a minimum 2.00 grade point average for the courses within the prescribed curriculum. The approved certificate, diploma, or associate degree program defines the graduate’s major.
2. Be recommended by the chairperson of the division.
3. Fulfill all financial obligations to the College.
4. Complete an Application for Graduation (this must be on file at least 45 days before instruction ends during the semester in which a student plans to graduate).
5. Submit completed Application for Graduation (signed by Advisor & Division Chair) to HCC’s Bookstore. Pay the current fee for the diploma and any other graduation expenses.
6. Transfer students must complete a minimum of 25% of their semester credit hours of coursework at Haywood Community College before becoming eligible for graduation.

- Graduation Program: Graduation exercises are held at the end of the spring semester for all students who are candidates for degrees, diplomas, or certificates. The student’s presence at graduation is expected. Students should make an application for graduation at the beginning of the semester in which the student plans to graduate. Formal completion of all coursework, as certified by the academic division, earns the student the right to have his or her name on the graduation program. Payment for the diploma entitles the student to receive the diploma either at the ceremony or at any such time the student contacts the Enrollment Management Office after the ceremony. Participation in the formal ceremony requires that the student first meet the above requirements, obtain academic regalia (available in the bookstore), and notify the Enrollment Management Office of his/her plans to participate no less than ten working days prior to graduation. Formal program format and procedure deemed necessary for conducting a suitable program will be up to the discretion of Haywood Community College.

- Graduation with Honors: The College designates students receiving an associate degree or diploma with a 3.50 and above cumulative grade point average as honor graduates as follows: Cum Laude (with praise), 3.50-3.69; Magna Cum Laude (with high praise), 3.70-3.89; Summa Cum Laude, (with highest praise), 3.90-4.00. During their final semester, the Director of Enrollment Management will rank the candidates for associate’s degrees or diplomas according to their program cumulative grade point ratio for the previous semesters of work. Each cumulative GPA shall be rounded to three decimal places. Recognition of honor graduates is by a designation in the graduation program, by an announcement at the calling of their name during the ceremony, and in the privilege of wearing a white cord signifying this tribute.

- Graduation Marshals: Each year academic divisions select outstanding freshmen to serve as graduation marshals. The selection criteria are primarily, but not limited to, grade point average. Graduation marshals assist with the graduation ceremony each spring and are recognized in the graduation program.

Orientation: All new students declaring a major in an academic program of study (certificate, diploma, or associate degree) are required to participate in an orientation session. Distance Learners may meet this requirement online (www.haywood.edu). Additional new student information is also available online.

The orientation program is designed to provide the student with an overview of the College, services provided, College life, student activities, the Student Code of Conduct, and academic procedures and information. Orientation is held prior to the first day of each class of each registration period,
during the first week of class for those who register late, or online in the fall and spring. Materials are provided for reference and information.

The catalog and student handbook (now combined) provides information for all students in all programs of the college. Note the dates posted for new student orientation in the academic calendar: during the late registration period for fall, spring, and summer, and once after classes have begun each semester. Distance learning students may complete orientation online at www.haywood.edu. Please call Student Success Services for more information, (828) 627-4500.

Each curriculum student is assigned an advisor who assists the student in planning a schedule to meet their educational needs and advises them concerning any problem that may arise. Students are encouraged to visit their advisors periodically during the semester and are required to meet with their advisors during advisement/registration periods.

Scholastic Requirements:

Dean’s List: Students shall be placed on the Dean’s List if they are currently enrolled for 12 or more credit hours and have obtained a current semester grade point average (GPA) of 3.50 or above, with no grade of NS, W, WF, CE, I, or AU making up the 12 credit hours.

Academic Probation: Any student who has a cumulative grade point average of less than 2.00 shall be placed on academic probation. A letter stating the student’s academic probation status will be mailed at the end of the semester. Students on probation status must always be aware that a 2.00 GPA in their academic program is necessary for graduation. It is the responsibility of the student to be aware of their academic status and to raise their active grade point in their current program to the required 2.00 GPA necessary for graduation. Veterans and eligible dependents will not receive educational benefits for more than two consecutive semesters while on academic probation for their current curriculum. The following conditions must be adhered to by students placed on academic probation:

1. Students will be required to develop, in cooperation with their academic adviser, a plan of corrective action. Both the student and the academic adviser must sign this plan.
2. Students must present a signed plan of corrective action form to the Director of Enrollment Management when they register. (STUDENTS ON ACADEMIC PROBATION ARE NOT ALLOWED TO REGISTER UNTIL SEMESTER GRADES ARE POSTED.) Those students who earn a minimum 2.00 GPA on courses taken during their probation semester will continue to be on academic probation. Students will be removed from academic probation and considered to be in good standing when their cumulative GPA reaches or exceeds 2.00.

Academic Suspension: Students enrolled in any semester on academic probation will be required to earn a minimum GPA of 2.00 for the probation semester to avoid academic suspension. Students who do not earn a 2.00 GPA or greater during their probation semester will be required to meet with a counselor in Student Success Services division before registering for another semester. During this conference, the counselor and student, in consultation with the student’s academic adviser and/or division chairperson, will determine that one of the following actions is required:

1. Continue with normal academic load.
2. Reduce academic load.
3. Either “1” or “2” and participate in academic assistance in the form of tutoring available at the Teaching and Learning Center, repeating courses with deficient grades, or other appropriate resources.
4. Enroll in developmental or preparatory courses of study.
5. Transfer to another program of study.
6. Academic suspension of one semester.

Subsequent suspensions could result in the student not being readmitted again.

Right to Appeal Probation or Suspension: Students have the right to appeal a decision made regarding their academic status as a result of their being placed on academic probation or suspension. In such cases, students may appeal as outlined in section VII (Student Grievance Procedure) of the Student’s Rights, Responsibilities, and Judicial Procedures Policy. Contact the Executive Director of Student Success Services for assistance.

Student Academic Appeal Procedure: Students who feel that they have been treated unjustly by a faculty member in any matter pertaining to their academic work shall appeal first to the faculty member. If necessary, an appeal in writing shall be addressed to the chairperson of the department in which the faculty member teaches.

If after appealing to the instructor and department chairperson, a student remains dissatisfied or believes suitable action has not taken place, the student may appeal the decision in writing to the Vice President of Academic and Workforce Development and then to the President of the College.

Bookstore

The College Bookstore is located on the upper level of the Student Center (back entrance) and operates both day and evening. The hours vary depending upon the demand at certain times throughout the semester but are always posted outside the bookstore entrance. Bookstore hours are extended during registration and are published each semester with registration information and posted online. In addition to textbooks, the College bookstore provides supplemental course supplies needed by students, as well as snacks, wearing apparel, cards, and other items.
Quick Tips
• Save your receipt for all exchanges or refunds
• Return books/supplies in the same condition purchased
• Do not write or mark in any book until you are certain you will use it
• Label or mark your books
• Defective books will be replaced

Book Refunds in Store/On-line: Books purchased at the beginning of a semester may be returned within fifteen (15) calendar days from the first day of the fall and spring semester; seven (7) days summer semester or abbreviated semesters. Students must have receipts and book(s) must be in same condition as purchased. A refund for distance learning students is the same as above. Students will pay shipping unless the refund is due to an error on our part.

Book Buy Back: Books are bought back by the bookstore during final exam week of each semester. Dates are posted. The value of the book(s) is determined by condition and demand. Books bought for re-sale on our campus have more value than those bought for wholesalers. No workbooks are bought back. The Bookstore also buys for wholesalers year round except during registration.

Purchase of Books in Store or On-line: Students need to be registered before purchasing textbooks. Books can be purchased with MasterCard, Visa, cash, check, financial aid or sponsorships. There is a time-frame set for using financial aid and sponsorships.

Class Rings & Graduation Announcements, Nursing Pins & Diploma Frames: Class rings can now be ordered online at www.herfjones.com/college/haywood. Students are eligible to order a ring when they have completed 35 semester hours credit in an associate degree program, or 19 semester hours in a diploma program.

Campus Security
Haywood Community College Campus Security Department’s mission is to provide the safest educational environment possible for all faculty, staff, students, and visitors at all HCC locations. Security officers are trained professionals certified by the State of North Carolina Private Protective Service under N.C.G.S. 74C. Officers have the responsibility to enforce all college rules, regulations, and safety policies and work closely with local law enforcement to enforce state and federal laws.

Emergency Call Boxes: Haywood Community College has placed security phones (solar powered phones in blue boxes mounted on poles) in the following locations:
   200 Building parking lot
   Upper parking lot behind the Student Center near the steps leading to Cosmetology

Violations: Campus Security Officers issue tickets for the following violations ($5.00 fine for each offense): (Violations are not limited to these infractions.)

- Occupying more than one parking space
- Failure to display current decal
- Parking in lane of traffic
- Blocking building entrances
- Obstructing sidewalk
- Double parking
- Parking in restricted lot or zone
- Parking in reserved space
- Parking on grass
- Parking within 15 feet of a fire hydrant
- Parking against flow of traffic
- Protruding into lane of traffic
- Parking in visitor or handicapped space
- Reckless driving
- Blocking loading zone
- Driving in excess of posted speed limits
- Parking on shoulder or road

Registration for courses or release of transcripts will be blocked until tickets have been paid.

Parking lots are designated by signs and individual spaces are color coded:
   White outlined spaces = students & employees
   Yellow outlined spaces = faculty

Handicapped spaces are marked with D.O.T. approved signs and are enforced by law enforcement as well as Haywood Community College Security. A handicapped parking violation issued by law enforcement can cost up to $250.00 and requires a court appearance.

Access to Haywood Community College facilities is open to students and the general public Monday-Friday 6:00 a.m. until midnight; Saturday 8:00 a.m. until 5:00 p.m.; and Sunday on an as needed basis as approved by the President. Supervision by College employees is required for student access to College facilities during normal operating hours.

While on college premises, all persons are expected and required to obey all federal, state, and local laws and ordinances, as well as College procedures governing appropriate conduct as determined by the College. Persons in violation of the above will be subject to any action deemed appropriate by the responsible authority.
HCC employees and students participating in off-campus (college sponsored) activities need to report criminal incidents to the local law enforcement agency having jurisdiction, and inform Campus Security as soon as possible after the incident. Any violations of the HCC Student Code of Conduct must also be reported.

Known and suspected violations of federal and state laws and other emergencies should be reported to Campus Security for action. Campus Security supports the Executive Director of Student Success Services in the enforcement and investigation of violations of the HCC Student Code of Conduct. Please review this code in the catalog. Upon enrolling at HCC, students agree to abide by the HCC Student Code of Conduct.

Haywood Community College strongly supports state and federal laws concerning sexual assault and sexual harassment. Any violation or complaint should be made immediately to Campus Security or to the Executive Director of Student Success Services. Victims are entitled to all services of HCC and available county services. These instructions are posted on bulletin boards across campus.

Crime statistics are gathered from Campus Security logs and incident documentation and reported annually in this section.

**Registered Sex Offenders:** Recent developments in legislation and disclosure of public information regarding sex offenders require that the college inform you of potential threats.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained.

The following web site is the North Carolina Sex Offender & Public Protection Registry: http://sbi.jus.state.nc.us/DOJHAHT/SOR/Default.htm

The North Carolina State Bureau of Investigation has set up a searchable web site with information on all registered sex offenders in this state. This site may be accessed from any campus computer. The site is located at www.doc.state.nc.us/offenders/.

As required by the Campus Security Act, the following statistics are provided for your information.

**Crime Statistics**

<table>
<thead>
<tr>
<th>Offense Reported</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arrests or referrals initiated for the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The following are offenses reported at off campus locations near or adjacent to HCC, to include the jurisdiction of the Haywood County Sheriff’s Office.

**Offense Reported**

<table>
<thead>
<tr>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
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<td>Rape</td>
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<td>Robbery</td>
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<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arrests or referrals initiated for the following:</td>
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</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Violations</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Annual Campus Security Report**

1. The Annual Campus Security Report in its entirety pursuant to Public Law 668.46 is available on the HCC Website: www.haywood.edu
2. Each currently enrolled student is made aware of this information through notice provided at the time of application. Each prospective student is made aware of this information at the time of inquiry. The notice includes the following information:
   a. Brief summary of the report
   b. Website where report is found: www.haywood.edu
   c. Upon request, individuals may request a paper copy at the HCC Campus Security Office in Building 1500.
3. Anyone who requests information about employment at the College receives information about the availability of this report in an individual notice.

**Daily Crime Log**

1. The most recent 60 day crime log is available for public inspection during normal business hours.
2. Any portion of the crime log older than 60 days may be available within 2 business days upon request for public inspection.

Drug and Alcohol Prevention Information pursuant to Public Law 101-226 is

1. Found in the Handbook section of this catalog, beginning on page 57.
2. Is shared with students at orientation, a required event for all new students declaring a major, either face to face or online, and in the catalog/handbook.
given to each student.
3. Provided to current students upon registration (found on the back of paper registration forms.)

**Campus Tour (Individual Tours or Group Tours)**

The best way to learn about a place is to see it for yourself. Come Check Us Out! Haywood Community College encourages prospective students and parents to come explore our campus and talk with our staff and faculty. Campus tours are given upon request; however, we suggest that you schedule a specific time for a campus tour so we can provide you with the most opportunities possible.

To schedule a campus tour:

- Call Education & Career Development Services (ECDS) at (828) 627-4503 or toll free within North Carolina at 1-866-GO-TO-HCC
- Email: prospects.tour@haywood.edu. Fill out our online visit request form at www.haywood.edu/visiting_campus

Campus tours, which are walking tours, generally take about 90 minutes. Tours begin in the Student Success Services division, and you will need to park behind the 1500 building and meet with an Education & Career Development Services (ECDS) counselor.

Walk-ins are welcome during regular business hours Monday-Thursday 8:00 a.m. to 7:00 p.m. and on Fridays 8:00 a.m. – 4:00 p.m. However, if you would like to schedule an appointment and a campus tour, please contact ECDS at (828)-627-4503 or complete our online request form. Please wear comfortable shoes and we welcome parents to attend.

After you submit the campus visit online request form, we will email you a confirmation of your visit and a link to our campus map, directions/parking information to the college or if you prefer, we can mail you this information.

**Group Campus Tours**

High school guidance counselors or teachers: Please let us know if you have a group of 10 or more students that would like to visit the campus, contact (828)-627-4503 or complete our online request form. We prefer to have advanced notice for group tours so that we notify the appropriate faculty/staff.

After you submit the campus tour online request form, we will email you a confirmation of your visit and a link to our campus map, directions/parking information to the college or if you prefer, we can mail you this information.

**Visit the Campus From Your Home**

We recommend a personal campus tour, but distance may be a factor and you may not be able to visit our campus. Check us out through our DVD to see our campus and the academic programs. You may request a DVD by filling out our online information request form.

**Career Services**

Career Counseling
Career Inventory
Myers Briggs Type Inventory
WorkKeys CRC (Career Readiness Certification)
Bridges, and Career Scope, Career Key Assessments

HCC provides free career planning services through the office of Career Services located in Student Success Services. These services are designed to assist students who are undecided about career plans. The center offers a variety of resources to assist individuals who are at any stage of the career planning process. Career counseling and various assessment tools in both print and computerized formats are used to help individuals explore personal interests, abilities, personalities and work values in evaluating appropriate career choices.

Further information is available with regard to labor market information and job search skills.

Counselors are available both by appointment or walk-ins are encouraged to call the office prior to visiting the office to ensure that a counselor will be available.

**Child Care Services**

Child care services are available on campus to students, employees, and the general public. Call the Regional Center for the Advancement of Children at (828)-565-4187 for information on availability and cost. HCC may be able to help students pay for child care services. Contact the Financial Aid Office for more information.

**Consumer Information**

Prospective and currently enrolled students receive a direct individual notice (via U.S. mail, campus mail or directly to an e-mail address) about the availability of consumer information. The notice is sufficiently detailed to allow students to understand the nature of the disclosures and make an informed decision whether to request the full reports. All of this information is available on the HCC Website www.haywood.edu.

In summary, consumer information is provided in at least one of the following methods:

1. This publication (catalog/handbook, hardcopy and posted online at www.haywood.edu); which serves as a notice of information to potential and current students as each student receives a copy of this publication.
2. Information is sent (either by US Mail, campus mail, or email address) individually to all potential students, currently enrolled students and current employees.
3. Handouts are distributed at student orientation and faculty/staff meetings.
For current students the following information is provided:

Availability of

1. Information on financial assistance available to students enrolled in the school (catalog/handbook hardcopy or our website). (Student Success Services, Student Center)
2. Information on the school (catalog/handbook hardcopy or our website). (Student Success Services, Student Center)
3. Institution’s completion or graduation rate, and if applicable it’s transfer out rate by July 1 of each year is available upon request to Research Office.
4. Information about Student’s Rights under FERPA (catalog/handbook hardcopy or our website). (Student Success Services, Student Center)
5. Annual Campus Security Report (Jeanne Clery Disclosure Campus Security Policy and Campus Crime Statistics) as of October 1 of each year (Campus Security Office). A summary is provided in this catalog/handbook under Campus Security Section.

For potential employees, direct individual notice is provided upon inquiry about the annual campus security report. Current employees receive this information annually per email.

Performance Measures

In response to a special provision of the NC General Assembly, 23 NCAC 2E.0205(b), the State Board of Community Colleges approved, in 1999, twelve performance measures and standards to enhance accountability in North Carolina community colleges. In the 2007 Session, the North Carolina General Assembly approved modifications to the North Carolina Performance Measures as adopted by the State Board of Community Colleges on March 6, 2007. As a result, the number of performance measures was reduced to eight (8). The results for 2008-2009, as shown in the NC Community College System’s 2010 Critical Success Factors are listed here:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Standard</th>
<th>System Average</th>
<th>HCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress of Basic Skills Students</td>
<td>75%</td>
<td>84%</td>
<td>81%</td>
</tr>
<tr>
<td>Passing Rates on Licensure/Certification Exams</td>
<td>80% (aggregate)</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Performance of College Transfer Students</td>
<td>83%</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td>Passing Rates in Developmental courses</td>
<td>75%</td>
<td>80%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Success Rate of Developmental students in college-level courses 80% 87% 85%
Student satisfaction of Completer and non completer 90% 96% 96%
Curriculum Student Retention, graduation & transfer 65% 72% 68%
Business/Industry Satisfaction w/ services provided 90% 94% 93%

Cooperative Education

Cooperative Education at HCC is a structured educational program designed to help students clarify, test and validate career goals through work experience. Its purpose is to successfully place students with employers to encourage professional growth and allow development of job skills directly related to and coordinated with their chosen field of study.

Program Outcomes:

Students perform tasks related to their academic or career goals.
Students gain knowledge and experience from skilled mentors.
Students receive academic credit for their work experience.
Students provide definable benefits to employers.
Students improve employability skills, i.e. in resume writing, job interviews, personal appearance.

Student Outcomes:

Academic: ability to integrate classroom theory with workplace practice, technical knowledge through use of state-of-the-art equipment, clarity about academic goals, academic motivation

Professional: workplace competencies, understanding of workplace culture, responsible work habits, clarity about career goals, professional network, after graduation employment opportunities.

Personal: lifelong learning skills, job readiness, maturity, determination of strengths & weaknesses, earnings to defray college expenses.

Cooperative Education (Co-Op) is available as a technical elective in most curriculum programs offered at HCC. Students will receive academic credit, and often times pay, as well as work experience in their field of study. Students must
have a GPA at HCC of 2.0 or higher and have accomplished at least 9 hours of core credits toward graduation.

Students should meet with the Co-Op Coordinator before registering for a Co-Op course. Students registered for Co-Op courses must attend the Co-Op Orientation at the beginning of each semester, or complete the orientation session online. Students must complete goals and objectives in the Co-Op Handbook with their employer prior to the 10% point of the semester and turn it in to the Co-Op Coordinator or the student will be dropped from the class. Students must complete and turn in the Co-Op Handbook with academic advisor and employer signatures by the last day of instruction in order to receive credit and a grade for the course.

Students may enroll in the following Co-Op Courses as recommended by their academic advisor:

- COE 111 10 contact hours weekly and 1 semester credit hour
- COE 112 20 contact hours weekly and 2 semester credit hours
- COE 113 30 contact hours weekly and 3 semester credit hours
- COE 121 10 contact hours weekly and 1 semester credit hour

The Co-Op program provides an excellent opportunity for students to not only gain valuable experience in their chosen career, but possibly receive a post graduation job offer from their Co-Op employer. Contact the Education and Career Development Specialist or Emma Dechant for more information in the Education and Career Development Office in the Student Center at (828) 627-4500. or edechant@haywood.edu.

**Counseling Services**

**General Counseling:** Confidential counseling services are provided to all students on an on-going basis. Counseling services are available to assist students with academic and personal counseling to support their learning experiences.

These services include study skills and habits, test-taking tips, test anxiety management, stress management, goal setting, time management, and adjusting to college. With student permission, confidential referral services are used to meet personal needs such as alcohol/substance abuse, family violence, and health problems. A counselor is available by appointment and on a drop in basis.

**Disability Services:** Services for students with disabilities are available at Haywood Community College through the Counseling Office. The college complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate that no student shall be denied the benefits of an education “solely by reason of a disability.” Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, and hearing, sight or mobility impairments.

Services for qualified students are designed to provide support for and access to the same educational experience available to other students. Students with disabilities are expected to meet the same academic standards as other students. The disability support counselor offers numerous services to assist students in reaching their academic goals.

Assistance may include counseling, tutorial services, assistive technology, interpreters, extended time for testing and testing in a separate setting.

Disclosure of a disability must be initiated by the student, as noted on all HCC course syllabi. At the college level, it is also the student’s responsibility to contact the counselor and provide required documentation. Recent professional medical/psychological documentation from a qualified professional specifying the disability and recommended accommodations is required. It is the student’s responsibility to contact the counselor prior to each semester to discuss/review required accommodations. Students are responsible for submitting the Accommodations Request Form and discussing his/her accommodations with each of his/her instructors.

Most accommodations require a minimum of two weeks notice to implement. Some can take longer, therefore students should contact the counselor as soon as possible.

All information is kept strictly confidential with the exceptions required by law which include disclosure of current child abuse/neglect or a resolute decision to commit suicide or harm others.

**Developmental Education**

**Mission Statement:** Developmental Education provides academic instruction, support, and resources -- in biology, chemistry, English, math, and reading-- to prepare students for success in college-level curriculum courses.

**Developmental Education:** Developmental Education is a multi-faceted academic support system for students; the intent is to generate student success in key academic arenas and to prepare students for future success in college-level courses. The program works to achieve student success through four approaches. 1) In developmental-level courses in English, math, reading, biology, and chemistry, students garner the basic skills they need to begin curriculum courses at Haywood Community College. At the time of application, students take a placement test (Accuplacer) to determine if developmental courses are required before enrollment in college-level biology, chemistry, English, and math. (See Admissions Procedure for Curriculum Credit Programs for more details.) As determined by the student’s scores, each student is placed in the appropriate course or courses. 2) In addition to course offerings, Developmental Education provides academic support through laboratory offerings in grammar, writing, math, and science. These labs, in conjunction with the Teaching and Learning Center (TLC), are staffed by students and on a volunteer basis by faculty and provide assistance for students with academic need. 3) Besides courses and labs, Developmental Education also provides resources for both students and faculty.
Supplemental resource materials are available for students in the Teaching and Learning Center and on the college website. Resource materials are also available for faculty in the on-site Developmental Education library, a collection of books and other resources, as well as online through the Developmental Education website. 4) The fourth approach to achieving student success is providing additional instruction to students and professional development for faculty. For students, Developmental Education (cooperatively with the TLC) provides workshops in grammar, math, and study skills to increase student potential for success. For faculty, workshops on teaching methods provide additional resources to take back to the classroom.

Haywood Community College provides the following developmental courses (see Course Descriptions for further details on these courses.):

- BIO 094 Concepts of Human Biology
- CHM 090 Chemistry Concepts
- ENG 080 Writing Foundations
- ENG 090 Composition Strategies
- RED 090 Improved College Reading
- MAT 060 Essential Mathematics
- MAT 070 Introductory Algebra
- MAT 080 Intermediate Algebra

**Distance Learning**

Haywood Community College strives to offer educational opportunities to students who require flexible schedules. HCC offers a variety of certificate, diploma and degree programs through distance learning (DL). Distance learning allows students who cannot come to campus regularly to complete their courses through online delivery. The HCC distance learning program provides students with structured access to, and interaction with faculty members via telecommunications which allows students to set their own schedule and work independently. Students acquire information through viewing, listening, reading, thinking, writing activities and interacting with other distance students. Students demonstrate synthesis and application by completing a variety of assignments and projects.

HCC also offers courses that are taught primarily online but that require some time on campus--usually to complete lab work. These courses are referred to as hybrid courses. Additionally, some courses are offered through video cassette or television (telecourses) and some courses are offered through teleconferencing using the Video Conference Room (room 221). Students register for DL courses and receive the same course credit for DL courses as traditional courses.

The Distance Learning Office provides students and faculty with technical assistance for online, hybrid courses, and teleconferencing. The DL Office seeks to ensure high quality distance courses by providing Help Desk services to students, by continually assessing the quality of distance courses, and by providing distance learning training and related services to faculty. Students should contact the DL Office for support in the use of Moodle. Questions pertaining to a specific course should be addressed to the course instructor, but students may also contact the DL Office if they are unable to reach an online instructor or have other questions.

**Access to Online Services for Distance Learners and Other Students**

Haywood Community College online services for distance learning students or other students who cannot meet face to face are provided through the HCC Web site: www.haywood.edu. This Web site is referenced under each section of the academic and student support services listed in the catalog:

**“Online Services: www.haywood.edu.”**

The following options are provided under current and potential students link from the home page of HCC’s Web site listed above. In addition, once a student is admitted, they have access to HCC’s Haywired portal (link from the HCC Web site Home Page), providing access to information online, such as grades, schedules, unofficial transcripts, etc. A step by step process on how to access services online is provided on each of the Web sites listed below. All services are offered online:

**Academic Advisement**
www.haywood.edu/academic_advising

**Academic Counseling**
www.haywood.edu/academic_counseling

**Career Services**
www.haywood.edu/about/career_services

**Cooperative Education**
www.haywood.edu/cooperative_education

**Counseling (Personal, Special Needs)**
www.haywood.edu/counseling_and_disability_services

**Developmental Education**
www.haywood.edu/about/developmental_education

**Distance Learning**
www.haywood.edu/for/distance_learning
www.haywood.edu/about/distance_learning_enrollment

**Education and Career Development**
www.haywood.edu/education_and_career_development

**Enrollment Management/Admissions/Registration/Records**
www.haywood.edu/about/enrollment_management

**Financial Aid**
www.haywood.edu/about/financial_aid

**Job Placement**
www.haywood.edu/about/job-placement

**Programs of Study**
www.haywood.edu/programs_of_study

**Teaching and Learning Center/Tutoring**
www.haywood.edu/teaching_and_learning_center

**Testing: Placement Testing; Certification Testing**
www.haywood.edu/about/testing
Education and Career
Development Office
Counselors can advise students on any of the following services:
- Academic Counseling for enrollment into curriculum, continuing education, or adult education programs
- Career Counseling
- Counseling (general, personal, and special needs/ADA)
- Cooperative Education
- Job Placement
- Residency Counseling
- Student Activities
- Student Government Association
- Testing (placement testing, certification testing, and WorkKeys)

Enrollment Overview
*Online registration is available for continuing students by logging into Haywired.*

Haywood Community College operates under the open door policy established by the North Carolina Community College System. Haywood Community College is committed to the equality of educational opportunities and does not discriminate against applicants based on race, color, national origin, religion, sex, age, disability, affiliation or belief. Any person who is at least 18 years of age and a high school graduate or the equivalent, may be accepted by the College. The College reserves the right to refuse admission to any applicant during any period of time that a student is suspended or expelled from another college or educational entity due to non-academic disciplinary reasons.

High school students may also enroll in selected courses in accordance with the policies and procedures adopted by the State of North Carolina General Assembly, the State Board of Community Colleges, and the State Board of Education:
- (a) students in grades 9 – 12 through Concurrent Enrollment (Huskin’s Bill),
- (b) students age 16 years or older through Dual Enrollment,
- (c) students in grades 9 – 13 through Haywood Early College,
- (d) intellectually gifted and mature students under 16 years of age.

By applying for admission, applicants agree to observe all rules and regulations, policies and procedures of Haywood Community College and the HCC Student Code of Conduct. All documentation submitted by applicants must be accurate to the best of their knowledge. Inaccurate and/or misleading information may be grounds for denial of admission/enrollment or dismissal.

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

The Director of Enrollment Management administers all admissions requirements and enforces all college admission policies, and procedures.

Enrollment Procedure for Continuing Education (Non-credit) Programs
- Complete a Continuing Education Enrollment Form available in Student Success Services in the Student Center.
- Submit the form to Enrollment Management staff to complete the registration process.
- Pay tuition, institutional fees, and purchase books in the Student Center.

Enrollment Procedure for Curriculum Credit Programs
Diploma and Associate Degree Programs (Degree-seeking Curriculum Students)
- Submit a completed application for enrollment form, written or on-line to the Enrollment Management Office. The on-line application for enrollment is available at www.haywood.edu.
- Send an official high school transcript or official GED scores from a regionally accredited institution to the Enrollment Management Office (by mail or electronic transfer for current NC high school students). These transcripts must include the date the diploma was awarded, the type of diploma, and have the official seal of the school. It must be mailed or electronically transferred from the issuing school or agency. Current applicants who are high school seniors should submit a transcript showing work through the end of the first semester of the senior year. A final official transcript must then be submitted upon high school graduation and before enrollment to be fully accepted. If the original copy is written in a language other than English, then a certified copy of an English translation and evaluation is required. The College does not provide translation services for these applicants; therefore, applicants may contact the World Education Services (International Academic Credential Evaluation) website at www.wes.org for information.
- Complete the Haywood Community College placement test (Accuplacer) to determine if developmental courses are required before enrollment into college level math or English. The Accuplacer Test is administered by the College and is a Computerized Placement Test (CPT). (See Testing section for more details). If you place into developmental English or math, these courses should be completed during the first two semesters of enrollment if at all possible. If a student places below the “cut score”
on a placement test in reading, he/she must complete training in the College’s Basic Skills Program before entering a diploma or an associate degree program.

**OR** Placement testing requirements may be waived in ONE of the following ways:

- Test scores may be transferred from other accredited colleges: Accuplacer, Compass and Asset (See Testing section for more details),
- Reflect scores of 500 or higher on each section (Critical Reading and Math) of the SAT,
- Reflect a composite score of 21 or higher on the ACT,
- Submit official transcripts reflecting successful completion of college-level English or mathematics/algebra credits with a grade of “C” or better on each.

**Additional Enrollment Requirements:**
- A pre-requisite placement test is required before enrollment in BIO 163, BIO 168, and CHM 151.
- A departmental interview is required for the following programs: Cosmetology, Therapeutic Massage, and Professional Crafts-Clay, Fiber, Jewelry, and Wood.
- Additional admission requirements for Nursing applicants are listed in the Academic Program of Study.

**Transfer Credit:** Students seeking transfer credit must complete Haywood Community College’s general admissions requirements, and submit official transcripts to the Enrollment Management Office. Post-secondary institutions must be regionally accredited and transcript(s) must bear the official seal of the institution. Academic department chairs must approve all courses transferred and send approval to the Director of Enrollment Management prior to the end of the first semester of enrollment.

**Change of Major (Program of Study):** Currently enrolled students desiring to change their major should first contact their faculty advisor. Formal change must be cleared through the Director of Enrollment Management by completing a Change of Curriculum Application. In addition, veterans must also be approved for change through the Veteran’s Office in Student Success Services and/or the Veteran’s Administration. A new academic advisor will be assigned for the new major.

**Enrollment Procedure for Certificate Programs:** Submit a completed Application for Enrollment form, written or on-line to the Enrollment Management Office. The on-line application for enrollment is available at www.haywood.edu.

Students who change from certificate programs to diploma or associate degree programs must complete the additional requirements for admission to those programs (listed under admission requirements for diploma and associate degree programs). A departmental interview is required for the following certificate programs: Esthetics Technology and Manicuring/Nail Technology.

**Enrollment as a Non-Degree Seeking Curriculum Student**

- Submit a completed Application for Enrollment form, written or on-line to the Enrollment Management Office. The on-line application for enrollment is available at www.haywood.edu.
- Placement testing or a waiver is required before enrolling in English or math courses.
- Prerequisites must be met before enrolling in those courses requiring pre-requisites.
- If transfer credits or placement scores will be used to waive the HCC placement test or a pre-requisite, official transcripts from a regionally accredited institution must be received before registering for the course (our operating system will block registration).

Non-degree seeking students are those students who enroll in one or more courses but do not desire to graduate from one of the established curricula. The student may register for any course which is open to all students and does not require a prerequisite. However, if you plan to register for a course that requires a prerequisite course, you must submit an official transcript from a regionally accredited institution showing completion of this requirement with a grade of “C” or better prior to registering. An applicant who plans to enroll in mathematics and/or English courses must satisfactorily complete the College placement test requirement as for degree or diploma programs. Please check our current catalog to review the prerequisite(s). Students may not register for courses in a program that has a waiting list or restricted admission (such as nursing).

Non-degree seeking students are not eligible for financial aid or veterans benefits nor are they permitted to earn any degree, diploma, or certificate awarded by the college. Students seeking to change to a degree-seeking status must complete a Change of Curriculum form for enrollment and follow the admission procedure for the diploma, associate degree, or certificate.

**Enrollment of High School Students (non-degree seeking)**

The College provides opportunities for high school students to get a head start with their college education by enrolling in courses through the following programs: Haywood Early College, Intellectually Gifted and Mature Program, or the Advanced College Track Programs (Dual Enrollment, Concurrent Enrollment, and Tech Prep). Enrollment in identified courses are available to students enrolled in public and private schools (including home schools) through articulation agreements between the school system and HCC, and approved by the North Carolina Community College System Office. Students may secure additional information about enrolling in these programs at the College web-site: www.haywood.edu. Students must submit a completed Application for Enrollment form, hardcopy or on-line, to the Enrollment Management Office. The on-line application for enrollment is available at www.haywood.edu.
• **Concurrent Enrollment Program (Huskin’s Bill Courses):** Haywood Community College offers high school students college enrollment opportunities under the concurrent enrollment program (legislated by the Huskin’s Bill and stated in NC Community College System (NCCCS) Administrative Code 23 NCAC 2C.0305). High school students attending public or non-public high schools may enroll in approved courses through articulation agreements between the school systems and HCC and approved by the North Carolina Community College System. HCC offers college level courses at the high schools in Haywood County and on-campus courses through the Concurrent Enrollment Program. These courses are open only to high school students, unless the course is on campus and is identified as “open” to all students. Those students who make a grade of “D” or higher on these courses will receive college credit at HCC. Students must make a grade of “C” or higher to transfer the course to another higher education institution.

  - Students must complete an HCC admissions/registration combined form.
  - Students are eligible to enroll as early as the ninth grade.
  - Selection of students is made by the Haywood County Public Schools or other secondary education institution.
  - Students may not enroll in any traditional course with the following prefix: ACA, ANT, ARA, ART, ASL, CHI, COM, DAN, DRA, ECO, ENG, FRE, GEO, GER, HIS, HUM, ITA, JPN, LAT, MUS, PED, PHI, POL, POR, PSY, REL, RUS, SOC and SPA.
  - Students may advanced technical and vocational courses not available in the LEA.-
  - Students may not enroll in developmental courses (course numbered below 100, indicating pre-college level).
  - Students must obtain a student ID in the bookstore if taking courses on the HCC campus.
  - The cost for tuition and fees is waived for students concurrently enrolled per the NC General Statutes and NCCCS Administrative Code. Textbooks are furnished by the secondary school system.

• **Dual Enrollment Program:** High school students are permitted to enroll in college level courses for enrichment and college credit through the dual enrollment program at HCC as legislated by the NC General Assembly and as stated in the NCCCS Administrative Code 23 NCAC 2C.0305. To be enrolled as a dual enrollment student, the following provisions must be met:
  - Submit an HCC application for enrollment, with the parent or legal guardian’s signature if the student is under the age of 18 years old.
  - The student must successfully complete any prerequisite requirements for course(s) as required before enrolling in courses.
  - Students may not enroll in any traditional course with the following prefix: ACA, ANT, ARA, ART, ASL, CHI, COM, DAN, DRA, ECO, ENG, FRE, GEO, GER, HIS, HUM, ITA, JPN, LAT, MUS, PED, PHI, POL, POR, PSY, REL, RUS, SOC and SPA.
  - Students may not enroll in developmental courses (course numbered below 100, indicating pre-college level).
  - Tuition is waived for dual enrollment students; however, students must purchase their own textbooks and supplies.
  - Students must obtain a student ID in the bookstore.

**Financial Assistance Information:** Included in this catalog/handbook or contact Financial Aid Office located in Student Center

**Graduation Rate and Transfer Out Rate:** Upon request to the Research Office (Frazell Administration Building 100), students may receive information regarding the graduation rate of students for the college or by student major. These data are part of the North Carolina Community College Critical Success Factors produced annually for each college.

**Student Right to Know (FERPA):** The Student Right-To-Know Act of 1990 requires HCC to produce and make readily available, upon request, to enrolled and prospective students the graduation rate or persistence rates of selected groups of students. Information may be obtained in the Enrollment Management Office, Student Center upper level or online at www.ed.gov/policy/gen/guid/fpco/ferpa/students.html. The telephone number is 627-4507.

See page 56 of catalog/handbook on Students Rights and Responsibilities.

**Haywood Early College High School:** Haywood Early College High School is an autonomous public high school
located on the campus of HCC. Haywood Early College High School enrolls students in grades 9 through 13 as non-degree seeking students according to GS 115C-238.50 (e): Cooperative innovative high school programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a college or university; and NCCCS Administrative Code for enrolling students through cooperative high school programs (Huskin’s Bill and Dual Enrollment as stated previously). Ninth and tenth grade students take college courses in a similar format as concurrent enrollment (Huskin’s Bill courses) and eleventh, twelfth, thirteenth grade students take courses through a similar format as dual enrollment. Haywood Early College High School students are eligible to take additional courses through waivers/exemptions approved by HCC, HCC Board of Trustees, Haywood County Schools, Haywood County Board of Education, the NC State Board of Education and the North Carolina Community College System Office.

• Applications are available through Haywood County Schools Central Office and Haywood Early College High School Principal/Dean’s Office.
• Selection of students is made by the Haywood County Public Schools according to the guidelines and criteria of the Early College High School Grant and the Governor’s Learn and Earn Program/New Schools Project.

• Home Schooled Students: Home-schooled students are considered for enrollment on the same basis as North Carolina public school students. Documentation must also be provided to show that the home school is registered with the appropriate state agency. An official transcript from the home school must include the following criteria:
  • Name of the home school and address
  • Name of the principal
  • Name of the student
  • Student’s social security number (optional) and birth date
  • Curriculum and courses taken each year with grades and a grade point average
  • Cumulative grade point average for total progress
  • Diploma awarded with graduation date
  • Notarized seal and official signature

• Intellectually Gifted and Mature Program: Intellectually gifted and mature students may enroll at HCC, according to NC General Statute 115D-1.1 adopted during the 2001 session of the North Carolina General Assembly and reinstated in the 2005 session. GS 115D-1.1 states:
  (a) Notwithstanding, a student under the age of 16 may enroll in a community college if the following conditions are met

  (1) The president of the community college or the president’s designee finds, based on criteria established by the State Board of Community Colleges, that the student is intellectually gifted and that the student has the maturity to justify admission to the community college, and

  (2) One of the following persons approves the student’s enrolled in a community college:
  a. The local board of education, or the board’s designee, for the local school administrative unit in which the student is domiciled or is enrolled.
  b. The administrator, or the administrator’s designee, of the nonpublic school in which the student is enrolled.
  c. The person who provides the academic instruction in the home school in which the student is enrolled.
  d. The designee of the board of directors of the charter school in which the student is enrolled.
  e. The administrator of the college or university where the student is enrolled.

(b) The State Board of Community Colleges, in consultation with the Department of Public Instruction, shall adopt rules to implement this section. Please see the Enrollment Management Office for a list of approved tests and documentation requirements.

• Learn and Earn Online: High school students are permitted to enroll in college level courses for enrichment and college credit through the learn and earn program at HCC as legislated by the NC General Assembly and as stated in the NCCCS Administrative Code 23 NCAC 2C.0305. To be enrolled in the learn and earn program, the student must be enrolled in one or more courses in which the instruction delivery is totally online. To be enrolled as a learn and earn student, the following provisions must be met:
  • Submit an HCC application for enrollment, with the parent or legal guardian’s signature if the student is under the age of 18 years old.
  • Course delivery must be completely online to qualify as a learn and earn course.
  • The student must complete a dual enrollment form that must be signed by the high school principal and the college’s designee. The dual enrollment form is available in the Enrollment Management Office or on-line at www.haywood.edu.
  • In order to ensure that information can flow as needed between the student’s high school, parents or legal guardians, and the appropriate College personnel, it is necessary for the student to obtain the signatures required on the dual enrollment form.
  • Before enrolling in a college level math or English course, a student must meet ONE of the following requirements:
    • Complete the arithmetic and algebra sections of the placement test (Accuplacer) with acceptable scores or
    • Provide official SAT scores of 500 or higher on the appropriate section-reading and/or mathematics
section or
• Provide official ACT composite score of 21 or higher.
• Students must successfully complete any prerequisite requirements for course(s) as required before enrolling in courses.
• Students may not enroll in developmental courses (course numbered below 100, indicating pre-college level).
• Tuition is waived for learn and earn students; textbooks are purchased by the secondary school system.
• Students must obtain a student ID in the bookstore.

• Tech Prep High School Transfer Credit: The College Tech Prep Program is a high school course of study that is designed to provide students, ninth grade through twelfth grade, with a more technically oriented educational background leading from high school graduation to a certificate, diploma, associate degree at a technical or community college.

Haywood Community College has agreed to award course credit to state-wide high school graduates for successful completion of designated and approved courses at the high schools through formal articulation agreement with NC State Board of Education, and the NC State Board of Community Colleges.

Students must score a designated minimum score (per the articulation agreement) on the high school standardized VoCATS assessment and receive a grade of “B” or better in the high school course. In order to receive articulated credit, students must enroll at the community college within two years of their high school graduation date. To receive credit for tech prep courses, students must submit a high school transcript or other official documentation with the tech prep courses identified the VoCATS score, and the grade for the course.

Provisional Admission: An applicant may be provisionally accepted into the college and permitted to register prior to completion of all admissions requirements. Students who are admitted on a provisional basis must complete all admission requirements within the first semester of attendance. Students who receive provisional acceptance do not qualify for veteran’s benefits or financial aid.

Re-enrollment of Curriculum Students
Returning students who are eligible for readmission and who have not been enrolled at HCC within the last 12 months must submit a new Application for Enrollment form and update residency classification if needed prior to registration. You may obtain the Application for Enrollment form from Student Success Services in the Student Center or on-line at www.haywood.edu. The student is required to meet the curriculum requirements in effect at the time of readmission.

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

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

Residency: Enrollment of Out-of-State Students
Residency status of all applicants must be determined for the purpose of tuition assessment. Out-of-state students are admitted under the same admissions requirements as residents of North Carolina, but are required to pay out-of-state tuition except for courses classified as self-supporting curriculum courses (offered in the summer) or continuing education courses. Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina; thereby being eligible for in-state tuition. Copies of this law are available for review in the Enrollment Management Office and may be examined upon request.

When a North Carolina employer (other than armed services) pays tuition for an employee to attend a community college and when the employee works at a North Carolina business location, the employer shall be charged the in-state tuition rate. Applicants are responsible for submission of necessary residence forms and supporting documentation from employers as required by North Carolina General Statutes. Forms are available in the Enrollment Management Office.

The NC General Statute 116-143.1 requires that, “To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his/her classification as a resident.” NC General Statue 116-143.1 also sets forth statutory definitions, rules, and special provisions for determining residency status for tuition purposes.

To be eligible for classification as a North Carolina resident for tuition purposes, a person must establish that his/her presence in the state currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence for purposes of enrollment in an institution of higher education.

Under NC General Statutes, an alien admitted to the United States for permanent residence or possessing a permanent resident status is subject to the same consideration as a citizen. A person holding a student visa cannot be classified as a resident for tuition purposes.

Regulations concerning classification for tuition purposes are set forth in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student
Residence Classification for Tuition Purposes. A copy of this manual is available for review in the Enrollment Management Office.

The Director of Enrollment Management will review the application, make a determination as to the individual’s residency/non residency status, and then will advise the individual in writing of the decision.

• Residency Ruling Appeal Procedure: In the event an individual disagrees with the Enrollment Management’s ruling on residency status, the ruling may be appealed to the College Residency Committee, which has been established by the college. The appeal must be made in writing within ten days to the Executive Director of Student Success Services.

• Enrollment of International Students: Currently, Haywood Community College does not issue the I-20 necessary for international students with F-1 Visas. If demand increases, approval for enrollment of international students with F-1 Visas could be re-instated. Other visas for short term enrollment may be considered on an individual basis. Information and/or questions should be directed to the Director of Enrollment Management.

• Enrollment of Undocumented Students: An undocumented immigrant may apply and enroll in curriculum courses at Haywood Community College if he/she has attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law. An undocumented immigrant shall not be considered a North Carolina resident for tuition purposes. All undocumented immigrants admitted under this rule must be charged out of state tuition whether or not they reside in North Carolina. Students lawfully present in the United States shall have priority over an undocumented immigrant in any class or program of study when capacity limitations exist. Refer to the NC Administrative Code 23 NCAC 02C.0301.

An undocumented immigrant should take into account that federal law prohibits states from granting professional licenses to undocumented immigrants. (i.e. Cosmetic Arts programs, Nursing, etc.)

An undocumented immigrant may take college level courses as part of Huskins agreements as a qualifying high school student, or Adult and Continuing Education programs such as Basic Skills, GED, Adult High School or Occupational Extension classes. (Per CC08-114 Numbered Memo from NC Community College System Office.)

Transcripts
If transcripts cannot be obtained due to extenuating circumstances (loss by fire, school no longer exists, etc.) then documentation of all efforts made by the student and a letter of explanation regarding the circumstances must be submitted to the Director of Enrollment Management. Faxed copies of transcripts are not considered to be the official transcripts.

Registration and Withdrawal

Registration: All students are required to officially register during the dates designated as such by the Academic Calendar. All current students should set up an appointment with their advisor to register during the mid-semester advisement/registration period. No course credit may be granted or attendance to class permitted for any course in which the student is not properly registered. Registration procedures are as follows:

Degree-seeking students (certificate, diploma, associate degree)
• Contact the Enrollment Management Office to complete admissions requirements.
• Meet with a faculty advisor to select courses.
• Submit schedule of classes for computer entry.
• Pay fees with the Business Office. (online payment option available)
• Purchase required books at the campus bookstore.
• Acquire a student ID and, if needed, a parking sticker at the campus bookstore.
• Online registration is available for continuing students following advisement session by logging into Haywired.

Non-degree seeking students & Continuing Education students
• Go to the “One Stop Shop” in Student Success Services in the Student Center and complete the procedure for enrollment.

All students must be officially registered by the date stated in the Academic Calendar. Exceptions to this policy will be considered only when the student provides documentation of emergency circumstances (such as written doctor’s order, etc.) to the instructor of the course, then to the department chair and final approval from the Vice President of Academic and Workforce Development or Executive Director of Continuing Education. In all cases, the college reserves the right to refuse registration to any student beyond the published registration dates. In addition, the college may withhold the privilege of registering for the following reasons: unpaid fees, overdue loans, overdue library books, or incomplete admissions records.

The most important day of the semester is the first day and the most important week is the first week. Critical information is covered during this time and should not be missed. Student Attendance is recorded from the first day of class. Late registration (occurring after classes have already begun) does not excuse a student from attendance or work in their course(s).

Students not attending class prior to the 10% point of the class will be reported as a “No Show” therefore forfeiting their registration and tuition for the course. (No refund after the 10% point). Financial aid will be canceled.
Adding and Dropping Courses: Students may drop or add courses during published dates set forth in the Academic Calendar as published in this catalog. Students must, however, confer with their faculty advisor before making any changes. During the Drop/Add period, previously registered students needing to change courses due to lack of prerequisite or other advising issue will be excused from prior absence in the new course.

During the Drop/Add Period: Courses can be added only during the Drop/Add period set forth in the Academic Calendar. Courses that are officially dropped through the refund period will not be shown on the academic transcript. Students must go to the Enrollment Management Office to complete the necessary forms.

After the Drop/Add Period: It is the responsibility of the student to withdraw from a course(s) if he/she cannot meet the requirements of the course. Students who stop attending class without officially withdrawing risk receiving a punitive grade for the course (“WF”).

Students who find it necessary to drop a course(s) after the drop/add period must go to the Enrollment Management Office to obtain a Registration Change Notice. Students must obtain the instructor’s signature and the last date of attendance in the course. If a course is dropped on or before the “Last day to withdraw from a course without a grade penalty if work is not of a passing grade” then a “W” is recorded (see Academic Calendar in this catalog). If a course is dropped after that date then a “WF” is recorded. (see Attendance, pg. 17)

Students who drop courses during the last 18 calendar days of the semester yet remain in one or more courses during this time period will receive a grade of “WF” in the courses dropped, (computed in GPA).

Students who completely withdraw from the college at any time during the semester may be given a grade of “W” on all courses. Quality points will not be computed nor credit given. If an emergency prevents a student from completing the withdrawal process before leaving the campus, the student should call, write, or arrange for a friend or relative to contact the Student Success Services Office.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “WF” for the course. A student who registers for a course as audit work, but withdraws, will be assigned a grade of “W” for the course.

Students who stop attending courses may not be given a grade of “F.” They must be given a grade of “WF.” Students are given an “F” if they attended the entire semester but failed to complete academic work with a passing grade.

Withdrawal from the College: Students who find it necessary to withdraw from the College (drop all courses) must do so in writing. Students should first consult with their faculty advisor and/or a Student Success Services counselor before obtaining the Registration Change Notice form. To complete the official withdrawal process, students must obtain the required signatures and return the Registration Change Notice form to the Enrollment Management Office.

General Registration Information

Auditing Courses: Students who seek to audit courses must have approval of the course faculty member and his or her division chair. Audit students do not receive credit but must adhere to attendance regulations. A course taken as audit cannot be changed to a course taken for credit, nor can a course taken for credit be changed to audit after the drop/add period. Courses that are audited cannot be used toward certificate, diploma, or degree requirements. Students enrolled for credit will have priority over audit students for registration in a course. Students who register for a course as audit, but then withdraw, are assigned a grade of “W” for the course. The tuition and fees for audit courses are the same as those taken for credit. Note: Financial Aid/Veterans’ Educational Benefits do not pay for audited courses.

Change of Major: Students desiring to change their major from one curriculum to another should first contact their faculty advisor. Formal change will be made through the Director of Enrollment Management by completing a Change of Curriculum Application. In addition, veterans must also be approved for change through the Veteran’s Office in Student Success Services and/or the VA. A new academic advisor will be assigned for the new major.

Change of Name or Address: Students must complete a Data Change Form if there is an address change or a name change while currently enrolled at the college. This form can be obtained from the Enrollment Management Office or on-line (go to www.haywood.edu, select “Prospective and Current Students,” and then select “Enrollment Management.” Select “Change of Name/Address”). Completed forms must be submitted to the Enrollment Management Office. Please note that a name change will require additional documentation be supplied to the Enrollment Management Office.

Classification of Students: Students who have successfully completed less than 30 semester hours of work are considered freshmen and all others are considered sophomores in classification.

CLEP, Advanced Placement, and Armed Forces Training: The College will accept or transfer appropriate credits earned through credit by examination, advanced placement, CLEP, armed forces service schools, and college-level...
courses completed prior to graduation from high school. The chairperson of the department in which the courses are taught determines applicable credit.

The College gives credit for courses in which College Entrance Examination Board Advanced Placement Examinations have been given and in which appropriate levels of competence have been demonstrated. If a student has taken Advanced Placement courses in high school and the respective examination and receives a grade of three (3) or higher on the exam, he/she can receive college credit. The results of the Advanced Placement Examination should be sent to the Enrollment Management Office by the Advanced Placement Program. For example, a score of at least 3 on the biology AP exam would entitle the student to receive 4 semester hours credit for BIO 111 (General Biology I).

**Course Repetition:** Students failing prerequisite courses must repeat and pass the prerequisite prior to undertaking the next course in the sequence. Students may attempt to complete a course three times. Permission from the Vice President of Academic and Workforce Development is required if the student desires to register for the course again. Students must pass all required courses in their curriculum prior to graduation.

When a course is repeated, the last grade is recorded as the final grade for the course, and only the last hours attempted are counted in determining the student’s grade point average; however, the previous grade is retained as part of the permanent record. Upon completion of the repeated course, the student must notify the Director of Enrollment Management.

Students receiving veteran educational benefits cannot repeat and be paid for classes previously passed with an A, B, C, or D.

**Credit by Examination:** A student may petition the course instructor by written application to their advisor for permission to seek course credit by examination. A maximum of 18 credit hours may be earned through proficiency examination. To obtain permission to take a credit by examination test, students should follow these steps:

1. Register for the course and pay the appropriate tuition and fees.
2. Attend class regularly and participate fully throughout the drop/add period. This time should be used by both the student and the instructor to assess the student’s chance of success in challenging the course. The student should make the instructor aware on the first day of class that he/she is contemplating taking the proficiency test.
3. Within one week following the drop/add period, the student must petition in writing to his/her advisor the request to take the exam. Approval must be granted from the advisor, course instructor and the department chairperson. During this time the student should remain in class.
4. The department chairperson will arrange a time for the test to be given no later than two weeks after receiving the student’s request.
5. If the test is successfully challenged, a grade of “CE” is assigned and the student will no longer be required to attend class. If the test is not successfully challenged, the student must continue with the course for the entire semester.

Note: In the event that the student desires to challenge a course not being taught during that particular semester, the student may petition in writing the department chairperson for permission to take a proficiency examination.

Students receiving any type of financial aid should confer with the Financial Aid office before attempting a credit by examination. Students receiving veteran’s educational benefits are not eligible to use credit by examination as hours counted toward total credit hours.

**Incomplete Grades:** At the discretion of the faculty member, a student may be given an incomplete grade for work not completed if the incomplete work is unavoidable and not caused by the student’s negligence. If a student receives an incomplete in a course, the student should not register for the course again the following term in order to complete the requirements. However, an incomplete that is not removed the following semester will automatically be changed to an “F”. Extensions beyond one semester require the written permission of the course faculty member, consent of the department chairperson, and the approval of the Vice President of Academic and Workforce Development. This written permission must be submitted to the Director of Enrollment Management before the end of the semester following the receipt of the incomplete grade.

It is the responsibility of the student to contact the faculty member to make arrangements for the removal or extension of the incomplete grade. An incomplete grade computes neither hours nor quality points toward the student’s grade point average or course requirements for graduation.

**Identification Cards:** Student ID’s are required for all students enrolling in credit courses/programs and in Basic Skills programs and must display them at all times per HCC procedure as part of campus security. Student ID’s are required to purchase books, return books for buy-back at the end of the semester, attend student government activities, and for other events and functions of the College. Student ID’s may be obtained at the College Bookstore. The first student ID is free; replacements cost $6.00. Student ID’s must be updated yearly at the bookstore.

**Transfer of Credit & Transcript Evaluation:** Applicants
to degree, diploma, or certificate programs who want credit for course work completed at other postsecondary institutions are responsible for having an official transcript from each institution mailed directly to the Enrollment Management Office. Courses with a grade of “C” or higher may be accepted if they are applicable to the program selected at Haywood Community College and were earned at an accredited college, university, community college, or technical institute. Any course with a grade of less than a “C” is not transferable.

Credit transferred to Haywood Community College from another institution will be recognized as hours toward the appropriate degree, diploma, or certificate but will not be calculated toward the cumulative grade point average (GPA) for that program. Every attempt will be made to evaluate transcripts for transfer credit prior to registration. Evaluation will be completed no later than the end of the first semester of enrollment following acceptance into the program of study.

Time limits may restrict the transfer of some courses into the college if, in the opinion of the department chairperson, the course content has changed to the point that the older courses did not furnish the student the knowledge required for current subsequent courses.

Department chairs are responsible for determining applicable transfer credit within the major. These transfer credits will be documented through a transfer credit form. Transcript evaluation will be completed by the appropriate academic department chair by the end of the first semester of enrollment.

Transfer credit from other regionally accredited postsecondary institutions pertaining to related and general education coursework will be evaluated and determined by the Arts and General Education Department Chair.

Transcripts and Records
Student Official Academic Record (Transcripts): An official transcript of all the student’s courses, credits, and grades earned is kept in the Enrollment Management Office. Students should maintain records of their courses, credits, and grades each term, and check from time to time to see that their records agree with those of the Director of Enrollment Management. Students must submit a written request for a transcript. The student’s signature is required to release a transcript. Transcripts may be requested in person, by mail or by fax. The fax number is 828-627-4513. A transcript request form is located online at www.haywood.edu. Please include your name at the time of enrollment, the year(s) you were enrolled, your social security number or student ID, the name and address of where you want the transcript sent and you must sign your request.

Transcripts will not be released if fines are outstanding. Transcripts will be released once the payment transaction has cleared the financial agent. Transcripts cannot be released by e-mail, phone, or Internet request. A photo ID is required when picking up official transcripts.

Unofficial transcripts are available online at www.haywood.edu. Then, click on Haywired.

Student Right-To-Know: The Student Right-To-Know Act of 1990 (20 USC § 1092g), as amended, requires the College to make available to enrolled and prospective students, information on completion and graduation rates of all full-time degree-seeking students. This information is available for review in the Enrollment Management Office, located in Student Success Services.

Students’ Rights in Regard to Official Academic Records: Haywood Community College, in accordance with existing State and Federal laws, reaffirms the rights of students to access their official records; the rights of a hearing if a student challenges the contents of official records; and proper restrictions on release of personally identifiable data without student consent. Directory information is defined as a student’s name, address, telephone number, date of birth, major field of study, date of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Students who do not wish any or all of the above directory information released to outside agencies must notify the Director of Enrollment Management in writing within 10 days after their initial registration. No records, other than directory information, shall be available to unauthorized persons within the college or to any unauthorized persons or groups outside the college without the written consent of the student involved, except under legal compulsion.

For additional information and clarification, students should discuss the Family Education Rights and Privacy Act with a member of Student Success Services.

The following persons or groups may have access without student consent:

1. Parents of dependent students, with required documentation.
2. School faculty and other school officials with legitimate educational interests.
3. Authorized representatives of federal or state government.
4. Authorized organizations conducting studies relating to testing, financial aid, or instruction.
5. Accrediting organizations.
6. In emergencies, appropriate persons if necessary to protect health or safety of the student or others.

Students may request permission to review their record(s) in the Student Success Services Office. Students questioning the
content of their record(s) shall first review the record(s) with the Director of Enrollment Management or the Executive Director of Student Success Services. Upon written request by the student, a committee appointed by the President shall review all unresolved questions. The final review shall rest with the President of the college. The college reserves the right to require appointments for examination of records should the need exist.

Transcripts from Other Institutions: Transcripts and other documents from other institutions are the property of Haywood Community College, and, as such are under the control of the Enrollment Management Office. Under Federal policy, the student has the right to view the documents in their file; however, this does not allow the making of copies of these documents. Transcripts submitted to HCC for admission or credit transfer become the property of Haywood Community College, and cannot be returned to the student or forwarded to other institutions.

Financial Aid
The purpose of the financial aid program at Haywood Community College is to provide financial assistance to students as they pursue their educational goals. The program is committed to the philosophy that no eligible student should be denied access to higher education because of a lack of financial resources. In achieving this purpose the financial aid office is committed to the slogan “Financial Aid Made Easy.” Walk-ins are welcome and no appointments are necessary. To support this purpose, the financial aid office commits to the following:

- Complying with federal and state law as well as institutional policies and procedures.
- Promoting and maintaining integrity, accuracy and timeliness in delivery of services.
- Providing adequate information for students and parents to make informed decisions regarding the financing of their education.
- Promoting and providing equal access to eligible students interested in pursuing an education at Haywood Community College.

Most financial aid at HCC is awarded on the basis of need as determined by the Free Application for Federal Student Aid (FAFSA). A very limited amount of aid is awarded based on academic achievement. Students must complete the same application process (FAFSA) to be considered for any financial aid at HCC. Some of the requirements to receive aid from federal financial aid programs are as follows:

- Be a citizen or eligible non-citizen of the United States with a valid social security number.
- Have a high school diploma or a General Educational Development (GED) certificate or pass an approved “ability to benefit” test.
- Enroll in an eligible program as a regular student seeking a degree or diploma. Students who are enrolled as special credit students are not eligible to receive federal financial aid. Some certificate programs are eligible for financial aid. Contact the Financial Aid Office for additional information.
- Register (or have registered) for Selective Service, if you are a male between the ages of 18-25.
- High school transcripts/GED are required for eligible certificate programs.

How to Apply for Financial Aid
1. All students applying for financial aid at HCC must submit the Free Application for Federal Student Aid (FAFSA) to the federal processor. HCC students may apply on-line at www.fafsa.ed.gov or download the FAFSA, complete and bring to the Financial Aid Office for electronic transmission. A member of the FAO team is available to assist students in completing the FAFSA.
2. Once the FAFSA is processed, the student receives an acknowledgement via either email or postal mail. Any schools which are listed by the student on the FAFSA will electronically receive the results of the FAFSA called an ISIR. In most cases this information is received in 7 to 10 days.
3. The FAO notifies all students whose information is received electronically regarding their status. Once all necessary documentation is received, the student is notified regarding his/her eligibility. Students awarded federal or state grants must participate in a Financial Aid Information session. This session is available on line at www.haywood.edu. Click on Prospective Students/click on Financial Aid/click on FA FACTS and FAQs and the FA Calendar and read this information. Students then need to click on FA QUIZ, answer the questions and submit the information.
4. Students whose ISIRs are received by HCC’s FAO are considered for all federal and state aid available at the time of application. These programs are explained in the next section – Financial Aid Programs.

Students must apply every academic year for financial aid. The Free Application for Federal Student Aid is available on line at www.fafsa.ed.gov after January 1 each year. Because the completed applications should be as accurate as possible, students and parents are encouraged to complete their prior year federal tax forms before completing and submitting the FAFSA. Errors and discrepancies require re-submission of information and consequential delays.

Financial Aid Programs
Grants
- Federal Pell Grant: The Federal Pell Grant program is a federal program that provides funding for undergraduate students. Eligibility is based on financial need. Submission of the FAFSA is required for consideration.
- Federal Supplemental Educational Opportunity Grant (FSEOG): The Federal Supplemental
Educational Opportunity Grant program is a federal program that provides money to a limited number of undergraduate students who demonstrate exceptional financial need. Awards range from $100 to $400 per academic year at HCC and are awarded based upon exceptional financial need criteria and the order in which Student Aid Reports are received that meet these criteria.

- **N.C. Community College Grant Program (NCCCCG)**: The N.C. Community College Grant is restricted to legal residents of North Carolina who are accepted for enrollment or are enrolled at a N.C. Community College. To be considered for the grant, the student must be in academic good standing, enrolled at least halftime, and meet other eligibility requirements. Students are required to submit the FAFSA to be considered for the grant.

- **N.C. Student Incentive Grant (NCSIG)**: The NCSIG program is restricted to legal residents of North Carolina who are accepted for enrollment or are enrolled full-time, in good standing, and at an eligible educational institution in North Carolina. Students are required to submit the FAFSA by March 15 to be considered for the following fall term.

- **North Carolina Education Lottery Scholarship (ELS)**: The ELS program is available to legal residents of North Carolina who are enrolled for at least 6 credit hours per semester in a curriculum program; classified as an undergraduate in matriculated status in a degree, certificate, or diploma program at an eligible North Carolina institution. Students are required to submit the FAFSA to be considered for this grant.

**Scholarships:** Through the generosity of individuals, businesses, and civic organizations, scholarships are available to HCC students. These scholarships are established with gifts from donors to the Foundation and are either endowed or non-endowed. Criteria for awarding the scholarships are specified by the donor in conjunction with the college. Endowed scholarships are generated through the investment of permanently-held principals so that only the income from the principal is used for scholarship awards. This enables the scholarship to exist in perpetuity. Non-endowed scholarships are those for which all funds are dispersed as scholarships rather than as long-term investments. These scholarships are sometimes referred to as annual gifts.

Most institutional scholarships are awarded on the basis of financial need. A student must submit a Free Application for Federal Student Aid (FAFSA) and have an ISIR on file to be considered for all scholarships awarded by HCC. Additionally, students must complete a separate scholarship application which is available for pick-up in HCC Foundation Office located in the 100 building or to download at www.haywood.edu. A brief essay is required as part of the application. ALL STUDENTS ARE ENCOURAGED TO APPLY FOR SCHOLARSHIPS!! Applications are due in the Foundation Office by May 31. The majority of HCC’s scholarships are awarded by July 1. Students may continue to apply for scholarships throughout the academic year and are considered for other scholarships as they become available. Students need apply only once per academic year to be considered for all scholarships for which they meet the stated criteria.

The following listing represents scholarships that are available at the time this document was printed. Scholarship availability is subject to change without notice.

**Scholarships for any program of study:**

- Betty Jo Nichols Memorial Scholarship
- Butterscotch Scholarship
- Character and Values Scholarship
- Connie Lister Memorial Scholarship
- Cruso United Methodist Church Women Scholarship
- Dan W. Moore Endowed Scholarship
- Donald E. Hunt Scholarship
- Elaine Hudson Memorial Endowed Student Aid Fund
- Haywood Community College Bookstore Scholarship
- Haywood Scholarship Trust Fund
- Jean E. Hunt Scholarship
- John and Virginia McNair Endowed Scholarship
- Joseph H. Nanney Student Financial Aid Fund
- Marion Garrett Scholarship
- Mildred M. Frazell Scholarship
- Pop and Marj Kelly Scholarship
- Reimar Steffen Scholarship
- Rickards Family Scholarship
- Robert Cecil Roberts Endowed Scholarship
- Robert E. and Viola Forga Scholarship
- Robert V. Frazell Scholarship
- Rolf and Libby Kaufman Scholarship
- Schug Scholarship
- Shady Grove United Methodist Church Men Scholarship
- Tai Lee Scholarship
- Virgil P. Stewart Scholarship
- W. Curtis and Ruby B. Russ Scholarship Fund
- Walton and Marion Garrett Scholarship

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HCC 2011 / 2012 - www.haywood.edu
Waynesville Rotary Club Scholarship
Waynesville Township High School Class of 1960 Scholarship
William Garrett Scholarship

Scholarships for Criminal Justice programs:
- Detective Iris Davis Scholarship Fund

Scholarships for Early Childhood programs:
- Sara Queen Brown Endowed Scholarship

Scholarships for Health-Related and Human Services programs:
- B’s are Better Student Assistance Scholarship (Nursing only)
- Donald and Katie Hooper Nursing Scholarship (Nursing only)
- Eleanor Rothermel Memorial Award Fund (Nursing only)
- Eugenia Scroggs Clark Memorial Scholarship (Nursing only)
- Flowers Never Fade Scholarship (Cosmetology)
- Harold and Mary Pupkar Hansen Scholarship Fund (Nursing only)
- Haywood Regional Medical Center Auxiliary Scholarship (Any Health-Related Field)
- John Joseph and Emmie Phillips Nerney Endowed Scholarship Fund (Medical Assisting)
- Robert Forga Nursing Scholarship (Nursing only)
- Ruby H. Haney (Woodmen of the World) Scholarship (Nursing only)
- Shirley Gaddis Nursing Scholarship (Nursing only)
- William Prevost Endowed Nursing Scholarship (Nursing Only)

Scholarships for Natural Resources programs:
- Alan and Jane Campbell Scholarship (Forestry/Education)
- Aylor Webb Memorial Scholarship Fund (Forestry)
- Daniella Smith Endowed Scholarship (Horticulture)
- French Broad River Garden Club Scholarship (Horticulture)
- George Erwin Patton Endowed Scholarship (Horticulture)
- Gerald H. Hardesty Scholarship Award (Horticulture)
- Irving P. Grace and Nancy F. Grace Endowed Scholarship (Horticulture/Forestry/Fish & Wildlife)
- Pink Francis Endowed Scholarship (Any Natural Resources)
- Richard A. Wood Memorial Scholarship (Forestry/Fish & Wildlife/Horticulture)
- Robert E. Browning Scholarship (Any Natural Resources)
- Sylva Garden Club Scholarship (Horticulture)
- Waynesville Garden Club Scholarship (Horticulture)
- Welch and Lou Singleton Scholarship (Any Natural Resources)

Scholarships for Professional Crafts programs:
- Asheville Quilt Guild Scholarship (Fiber)
- Dogwood Crafters Scholarship Fund
- Dr. John T. Beaty Professional Crafts-Wood Endowed Scholarship (Wood)
- High Country Quilters Guild Scholarship (Fiber)
- Judith Steffen Scholarship
- WNC Fiber/Handweavers Guild Scholarship (Fiber)

Scholarships for Arts and General Education programs:
- Carlton Eddy Weatherby Memorial Endowed Scholarship
- Elizabeth T. Staiger Memorial Scholarship

Scholarships for Applied Technology programs:
- Bryan Edwards Endowed Scholarship (Building Trades)
- Chason-McCracken Scholarship (Electronic Engineering Technology)
- Coleman H. York Memorial Scholarship (Building Trades)
- Ken Wilson Scholarship Fund (Automotive Technology and Auto Body Repair)

Scholarships for Business Education-related programs:
- Haywood County Board of Realtors (Business or Financial Services)
- HCC Scholarship for Entrepreneurship (Entrepreneurship)
Mary Medford McElroy Endowed Scholarship  
(Office Systems Technology or  
Medical Office Administration)

New Meridan Technologies Scholarship  
(Computer Information Technology/Networking  
Technology)

Phi Beta Lambda Endowed Scholarship (Business)

Robert and Francis Evans Memorial Scholarship  
(Computer Information Technology/Information  
Systems Technology)

State of NC Scholarship / Loan Programs:

Nurse Scholars Program (NSP) Undergraduate Program
Nurse Education Scholarship Loan Program (NESLP)
Prospective Teacher Scholarship / Loan Program (PTSL)
Teacher Assistant Scholarship/Loan Program (TASL)
Wachovia Technical Scholarship Program
Golden Leaf Scholars Program – Two Year Colleges
SECU Foundation Two – Year Scholarship Program

Loans : HCC participates in the William D. Ford Direct Lending Program. The Financial Aid Office provides information regarding student loans to interested individuals.

Alternative Loans: The Financial Aid Office at Haywood Community College (HCC) works with many sources of alternative or private loans to help provide additional funding to students at the college. HCC does not endorse the use of any particular alternative loan program, but rather encourages students to thoroughly review the programs available and to select the program that best meets their personal needs. It is HCC’s policy to process alternative loans from any lender the student selects. HCC students have a choice in the selection of lenders. This policy is consistent with federal regulations. For assistance in selecting an alternative or private student loan lender, visit either of the following websites:

www.studentloanlistings.com
www.finaid.org/loans/privatestudentloans.phtml

The above web sites are provided solely to assist students in the selection of a lender. The above list does not constitute endorsement or recommendation by HCC.

Veterans and Financial Aid: Veterans and their dependents are admitted to the College under the same admission requirements as other students. Veteran students are expected to attend classes regularly. They must pursue the curriculum as listed and approved in the College Catalog and maintain satisfactory academic progress, attendance, and conduct to maintain eligibility for payments. VA educational benefits are not paid for any grades other than A, B, C, D, or F. Payments for educational benefits are based on a student’s classification according to his/her credit hours per semester. Veterans are expected to notify the Veterans Certifying Official at HCC regarding any changes in their enrollment status. The veteran may notify the Veterans Affairs directly regarding changes to enrollment status during the monthly certification phone call.

The Department of Veterans Affairs offers a limited work-study program wherein a student may receive the hourly minimum wage working as an office assistant in the Veterans Affairs Office. Students must be pursuing full-time or 3/4 time programs of education in order to receive a work-study allowance. Application may be made through the Veterans Affairs Office on campus. Students applying for Veteran’s benefits must submit transcripts from all higher education institutions attended to the HCC Enrollment Management Office.

Service Members Opportunity College: Haywood Community College is an institutional member of Service Members Opportunity Colleges (SOC). Service Members Opportunity Colleges (SOC), a consortium of national higher education associations with more than 1,000 institutional members, functions in cooperation with the Department of Defense (DOD) and the Military Services including the National Guard and the Coast Guard to help meet the voluntary higher education needs of service members. The American Association of State Colleges and Universities (AASCU) and the American Association of Community Colleges (AACC) sponsor SOC.

Work Study Program: The Federal College Work-Study program is a federally-funded program which provides part time jobs on campus for students who have demonstrated financial need. Students are employed for up to 15 hours per week and receive a monthly paycheck. Students interested in the work-study program should contact the FAO. Submission of the FAFSA and a FWS application are required for consideration. A limited number of jobs are available through the work-study program and are awarded as funding permits.

Student Ambassador Program: The College and the HCC Foundation sponsor a Student Ambassador Program for individuals who demonstrate leadership, scholarship, and exceptional communication skills. These students are recommended by their academic division chair. Students are interviewed as part of the selection process. Duties include assisting with student orientation, conducting campus tours, completing recruitment tasks within their assigned division, gathering alumni information within their assigned division, and serving as hosts for special events held at the College. Students should contact the Recruitment and Alumni Technician at 565-4173 for further information.
Aid Received from Sources other than the Financial Aid Office: In addition to applying for financial aid through HCC, it is suggested that students investigate outside sources such as programs through the Veterans Administration, Vocational Rehabilitation, N.C. Commission for the Blind, Bureau of Indian Affairs, and the N.C. Employment Security Commission. For information on local scholarships, it is suggested that students contact their high school guidance counselors. Students are also encouraged to utilize the Internet when investigating possible financial resources for attending college. Some financial aid websites containing information about grants, loans, work programs and scholarships are listed below: www.finaid.org www.fastweb.com/fastweb www.ncseaa.edu www.nasfaa.org www.studentloanlistings.com www.cfnc.org www.finaid.org/loans/privatestudentloans.phtml www.ed.gov/studentaid

Students are required to report any aid received from a source other than the school’s financial aid office. Types of aid that should be reported include the previously mentioned sources as well as any scholarships not awarded by HCC or tuition assistance from an employer. Failure to report such assistance could result in a reduction or cancellation of your financial aid.

Maintaining Eligibility for Financial Aid

Satisfactory Academic Progress: Federal law requires institutions of higher learning to establish minimum standards of “satisfactory progress” for students receiving financial aid. At HCC, financial aid includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, the North Carolina Community College Grant, the North Carolina Student Incentive Grant and the North Carolina Education Lottery Scholarship. According to federal regulations concerning satisfactory academic progress (SAP), the school’s satisfactory academic progress policy must include both qualitative and quantitative measures.

• Qualitative Measure: Students who have a cumulative GPA of less than 2.0 are placed on financial aid probation. They will remain on continued financial aid probation as long as their cumulative GPA remains below a 2.0. They will be removed from financial aid probation and considered to be in good standing only when their cumulative GPA reaches or exceeds 2.0. Qualitative standards are cumulative and include all periods of enrollment including those for which the student did not receive funds from Title IV programs. A student enrolled in any semester on financial aid probation is required to earn a minimum GPA of 2.0 during the probation semester. If he or she does not earn at least a 2.0 GPA during the probation semester then all financial aid will be suspended. The student will remain on financial aid suspension until he or she earns at least a 2.0 GPA for a subsequent semester. It is the responsibility of the student to notify the Director of Financial Aid when he or she achieves at least a 2.0 GPA and seeks to be reconsidered for financial aid.

• Quantitative Measure: Students receiving financial aid have a maximum time frame in which they are expected to complete a program. At HCC the time frame is 150 percent of the established length of the program for full-time students. This time frame will be measured in terms of credit hours attempted.

Example: Medical Assisting requires 76 semester hours to complete the associate degree program. 76 x 150% = 114 semester hours attempted - maximum time frame
Welding requires 41 semester hours to complete the diploma program. 41 x 150% = 61.5 semester hours attempted - maximum time frame.

In order to complete a program within the 150 percent maximum time frame as stated by federal regulations, a student must have earned 67% of the semester hours attempted at the end of the designated increment during the academic year. The designated increment is specified at the end of spring semester.

Example:
Fall Semester - 14 semester hours attempted
Spring Semester - 12 semester hours attempted
26 x 0.67 = 18 semester hours must be earned
If a student has not earned 67% of the semester hours attempted at the end of the incremental period, then the student will be placed on financial aid probation. The student will be allowed one more semester to re-establish satisfactory academic progress. If the student fails to re-establish satisfactory academic progress, financial aid will be suspended. Financial aid will remain suspended until the student meets one of the following conditions:

• Enrolls in a subsequent semester at his/her own expense full-time (at least 12 hours) and earns 100% of the hours attempted.
• Enrolls in a subsequent semester at his/her own expense and regains eligibility by attempting and earning enough hours to raise his/her cumulative Quantitative measure back to at least 67%.

Students will be removed from financial aid probation and considered to be in good standing when their cumulative quantitative measure reaches or exceeds 67%. Only grades of A, B, C, D, CE or P will be considered as earned hours. Grades of F, I, W, WF, and CT will not be counted as hours earned, but will be counted as hours attempted. Grades of NS or AU are not counted as hours attempted or earned.
Quantitative standards are cumulative and include all periods of enrollment including those for which the student did not receive funds from Title IV programs.

**Appeal Procedure:** To appeal financial aid suspension, a student must be able to demonstrate mitigating circumstances. Mitigating circumstances are defined as injury or illness of the student, death of a relative, change in employment situations, and/or undue hardship caused by special circumstances. The procedure for appeal is as follows:

1. A student must write a letter to the Director of Financial Aid stating the reasons why he/she did not make satisfactory academic progress and why financial aid should not be suspended. The appeal must be accompanied by appropriate documentation and received within two weeks of being notified of the suspension.
2. The Director of Financial Aid will review the appeal to determine, on a case-by-case basis, whether or not the appeal is justified. The student will be notified by the Director of Financial Aid of the appeal decision. If the appeal is approved, the terms of the probationary reinstatement of aid will be stated.
3. A student who wishes to appeal the decision of the Director of Financial Aid may do so, in writing, to the Student Financial Aid Committee in care of the Financial Aid Office. Additional appeals may be made to the Executive Director of Student Success Services.

**Dropping Courses:** Your final eligibility for aid will be based on the number of hours for which you are enrolled at the 10% point of the semester. If you register and then drop course(s) prior to that date, your eligibility for aid will be recalculated on your remaining hours as of the 10% point of the semester. Students who receive a financial aid check based on more hours than those remaining as of the 10% point of the semester may be responsible for repaying a portion of any financial aid received. Dropping courses may affect your eligibility for future aid. Students should consult the Satisfactory Academic Progress Policy to determine if dropping courses will affect your eligibility for aid.

**Withdrawing from College:**
- All or part of your financial aid may be reduced or canceled.
- You may have a balance due to HCC because your financial aid award was adjusted.
- A hold will be placed on your academic record and you will not be able to request transcripts, register for classes, etc. until you pay the amount owed to HCC as a result of your withdrawal.
- Your credit history may be negatively affected when HCC reports your overdue account to an external credit agency.
- You may not meet the satisfactory academic progress (SAP) requirements for continued financial aid assistance. Future financial aid may be jeopardized.

**Return of Federal Title IV Funds Policy:** Students earn financial aid each time they attend class. For that reason, Federal funds (Pell Grant, Academic Competitiveness Grant, FSEOG) may need to be returned if you withdraw before the end of the semester. You must complete 60 percent of the semester (usually 11 weeks) or you may be required to repay part of the financial aid disbursed for that semester. When the total amount of unearned aid is greater than the amount returned by HCC’s student’s account, the student owes an overpayment. Effective July 1, 2006, the amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds half of the total Title IV grant funds received by the student. A student does not have to repay a grant overpayment of $50 or less. If an overpayment is due, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

1. Unsubsidized FFELP Loan*
2. Subsidized FFELP Loan*
3. PLUS FFELP Loan*
4. Federal Pell Grant
5. Federal Academic Competitiveness Grant
6. Federal SEOG
7. Other Title IV grant programs

*Loan amounts are returned with the terms of the promissory note.

Examples of common withdrawal/refund situations are available in the Financial Aid Office.

**Further Information and Assistance:** Students desiring further information about scholarships may contact the Foundation Office at (828) 627-4170 or by emailing lammons@haywood.edu. Additional financial aid information regarding grants, workstudy and alternative loans may be obtained by contacting the Financial Aid Office at (828) 627-4756 or by emailing mkillian@haywood.edu. Financial aid information is based on current federal, state and institutional guidelines and is subject to change without notice.

**Certificate Programs Approved for Financial Aid:** Students requesting financial aid for approved certificate programs must submit an official final high school transcript or GED scores before being fully accepted and approved for financial aid. Currently, students may apply for financial aid for the following list of certificate programs. Contact the financial aid office for an updated list, as we submit programs for approval each year.

- Collision Repair & Refinishing
- Cosmetology Instructor
- Esthetics
- Esthetics Instructor
- Welding
**Food Services**
The Sunrise Café is located on the lower level of the Freedlander Learning Center. Breakfast and lunch are served daily. Vending machines are located throughout the campus.

*Basic Daily Items include:* Hot entrees, salad bar, wraps, burgers, hotdogs, French fries, pizza, drinks, desserts, vegetarian specialties

**Haywood Early College High School**
Haywood Early College High School is an autonomous high school located on the campus of Haywood Community College. Students enroll as a freshman in high school and college simultaneously and may graduate with a high school diploma and associate of arts degree at the end of five years tuition free. This opportunity for students is made possible by a grant and an articulation agreement between Haywood Community College and Haywood County Schools. To enroll, students make application to the Haywood County Schools. Please see the admission procedures section on Haywood Early College High School for more information on enrolling or call the number above.

**Information Technology Services**
*Information Technology Services:* The college currently has over 21 instructional/classroom technology labs for student use. All labs are networked and able to access the Internet. Wireless access points are available in public areas of the campus to allow students the opportunity to access the Internet on campus with their personal laptop computer. In addition, HCC hosts a Teleconferencing room, which is networked to over 100 distance learning and video conference rooms across the state.

Haywood Community College (HCC) technology equipment, networks, services and resources, including electronic mail and other forms of electronic communication, are provided for the purpose of conducting HCC business and instructional activities. All faculty, staff and students are entitled to individual accounts on technology systems that are necessary for that individual to conduct educational or business activities appropriate to his or her position at the college. In cases of computer misuse, the college may take appropriate disciplinary action against the user and reserves the right to discontinue all technology services to the user.

**HCC Student Computer Usage Procedures**

**I. Purpose**
This section will define the procedures for the use of the Information Technology Services systems at Haywood Community College. All users of HCC information technology services are subject to the Computing Services Policy found in the HCC policy manual.

**II. Scope**
Haywood Community College will provide information technology resources to staff and students for the purpose of completing college-related activities. These activities include, but are not limited to the following: data entry and retrieval, report preparation, records maintenance, instruction, research, and planning. Because of the wide range of users and uses, it is necessary to establish procedures to ensure that the systems are used in the most efficient manner possible while providing for the protection of equipment, data, and software. HCC has the right to monitor activities and to access information on HCC information technology systems stored, sent, created or received by faculty, staff and students. HCC faculty, staff and students should not expect individual privacy in their use of HCC information technology systems including the use of the HCC electronic mail system. While the Executive Director of Technology and Instructional Support Services is charged with the responsibility for the proper use of the Information Technology Services systems, it is everyone’s responsibility to see that information and technology services and resources are properly used and that security is maintained. Since all of these responsibilities can be considered under the broad category of security, each user must be aware of and employ proper operating procedures to ensure security. In this context, “the system” means both the equipment and the data.

**III. Information and Technology Systems**
The following must be adhered to in the use of HCC Technology and Information Systems:

- **Security**
  Security refers to the protection of all equipment resources from any kind of damage and the protection of data from (1) disclosure to any unauthorized person, (2) unauthorized modification, or (3) destruction. Each information and technology system user has a personal ID that must not be used by any other user. Users should not leave a computer unattended on which they have logged-on to HCC information technology services and resources. If a user must leave the immediate area of their workstation, he/she should log off the system. Sensitive information should not be left accessible on a computer or sent to printers that are located in areas open to the public.

- **Software**
  Unless specifically authorized in writing by the software developer or publisher, programs and their related documentation shall not be reproduced in any form. U. S. Copyright Law provides for civil damages in cases involving the illegal reproduction of software. Students and staff involved in the making or use of unauthorized copies of computer software will be subject
to disciplinary action. Unauthorized copies or illegal software installed by students will be confiscated and destroyed. Students cannot install personal software on college-owned computers.

- **Confidentiality**
  Information Technology Services will practice appropriate measures to provide security, operability and integrity of the Wide Area Network (WAN), including e-mail, Internet, and other related resources. The college will not guarantee that electronic media stored on computers and transmitted on the WAN will remain confidential and secure.

Additionally, computer-related files and data created or stored on college Information Technology systems are considered open records and are subject to discovery and subpoena during disciplinary and legal actions. As specified in the HCC Computer Services Policy, the college reserves the right to view and disclose the contents of e-mail and data created, transmitted, received, and stored on college-owned computers.

- **Authorized Usage**
  In accordance with the HCC Computing Services Policy, HCC information technology systems should be used to complete college-related activities and research, not for personal recreation or business, or political purposes. The college computer systems must not be used to intercept data, monitor user accounts, gain unauthorized access to restricted data, or for any purpose that violates federal, state or local regulations. Information technology system users should not deliberately attempt to modify or degrade the performance of college-owned systems and services.

- **Morals, Ethics, and Audits**
  Freedom of expression is a constitutional right afforded to individuals. However, information technology system users are held accountable for their actions and must respect the rights of other individuals that may be offended by the services and images retrieved on the Internet. Creating, viewing, storing, transmitting or publicly displaying pornographic material (as defined by the U.S. Supreme Court), obscene, defaming, slanderous, harassing, or offensive data (including sound, video, text, and graphics data) is prohibited. Freedom of expression and the right of privacy are constitutional rights afforded to individuals. Nevertheless, these rights have certain limits. At HCC, as in other public colleges and universities, there are limitations to speech and privacy rights when an employee or student uses information technology resources owned or leased by the institution. The users of information technology services owned and operated by HCC have a diminished right of privacy and their expression or speech is limited to that of a nonpublic forum. Therefore, information technology system users are held accountable by the college for their actions including, but not limited to, their respect for the rights of other individuals that may be offended by the services and images retrieved on the Internet.

The college prohibits the creating, viewing, storing, transmitting, or publicly displaying of pornographic material (as defined by the U.S. Supreme Court), obscene, defaming, slanderous, harassing, or offensive data (including sound, video, text, and graphics data). Moreover, users may not download to or maintain unlawful material on college-owned or leased computer systems (Urofsdy, et al. v. Gilmore (4th Cir., 2000) or on privately owned computers used on the campus (U.S. v. Simmons, 206 F.3d 392 (4th Cir., 2000)).

HCC reserves the right to conduct electronic audits to enforce its policies, regulations, and procedures in the usage of the administrative systems, computer resources and network systems at Haywood Community College. Individuals who feel they have been harassed should report the incident to the Executive Director of Technology and Instructional Support Services.

IV. **Violations**
Students and staff are responsible for reporting suspected security violations of information technology systems and services to their teacher, Academic Advisor, Department Chair, Supervisor or the Information Technology Services staff immediately. The Information Technology Services staff will investigate the violation and take appropriate action where required. Violators of the Information Technology Services usage procedures previously stated will be subject to one or more of the following disciplinary sanctions: admonition, temporary or permanent suspension of information technology access privileges.

The information Technology Services staff will strictly control physical access to the information technology center. Students and staff will not be allowed to enter the data center unless authorized by one of the Information Technology Services staff members. There will be no exceptions to this procedure.

**Job Placement Services**
The mission of job placement as a career service is to assist and prepare students and graduates in all aspects of the job search process and to provide current online job-board listings and weblinks to increase student opportunities for successful placement in curriculum specific employment. In addition, it also offers local and regional employers the opportunity to connect with the student population through postings of full and part-time positions.

Program Outcomes:
1. Successful student career placement with employers
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2. Increased awareness of professional job search techniques and tools
3. Provide additional support for Workforce Development initiatives
4. Improved partnership with local/regional business and industry
5. Enhance student skills in job placement, interviews, and resume writing.

Job opening information received by HCC is posted on the campus website as well as in Student Success Services. While employment cannot be guaranteed by HCC, the academic departments and the Career Services and Job Placement office are available to assist students and alumni in the search for a job. Assistance with résumé writing is available upon request through HRD (Human Resource Development Services).

Learning Resource Center (Library)
The primary objective of the Learning Resource Center is to help students reach their fullest potential, acquire lifelong learning skills, and learn to use information resources effectively. Staff members are available to provide bibliographic research, instruction and individual assistance. The college curriculum and programs of study are enhanced and supported with books, periodicals, video and software available in the Learning Resource Center. The library contains approximately 40,000 books, 150 serial subscriptions, as well as, audio-visual and micform materials. All of HCC’s holdings, and the holdings of 43 other NC community colleges, can be accessed on-line via CCLINC. CCLINC provides users with more than a million learning resources that can be delivered to students through interlibrary loan.

In addition, the HCC community has access to NCLive (North Carolina Libraries for Virtual Education), an online information tool. NCLive provides library users with a wide range of reference and research materials including encyclopedias, N.C. governmental information, e-books, maps, national and local newspapers, business information and full text articles from journals and magazines. NCLive is available 24 hours a day, 7 days a week from any computer with appropriate Internet access.

Rules and Regulations: All patrons of the Haywood Community College Learning Resource Center are expected to maintain appropriate standards of conduct. Failure to maintain these standards may result in suspension of library privileges and in the case of students may result in disciplinary action in accordance with the policies and procedures of the college. Lewd and/or indecent conduct will result in loss of library privileges.

Marketing and Communications
Pertinent to students
All documents produced for an outside audience must be approved by the Marketing and Communications office.

Students who have signed an official application for admission have agreed to allow HCC to publish photographs, personal information pertaining to honor rolls, scholarships, athletic events, news releases, and use personal information in other publications normally considered to be that of a two-year college. *All students enrolling in HCC shall be deemed to have agreed to publications of personal data as indicated above unless a disclaimer is filed with the registrar by the 10th day of the semester in which enrollment is made.

Research and Institutional Effectiveness
The mission of the Haywood Community College Department of Research and Institutional Effectiveness is to develop, implement, and evaluate the processes by which departments of the College use institutional data. By offering reporting and interpretation services the Research Office advocates data-supported decision and policy making.

Instructor & Course Evaluation: Students are asked to evaluate their instructors and courses to continuously improve educational services. Students are asked to complete evaluations at the three-week point in the course and at the end of the semester.

In keeping with HCC’s focus on sustainability, evaluations are conducted electronically whenever possible. All evaluations are processed by the Research and Institutional Effectiveness Office in order to ensure confidentiality. Results are tabulated and aggregate scores are provided to the Academic Department Head to review with the instructor.

Student Activities
Fall / Spring
Student Convocations: Convocations are required student assemblies. These programs are for purposes of cultural enrichment and special events. Convocations are required of all day students with classes scheduled on the day of the convocation. Students enrolled in off-campus classes (e.g., nursing clinical courses and on-line courses) are excused. The class schedule for days on which Convocations are held will
be announced prior to the Event. (For convocation dates see Academic Calendar in this publication).

The Student Government Association advisor, in conjunction with the Student Government Association, is responsible for coordinating the student activities program. Initial requests and plans come from the student body to the Student Government Association. Every effort is made, within the scope of financing and facilities, to conduct a comprehensive program of activities. The Student Government Association advisor is located in Student Success Services.

**Student Government:** The Student Government Association (SGA) acts as an intermediary between the student body and the College, serving to gather student opinion and to present that opinion for consideration. It operates under a constitution ratified by the student body. The SGA president is an ex-officio (nonvoting) member of the College Board of Trustees. The SGA offers students an opportunity to get involved in extracurricular activities to complement classroom experiences. SGA is comprised of student representatives from all academic programs and clubs at the College. Meetings are open to everyone. SGA sponsors social, educational, and cultural activities. It offers students the opportunity to learn leadership skills that will benefit them in pursuing additional education and/or finding a job upon graduating from Haywood Community College.

The Student Government Association (SGA) is the voice of students serving to gather student opinion and present opinions to college administration. The SGA provides services and programs to assist HCC students in becoming more broadly educated and in developing more meaningful interpersonal relationships. SGA offers students the opportunity to get involved in extracurricular activities to complement classroom experiences. **Why should I participate?**

- To meet people from other curriculum programs
- To plan student events and entertainment
- To develop leadership and team building skills
- To learn parliamentary procedure and how to conduct meetings
- To enhance your resume for job interviews
- To increase the possibility of receiving scholarships or honors
- To earn the privilege of attending state conferences
- To network and learn new skills

The SGA assists in the developing the annual SGA budget using student activities fees charged at the time of registration. The budget is supervised and administered by the SGA advisor and approved by the Executive Director of Student Success Services and the Administrative Council. Student activities fees are used for the sole purpose of the benefit of the students (per NCCCS Administrative Code).

**Student Organizations:** Haywood Community College supports student organizations for the social and academic development of students. In keeping with College policies related to student activities, all such organizations must be officially recognized through the approval of constitution and bylaws.

<table>
<thead>
<tr>
<th>Club</th>
<th>Advisor</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc. Am. Foresters Timbersports</td>
<td>Blair Bishop, Bob Pinkston</td>
<td>627.4566, 627.4563</td>
<td>308, 306</td>
</tr>
<tr>
<td>Archery</td>
<td>Chris Graves</td>
<td>627.4565</td>
<td>306</td>
</tr>
<tr>
<td>Blade Smith</td>
<td>David Burnette, Sara Martin</td>
<td>627.4634, 627.4687</td>
<td>Shop, 343</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Barbara Wolfe</td>
<td>627.3615</td>
<td>348</td>
</tr>
<tr>
<td>HESA</td>
<td>Meredith Carpenter</td>
<td>565-4014</td>
<td>236</td>
</tr>
<tr>
<td>Film Club</td>
<td>Cheryl Fulghum</td>
<td>565-4280</td>
<td></td>
</tr>
<tr>
<td>Future Cosmetologists</td>
<td>Brandi Mathews</td>
<td>627.4642</td>
<td>800</td>
</tr>
<tr>
<td>Haywood Studios</td>
<td>Amy Putansu</td>
<td>627.4672</td>
<td>700</td>
</tr>
<tr>
<td>Haywood Intramurals</td>
<td>Shannon Rabby</td>
<td>627.4592</td>
<td>307a</td>
</tr>
<tr>
<td>The Wildlife</td>
<td>Chris Graves, Shannon Rabby</td>
<td>627.4565, 627.4592</td>
<td>306, 307a</td>
</tr>
<tr>
<td>Horticulture</td>
<td>George Thomas</td>
<td>627.4625</td>
<td>1103</td>
</tr>
<tr>
<td>MAICO</td>
<td>Jodi Wijewickrama</td>
<td>565.4016</td>
<td>234</td>
</tr>
<tr>
<td>Phi Theta Kappa</td>
<td>Stephanie Wampler, Greg McLamb</td>
<td>565.4209, 627.4659</td>
<td>322, 339</td>
</tr>
<tr>
<td>Photography</td>
<td>Lori Johnson</td>
<td>246-812?</td>
<td><a href="mailto:lijohn-son@haywood.edu">lijohn-son@haywood.edu</a></td>
</tr>
<tr>
<td>Technology Club</td>
<td>Tim Burke</td>
<td>564.5108</td>
<td>RHTC</td>
</tr>
<tr>
<td>Haywood Yoga Club</td>
<td>Angie Uhl-Kalev</td>
<td>627-4504</td>
<td>1532</td>
</tr>
<tr>
<td>Vets Helping Vets</td>
<td>Bob Pinkston</td>
<td>627-4563</td>
<td>306</td>
</tr>
<tr>
<td>Sustainability Club</td>
<td>Preston Jacobsen</td>
<td>565-4024</td>
<td>200</td>
</tr>
<tr>
<td>Classroom Hands Saving the World</td>
<td>Matt Heimburg</td>
<td>627-4579</td>
<td>329</td>
</tr>
<tr>
<td>National Society of Leadership and Success</td>
<td>Patricia Smith, Emma Dechant, Angie Uhl-Kalev</td>
<td>627-3613, 565-4095, 627-4504</td>
<td>238, 1530, 1532</td>
</tr>
</tbody>
</table>

Student clubs and organizations represent a large number of students with diverse interests. Through these organizations, students find opportunities for entertainment, friendship, leadership, and service to the college and community. Student clubs and organizations must be approved through the submission of a constitution and/or by-laws to the Student Government Association, the SGA Advisor, the Executive Director of Student Success Services, and the HCC Administrative Council. For more information about clubs, contact the club advisor.
Student Success Services
Division Includes:
Located in the 1500 building
• Education and Career Development
• Enrollment Management
• Financial Aid

Located in the 300 building
• Developmental Education
• Teaching and Learning Center

All SSS areas provide enrollment, counseling, financial aid, instruction, resources, and support services to improve student success. Its purpose is to strengthen learning links between programs and improve learning outcomes.

Teaching and Learning Center (TLC)
The services provided by the Teaching & Learning Center, located in the Three Hundred Building (300 Building), include the following: free peer tutoring, free online tutoring, math, writing, science, and communication labs, academic skills workshops, distance learning testing, make-up testing, learning styles assessment, Read Please Plus Software, and supplemental course software.

The TLC Peer Tutoring Program helps students improve academic success through tutoring, in both on-line and traditional formats.

If a student is having trouble with a class, that student can receive up to three hours of free tutoring per week per subject area during any one semester. If a student is doing well in a course, that student is eligible to tutor and will receive a small fee for time spent tutoring another student. The teaching and learning process helps tutor and tutee gain knowledge, as well as a sense of accomplishment and improved self-confidence.

The TLC offers math, writing, science, and communication labs where faculty members volunteer their time to assist students on a drop-in basis. Academic skills workshops are also offered several times throughout the year to provide students with diverse learning opportunities.

The TLC staff invites you to call or stop by for additional information or tutoring assistance.

Testing
Placement Testing: The Accuplacer College Placement Test is offered in Student Success Services. The test consists of four sections and assesses a student’s achievement level in sentence skills, reading comprehension, mathematics, and algebra. The Accuplacer test is not a timed test and it is administered on a computer.

If the scores place the student into developmental course work (courses numbered below 100), the student must complete the developmental course work before enrolling in college-level English and/or math courses. Effective March 1, 2009, scores from the sentence skills portion of Accuplacer will place students in one of two developmental English courses: ENG 080 and ENG 090. ENG 080 is a prerequisite for ENG 090.

The Accuplacer test is given Mon.-Thurs. at 9:00 a.m., 11:00 a.m., 1:00 p.m., and 4:00 p.m. Applicants must make an appointment to take Accuplacer and can do so by calling (828) 627-4503. There is no fee for the test. An on-line study guide is available on the HCC website and at www.testprepreview.com. Tutoring is available to prepare for the placement tests in the Teaching and Learning Center and Adult Education Department.

Retest Policy: Students who score within the range below may retest after two weeks of the initial testing. Students are strongly encouraged to study before retesting. Practice questions are available at www.testprepreview.com/accuplacer_practice.htm. (Note: There is an underscore between accuplacer and practice in the web address). Practice questions are also available at www.haywood.edu, Prospective/Current Student, Enrollment Management, Enrollment Procedures for a Accuplacer Practice Test. Students may opt to remediate at the TLC.

If qualified, students may retest once in each section of the ACCUPLACER.

ACCUPLACER PLACEMENT ASSESSMENT

READING
Score Range Course Placement
0-34 AE-Reading
35-79 RED 090
60-79 Eligible to retest
80+ Reading requirement met

SENTENCE SKILLS
Score Range Course Placement
0-29 AE-English
30-64 ENG 080
65-85 ENG 090
64-85 Eligible to retest
86+ ENG 111

ARITHMETIC
Score Range Course Placement
0-24 AE-Math
25-54 MAT 060
41-54 Eligible to retest
55+ MAT 060 requirement met
ELEMENTARY ALGEBRA

Score Range Course Placement
0-54 MAT 070
41-54 Eligible to retest
55+ MAT 115, 120, 121, 140

For programs that require MAT 151 or higher
55-74 MAT 080
75+ MAT 151, 171

Retesting after completing a development course
A student who wishes to retest after completing a developmental course will be referred to the TLC for remediation. When the student feels sufficiently ready, he/she may take the competency exam for the course. If the student passes that test taken in the TLC, the instructor will sign the referral form and the student will be eligible to retest in that area.

This policy does not include students who receive a “CT” in a development course. This policy has been approved and will take effect Summer 2010.

Retesting after an extended absence from school:
Students who are absent from school for three or more years are eligible for retesting after remediating in the TLC. Students should discuss this option with a member of the student services staff. Students will be referred to the TLC for remediation prior to retesting.

Prerequisite Placement Testing: Students who wish to take BIO 163, BIO 168, or CHM 151 (primarily Nursing and Medical Assisting students) must take respective prerequisite placement test(s) or transfer these courses from other colleges with a grade of “C” or better.

In order to test into BIO 163 or BIO 168, students must score a 60% on the biology placement test. Student who score between 55-59% are eligible retest after two weeks.

In order to test into CHM 151, students must score a 70% on the chemistry placement test. Student who score between 65-69% are eligible retest after two weeks.

Call (828).627.4503 for an appointment for the biology and chemistry placement tests.

General Information about Placement and Prerequisite Placement Testing:
If the scores place the student into developmental course work, the student must complete the developmental course work before enrolling in college level English, and/or math courses (courses numbered 100 or higher). If required, students must also complete BIO 094 and/or CHM 090 prior to enrolling in college levels courses.

Credits earned in developmental courses do not count toward the required number of semester hours for graduation. Grades earned in developmental courses do not count in a student’s grade point average. Accommodations for testing are available for students with disabilities. Contact the Counselor located in Student Success Services in advance if accommodations are required.

After testing, the student will meet with a member of the Student Success Services staff to discuss test results.

Tuition and Institutional Fees

Institutional Fees
Institutional Fees for Curriculum (Credit) and Continuing Education (Non-Credit) Programs:
The following institutional fees are assessed when applicable. These fees are subject to change without prior notice upon approval by the College Administrative Council and Board of Trustees. The College reserves the right to assess new fees or increase or decrease charges as it may determine. The College will publicize any such changes when and if they occur.

Audit students pay the same fees as students who enroll for credit.

Access Fee- $3.00 per semester
The access fee includes internet/infrastructure/course delivery method and on-campus parking.

Graduation Fee - $15.00
Graduation Fee (if diploma mailed)-$5.00
Graduation fee is for the diploma and cover and is payable during the semester the student expects to graduate. Candidates for graduation should contact Student Success Services to obtain an Application for Graduation. Check with the bookstore for cost of cap, gown, and tassel if you wish the diploma to be mailed to you.

Student Activity Fee for curriculum students is charged as follows:

Fall and Spring Semesters

- Students carrying 12 or more credit hours - $32.50 per semester
- Students carrying 6 to 11 credit hours – $24.00 per semester
- Students carrying 1 to 5 credit hours - $16.50 per semester

Technology Fee
The Technology Fee is charged as follows:

- Students carrying 12 or more credit hours - $16.00 per semester.
- Students carrying 6 to 11 credit hours - $11.00 per semester.
- Students carrying 1 to 5 credit hours - $6.00 per semester.
- Continuing Education Students - $3.00 per computer class.
Other Expenses: Costs for books and supplies vary by curriculum and continuing education program. Students pursuing degrees in certain programs may have additional fees related to industry certification, licensure, background check, supplies, etc. Students should see the appropriate department regarding additional costs.

North Carolina Community College System requires a $7.50 fee for the administration of the GED exam. This fee covers all testing for a five-year period (Per NCCCS Administrative Code).

Obligation for Payment: Tuition and fees are payable in full on the following schedule:
- If you register during regular registration/ advisement—Tuition is due the day before Late Registration begins
- If you register during late registration—Tuition is due the day you register
- If you register after classes begin—Tuition is due the day you register

Tuition and fees may be paid by cash, check, money order, American Express, Discover, MasterCard or Visa credit or debit cards. Checks and money orders should be made payable to Haywood Community College.

Students receiving financial assistance from third party entities (such as vocational rehabilitation) must have formal authorization filed in the Business Office prior to registration.

A check given in payment of expenses that is returned by the bank results in indebtedness to the College and places the student’s enrollment in jeopardy. There is a returned check fee of $25.00. All previously incurred expenses at the College must be paid before a student may register at the beginning of any semester. Degrees, diplomas, or certificates will not be granted nor will transcripts be furnished until all financial obligations to the College have been paid and cleared by the financial agent. Unpaid debts are turned over to a collection agency after a reasonable period is allowed for payment.

Refunds: A refund is issued under the following circumstances:
A. A 100% refund of tuition and fees shall be made if the student officially drops prior to the first day of classes of the semester as noted in the college calendar. Also, if a course is cancelled by the college, a student is eligible for a 100% refund.
B. A 75% refund of tuition only shall be made if the student officially drops from the course(s) prior to or on the official 10% point of the semester.
C. For courses beginning at times other than the first week of the semester, a 100% refund of tuition and fees shall be made if the student officially drops from the course prior to the first class meeting. A 75% refund of tuition only shall be made if the student officially drops from the course prior to or on the 10% point of the course. For contact hour courses, 10 calendar days from the first day of the class(es) is the determination date for census.
D. If a student, having paid the required tuition and fees for a semester, dies during that semester (prior to or on the last day of the semester the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

To comply with applicable federal regulations regarding refunds to individuals or groups, federal regulations will supersede the state refund regulations.

All tuition refunds are processed after the official 10% point of the semester and will be mailed to students; student fees are nonrefundable.

Tuition
General Tuition for Curriculum Courses (Credit Courses): Tuition rates for North Carolina Community Colleges are established by the State Board as set by the NC Legislature for curriculum students per semester for North Carolina residents and out-of-state students (per NCCCS Administrative Code). The tuition is collected by the individual colleges and remitted to the NC Community College System Office for reallocation through FTE funding the next year.

2011-2012 tuition for 16 semester credit hours or more is charged at the rate of:
- $1,064.00 per semester for full-time in-state students
- $4,136.00 per semester for full-time out-of-state students

Tuition and fees are subject to change based on NC legislation and local board action. See HCC website—www.haywood.edu—for current tuition and fees (under Current students & Prospective students links on the home page.)

(See Residence Status in Admissions, Enrollment Management section).

Resident students carrying less than 16 credit hours are charged $66.50 per semester hour and out-of-state students are charged $258.50 per semester hour. The tuition rate for auditing courses is the same as for taking them for credit. Tuition rates are subject to change as mandated by the State of North Carolina Legislature.

Tuition for Curriculum Self-Supporting Courses in the Summer Semester: Some of the curriculum courses in the summer semester are offered on a self-supporting basis. Tuition and fees for HCC self-supporting courses are charged at the in-state rate for all students regardless of residency status. Tuition waivers or exemptions do not apply to self-supporting courses. (See tuition waiver/exemption list in this section).
Tuition Exemptions (Waivers)

- College Faculty and Staff Members
  Full-time college faculty and staff members are entitled to enroll in one Haywood Community College course per semester tuition-free, subject to admissions requirements. Institutional fees, however, must be paid. Other additional charges may be required for some courses.

- High School Students
  Concurrent (Huskin’s Bill), dual enrolled high school, or Haywood Early College students registered in curriculum courses do not pay tuition or institutional fees.

Residency Status: See Admissions (Enrollment Management) section regarding policy on residency.

Career Readiness Certificate (CRC)

Getting a North Carolina Career Readiness Certificate allows you to show prospective employers that you possess the basic skills they require. Even if you have a high school diploma (or GED) or a post-secondary degree, the CRC further verifies that you can handle the kinds of tasks – finding information, reading instructions and directions, even working with figures – that are common in today’s workplace. The Certificate is based on established WorkKeys® assessment tests. WorkKeys is a comprehensive skills assessment tool recognized by thousands of companies in the U.S. and by state and federal agencies.) To earn a Career Readiness Certificate, individuals are tested in reading, applied math, and locating information through the WorkKeys skills assessment system. For more information contact:

Corporate & Community Education Office
828-565-4243

Continuing and Adult Education

Continuing and Adult Education provides learning opportunities by offering a wide variety of classes to support economic development and the advancement of continued adult learning. Through a variety of community assessments, our programs are designed to meet the needs of higher academic education, retraining and job training, and personal and professional growth. The Continuing and Adult Education Division develops concepts and ideas for lifelong learning by examining the needs of the citizens, of businesses, and of industries throughout our area. Offerings include on- and off-campus at a variety of times, days, locations and various formats of learning by lectures, hands-on, and includes Internet-based learning.

Haywood Community College is the primary center for both training the area’s workforce and for providing direct assistance to small business development. HCC is also a partner with other organizations leading economic development efforts. The college is involved with the Haywood County Economic Development Commission, the Haywood County Chamber of Commerce and the WNC Advanced Machining Center project, efforts which are designed to attract new industry to the area, retain existing industry and build an environment that fosters economic growth and prosperity.

The Continuing and Adult Education division includes the following training areas: Small Business Center, Emergency Services, Allied Health, Public Safety, Fire, Occupational Extension, Computer Training, Online Training, Community Education, Human Resource Development, Adult Basic Education, Business & Industry Training, Certification and Licensure, and all workforce development efforts and special projects. The listing above is only a sampling of the program offerings at Haywood Community College Continuing & Adult Education Division. Training options are unlimited and can be designed to meet the needs of the employer and/or student.

Enrollment Procedures

Enrollment: Students are encouraged to enroll in continuing education courses early. The Enrollment Management Department is located in the upper level of the Student Services Building (1500 Bldg). Normal operating hours, contact information, and payment options as follows:

Monday–Thursday:
  8 a.m. to 6 p.m. and Friday: 8 a.m. to 4 p.m.
Telephone: (828) 627-4500
Community College Website: www.haywood.edu
Methods of Payment include: Cash, Check, Money Order, Credit and Debit cards
  (MasterCard, Visa, American Express, Discover)
Notice: Students receiving financial assistance from third party entities (such as vocational rehabilitation) must have formal authorization filed in the Business Office prior to registration. There is a returned check fee of $25.00. All previously incurred expenses at the College must be paid before a student may register at the beginning of any term. Degrees, diplomas, Certificates or Certifications will not be granted nor will transcripts be furnished until all financial obligations to the College have been paid and cleared by the financial agent. Unpaid debts are turned over to a collection agency after a reasonable period is allowed for payment.

Costs

Costs and fees which include tuition, books, cards, supplies, and insurance for individual courses and areas of study will vary depending on the class. Student’s responsibility includes inquiring during registration to confirm the required items (books and supplies) and costs of said items. Some courses require insurance and certification cards. The College reserves the right to assess new fees or increase or decrease charges as it may determine. The College will publicize any such changes when and if they occur. These fees are subject to change without prior notice upon approval by the
About HCC

College Administrative Council and Board of Trustees. A minimum enrollment may be required to offer a course or continue a sequence of courses. There are no tuition costs for Adult Basic Education courses but fees may apply in addition to testing costs. G.S. 15D-39 authorizes the State Board of Community Colleges to fix and regulate all tuition and fees charged to students for applying to or attending any community college. The current rate for Occupational Extension courses is as follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–24 Hours</td>
<td>$65</td>
</tr>
<tr>
<td>25–50 Hours</td>
<td>$120</td>
</tr>
<tr>
<td>50+ Hours</td>
<td>$175</td>
</tr>
</tbody>
</table>

*Self-Supporting and Community Education Courses rates vary.

Refund Policy: The tuition policy is set by the State of North Carolina and is subject to change. A 100% refund shall be made if the student officially drops prior to the first day of classes of the term as noted in the College Calendar. Also, a student is eligible for a 100% refund if the class in which the student is registered is canceled. A 75% refund shall be made if the student officially drops from the class(es) prior to or on the official 10% point of the term. Insurance, technology, and student activity fees are NOT refundable. Federal regulations, if different from above, will overrule this policy. Tuition refunds will be mailed to students; student fees are nonrefundable.

Tuition Waivers: Curriculum: The General Assembly enacted changes to the tuition and fee waiver for senior citizens; all other tuition waivers remain unchanged. Per Section 8.11 of S.L. 2009-451 (as amended by H836 21), tuition shall be waived for up to six credit hours of credit instruction per semester for senior citizens age 65 or older who are qualified as legal residents of North Carolina effective July 1, 2009.

Continuing Education: Per Section 8.4(a) of S. L. 2010-31 G. S. 115D-5 (b), tuition for one class per semester shall be waived for a non-credit instruction (Occupational Extension course) per academic semester for senior citizens age 65 or older who are qualified as legal residents of North Carolina effective July 1, 2010. There are no tuition waivers for Community Education courses.

Course Repetition: There is a limit to the number of times a student may enroll in a particular Continuing & Adult Education class. The Continuing & Adult Education Repetition policy guides enrollment in selected types of classes. Occupational Training courses may not be taken more than twice within a five-year period without the student paying the full cost of the course as determined by the College. Students may repeat Occupational Training courses more than once if the repetitions are required for certification, licensure, or recertification. A course other than occupational training may not be taken for more than two consecutive terms without a break of at least one term. Students who are enrolled in Adult Basic Education (ABE), General Educational Development (GED), Adult High School, English-as-a-Second Language or Compensatory Education courses may continue in the course as long as reasonable educational and/or social progress is being made according to the goals of the program. Students in Compensatory Education classes will be reviewed after no more than two years to determine whether they will continue in the program. The College reserves the right to modify this policy in general or relative to a given course as necessary to meet the needs of the College and its students.

Services
Adapted to Basic Education
Certification & Licensure
Community and Corporate Education
Human Resource Development
Computer Training
Industry & Customized Training
Health and Emergency Services Training
Allied Health Training
Fire Training
Public Safety & Law Enforcement Training
Occupational Training
Small Business Center
Online Training

Adult Education

Adult Basic Education programs provide opportunities for upgrading reading, mathematics, English, and life skills. Assessment is a basic part of all these programs and provides pre-adult secondary instruction.

Adult High School Diploma (AHS) program gives adults the opportunity to complete requirements to earn an actual high school diploma. Through careful evaluation of transcripts, interview, and acceptance procedures, adults will be able to determine the number of high school credits needed and work to complete the study for a diploma. This diploma is honored and accepted at colleges, universities, and by employers exactly as any other high school diploma earned across the nation.

The General Educational Development (GED) Program offers instruction in five subject areas in preparation for taking the high school diploma equivalency (GED) test. Instruction for Basic Skills Programs can be delivered on campus and at community learning centers or workplace sites when there is sufficient demand. Tuition is free. However, the
first sitting for the official GED exam costs $7.50 (NC state administration fee) which covers all five official GED tests. The tests cover: Writing Skills, Mathematics, Social Studies, Science, Reading, Literature and the Arts. Requirements: Student must be at least 18 years old (16- and 17-year-olds may test with special permission), be a current North Carolina resident, be certified to test through the GED Preparation, and pay the testing fees ($7.50 for initial testing and $2.50 for retesting in Writing Skills)

English as a Second Language (ESL) is intended to improve the English reading, speaking, and writing skills of students who speak other languages. American culture, history and life skills are also taught.

Compensatory Education Program is an academic program specifically for adults with intellectual disabilities. The program features lessons in community living, consumer education, health, language, mathematics, social science, and vocational education. Emphasis is placed on helping each student become as independent as possible and is designed for intellectually disabled adults. Instruction is given to help intellectually disabled adults develop skills and abilities necessary to obtain employment and achieve self-sufficiency.

How to Enroll in Adult Education Programs Students may enroll in Adult Education classes by attending orientation sessions offered once weekly.

Adult Education Enrollment for Minors The applicant who is between the ages of 16 or 17 years of age may be admitted to the Adult Education Program provided:

1. The applicant has left the public schools no less than six calendar months prior to the last day of regular registration of the semester.
2. The applicant is supported by a notarized petition of the applicant’s parent, legal guardian, or other person or agency having legal custody and control. The petition must certify the place of residence and date of birth of the applicant, the parental or other appropriate legal relationship of the petitioner to the applicant, and the date on which the applicant left the public schools. Note: All or any part of the six-month waiting period may be waived by the superintendent of public schools of the administrative unit in which the applicant resides.
3. Applicants must also complete a screening interview with the parent or guardian present and with the Coordinator of Adult Education. These interviews are held each Wednesday or by appointment after completing orientation.

Upon enrolling in Adult Education programs, students agree to adhere to the HCC Student Code of Conduct as stated in this catalog. The Coordinator of Adult Education administers disciplinary action under the supervision of the Executive Director of Continuing & Adult Education.

Certification and Licensure assists students in acquiring certifications or licensures in Auto Safety, OBD Emissions, and OBD Recertifications. These occupational courses are designed to prepare students to meet the guidelines and requirements issued by the State of North Carolina.

Corporate and Community Education offers to individuals 18 years of age and older short-term courses for self-improvement, cultural enrichment, and academic achievement. The program is intended to meet the growing needs and interests of the community. The purpose is to give an individual a chance to pursue special interests and to fill his/her leisure time with worthwhile educational projects. Some of these include sewing and quilting, drawing and painting, knitting, woodcarving, knifemaking and bladesmithing, and basic auto repair. The National Safety and Health Council’s Defensive Driving 4-hour course is also offered. Corporate training provides specialized courses specifically designed to meet the needs of corporations, groups, non-profits, and other entities.

Human Resources Development (HRD) Program: The mission of Haywood Community College’s Human Resources Development Program is to strengthen the employment and educational opportunities of the county’s residents who are unemployed or underemployed. The primary goal is to help these individuals develop the essential skills needed for securing and maintaining employment. Instruction focuses on the following: career assessments, development of employability skills, communication skills, problem-solving skills and techniques, and computer skills.

Computer Training offers a wide variety of computer training in both classroom and web-based formats. All of our courses are designed to help each student learn new computer software packages and/or sharpen existing computer skills. The goal of the HCC Computer Training is to help all students improve their knowledge of computer technology, whether for career advancement or personal improvement.

Industry & Customized Training services provided through HCC’s Service and Industry Training includes: Occupational Continuing Education, Workforce Training, and Customized Industry Training. For over 40 years, HCC has been offering a non-credit alternative to citizens as they build or quantify their work-related skills. Currently, the college offers a wide range of support -- from plumbing certification to management level courses to Maintenance Technician. Through HCC’s Industry & Customized Training, participants can upgrade skills, develop new skills, prepare for licensures and certification, attend management courses. HCC provides customized employee training at area businesses for professional development, corporate training, manufacturing training, workplace violence prevention, Programmable Logic Controllers, safety & environmental, customer service, strategic planning, and recertification classes which support
the economic development efforts of the State by providing education and training opportunities for eligible businesses and industries. Amended in 2008, this program combines the New and Expanding Industry Training Program and the Customized Industry Training Program to more effectively respond to business and industry (G.S. 115D-5.1). The Customized Training Program also includes the former Focused Industry Training Program and shall offer programs and training services to assist new and existing business and industry to remain productive, profitable, and within the State. The program was developed in recognition of the fact that one of the most important factors for a business or industry considering locating, expanding, or remaining in North Carolina is the ability of the State to ensure the presence of a well-trained workforce. The program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses.

Health and Emergency Services Training encompasses many disciplines. This includes Emergency Medical Services Certifications from Medical Responder through Paramedic level, and upgrade courses. Health education courses are designed to assist those desiring employment or retraining in related fields. HCC offers certification and upgrade courses for rescue and emergency services personnel.

Allied Health Training includes Nurse Aide I & II, Medication Aide, Phlebotomy, and other allied health programs. Applicants are selected for admission to these programs based upon special criteria and certain testing requirements.

Fire Training requires the State Fire and Rescue Commission to establish voluntary minimum professional qualifications for all levels of fire and rescue service personnel. The standard for Firefighter Certification is considered to be a minimum standard and the Fire & Rescue Commission fully recognizes that due to differing requirements, many fire departments may set forth standards much higher than these for their personnel. It is the intent, however, that through a voluntary program, personnel who provide firefighting services to the communities of our state, will meet or exceed this standard. In the State of North Carolina, the State Legislature established General Statute 58-78-5.14b to reduce fire loss.

Public Safety & Law Enforcement training provides quality educational programs and services for law enforcement. This includes but is not limited to Basic Law Enforcement Training, mandatory In-Service Training and specialized law enforcement training. Applicants for Basic Law Enforcement Training must provide required documentation.

Occupational Training provides education and training for individuals to prepare for new or different employment and to upgrade the skills of individuals in their current employment. These opportunities are available through single courses or a series of courses specifically designed for an occupation. A significant number of these courses are offered to meet licensure or certification requirements. HCC is the primary center for both training the area’s workforce and for providing direct assistance to small business development. HCC is also a partner with other organizations leading economic development efforts. The college is involved with the Haywood County Economic Development Commission, the Haywood County Chamber of Commerce and the WNC Advanced Machining Center project, efforts which are designed to attract new industry to the area, retain existing industry and build an environment that fosters economic growth and prosperity.

The Small Business Center provides training, counseling, and resource information in support of new business development and existing business growth. It also offers free, confidential counseling, and access to an extensive resource library. Over 600 business “how to” books, magazines, and audio CD’s are available for loan. A wide variety of free seminars are also available to help businesses be successful. Some topics include: How to Start a Business, How to Write a Business Plan, Financing a Business, Marketing for Success, and Taxes and Recordkeeping. Visit www.sbc.haywood.edu to view Upcoming Seminars, New Business Guide, Success Stories, Business Start-Up Competition and other business related news and events to help grow your business.

Online Learning is available in each discipline listed above and many more. Online learning provides options for students to train at home or on-the-job. Online training can build upon existing work skills or provide foundational learning or skills.
Academic Appeal Procedure
Students who feel that they have been treated unjustly by a faculty member in any matter pertaining to their academic work shall appeal first to the faculty member. If necessary, an appeal in writing shall be addressed to the chairperson of the department in which the faculty member teaches.

If after appealing to the instructor and department chairperson, a student remains dissatisfied or believes suitable action has not taken place, the student may appeal the decision in writing to the Chief Academic Officer and then to the President of the College.

Academic Complaint Procedure
Students who feel that they have been treated unjustly by an instructor in any matter pertaining to their academic work normally shall appeal first to the instructor. If necessary, an appeal may then be addressed to the chairperson of the department in which the instructor teaches.

If, after appealing to the instructor and department chairperson, the student is dissatisfied or suitable action has not been taken, the student may appeal the decision to the Division Chairperson, then the Chief Academic Officer. (See student grievance section of Student Rights and Responsibilities in the Student Handbook Section to file a formal grievance).

Campus Safety
As part of our campus security plan, students and employees are required to wear their HCC ID.
Student may obtain ID’s at the HCC Bookstore. Please help us make our campus a safer place to learn and work by wearing your ID.

In Case of Fire:
• Activate the fire alarm and call 911 (pulling an alarm when there is no fire is a violation of state law)
• Exit the building using the nearest exit and stay at least 100 feet away until given “all clear” signal by an HCC employee.
• Keep roads and sidewalks clear for emergency vehicles.

In Case of a Campus Emergency:
• Exit buildings, and/or the campus when asked to do so.
• Stay at least 100 feet away until given “all clear” signal

Medical Emergency:
• Contact closest HCC employee or call Campus Security.
• If a severe injury or illness occurs, call 911 or have HCC faculty/staff call 911 for emergency medical services.
• Call Campus Security to alert them of the situation so that they may assist until emergency services arrives.

Directory Information
FERPA Guidelines: PART 99-FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Directory information includes, but is not limited to, the student’s name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

Students who do not wish any or all of the above directory information released to outside agencies must notify the Director of Enrollment Management in writing within 10 days after their initial registration. No records, other than directory information, shall be available to unauthorized persons within the college or to any unauthorized persons or groups outside the college without the written consent of the student involved, except under legal compulsion.
For additional information and clarification, students should discuss the Family Education Rights and Privacy Act with a member of Student Success Services.

The following persons or groups may have access without student consent:
1. Parents of dependent students, with required documentation.
2. School faculty and other school officials with legitimate educational interests.
3. Authorized representatives of federal or state government.
4. Authorized organizations conducting studies relating to testing, financial aid, or instruction.
5. Accrediting organizations.
6. In emergencies, appropriate persons if necessary to protect health or safety of the student or others.

Students may request permission to review their record(s) in the Student Success Services Office. Students questioning the content of their record(s) shall first review the record(s) with the Director of Enrollment Management or the Executive Director of Student Success Services. Upon written request by the student, a committee appointed by the President shall review all unresolved questions. The final review shall rest
with the President of the college. The college reserves the right to require appointments for examination of records should the need exist.

**Drug, Alcohol and Tobacco Use**
College policy states that alcohol or controlled substances are not allowed on campus or at any HCC sponsored activity. Information concerning the dangers of substance abuse is distributed to all students at orientation. For more information on the disciplinary ramifications, please see the drug and alcohol abuse section under the student code of conduct.

The College counselor in Student Success Services will be happy to work with anyone who has a substance abuse problem and wants help. All conversations are strictly confidential. Please contact the College Counselor at 627-4504.

**Drug Abuse Prevention Program**
It is the official position of Haywood Community College to protect its students, faculty, and staff from the dangers of drug and alcohol abuse.

Effective drug and alcohol abuse prevention improves students’ chances for successfully completing training and initiating successful careers. Faculty and staff are assured of better performance on the job and the image of the College is strengthened. Official college policy concerning the use of illegal drugs and intoxicants for students is found in the Conduct and Standards section located in the college catalog. For faculty and staff, the policy is found in appropriate section of the HCC Policies and Procedures Manual.

An ongoing informational program about the dangers of drug and alcohol abuse is provided in the form of brochures, pamphlets, videos, and visiting speakers for students, faculty and staff. New students and staff are made aware of the college’s anti-drug policy and assistance programs available to them as a part of their orientation. Students, faculty, and staff seeking assistance for substance abuse or related problems may utilize the services of the college counselors whose offices are located in the Student Success Services area on campus. These services are available free of charge and will be provided in a strictly confidential and professional manner. For those who need services beyond the capabilities of the college counseling staff or who do not wish to use the services, a referral service is available.

**Drug and Alcohol Policy and Purpose:** The purpose of this directive is to declare college policy on the maintenance of an alcohol and drug-free campus. This policy complies with the Drug-Free Schools and Communities Act (Amendment of 1989, Public Law 101-226) as well as the Drug-Free Workplace Act of 1988.

Distribution of materials indicating health risks associated with the use of illicit drugs and abuse of alcohol as well as a summary of the applicable legal Policies and Procedures sanctions under local, state, and federal laws will be distributed to students and employees on an annual basis.

**Policy:** The abuse and use of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users of drugs or alcohol may impair the well-being of all employees, students, and the public at large; drug and alcohol usage may also result in damage to college property. Therefore, it is the policy of Haywood Community College that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol, is prohibited while in the workplace, on college premises, or as part of any college sponsored activities. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and the referral for prosecution. The specifics of this policy are as follows:

1. Haywood Community College does not differentiate between drug users, drug pushers, or sellers. Any employee or student who possesses, uses, sells, gives, or in any way transfers a controlled substance to another person, or manufactures a controlled substance while in the workplace, on college premises, or as part of any college sponsored activity, will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

2. The term “controlled substance” means any drug listed in 21 CFP Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally, these are drugs which have a high potential for abuse. Such drugs include, but are not limited to, Heroin, Marijuana, Cocaine, PCP, and “Crack.” They also include “legal drugs” which are not prescribed by a licensed physician.

3. If any employee or student is convicted of violating any criminal drug statute while in the workplace, on college premises, or as part of any college sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the college may require the employee or student to successfully finish a drug abuse program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the college.

4. Each employee or student is required to inform the college, in writing, within five (5) days after he or she is convicted for violation of any federal, state, or local criminal drug statute where such violation occurred while in the workplace,
on college premises, or as part of any college sponsored activity. A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence by a judge or jury in any federal or state court.

(5) Convictions of employees working under federal grants for violating drug the workplace, on college premises, or as part of any college sponsored activity, shall be reported to the appropriate federal agency. The President of Haywood Community College must notify the U.S. government agency, with which the grant was made, within ten (10) days after receiving notice from the employee or otherwise receives actual notice of a violation of a criminal drug statute occurring in the workplace. The college shall take appropriate disciplinary action within 30 calendar days from receipt of notice. A condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

(6) Students employed by the College are considered to be employees of the College.

(7) Any employee or student who unlawfully possesses, uses, sells, or transfers alcoholic beverages laws in to another person while in the workplace, on college premises, or as part of any college sponsored activity, will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

(8) If an employee or student is convicted of violating any alcoholic beverage control statute while in the workplace, on college premises, or as part of any college sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the college may require the employee or student to successfully finish an alcoholic rehabilitation program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the college.

(9) The term alcoholic beverage includes beer, wine, whiskey, and any other beverage listed in Chapter 18B of the General Statutes of North Carolina.

(10) Each employee or student is required to inform the college, in writing, within five (5) days after he or she is convicted of any alcoholic beverage control statute where such violation occurred while in the workplace, on college premises, or as part of any college sponsored activity.

Tobacco Use on Campus

Effective January 1, 2010, the use of tobacco products (including cigarettes, cigars, pipes, smokeless tobacco, or other tobacco products) is prohibited on Haywood Community College property. This policy applies to all students, faculty, staff and visitors. Tobacco use and the discarding of tobacco and tobacco related products is not allowed in any building, in any open area of campus property (including parking lots), and in college owned vehicles.

Inclement Weather Information

When inclement weather occurs, an official announcement stating that classes are on a delayed schedule or the College is closed will be made over area television and radio stations and posted on the home page of HCC’s website at www.haywood.edu. An announcement for day classes will be made by at least 6:00 a.m. or before if possible, and by 3:00 p.m. or earlier if possible for evening classes (classes beginning at 4:00 p.m. or later). Announcements will reflect weather conditions at the College not the conditions of Haywood County Public Schools. A detailed listing of media carrying announcements can be found below. Commuters should exercise personal judgment concerning highway conditions regardless of College announcements, particularly those commuting from other counties or remote areas.

Telephone : HCC Hotline : (828) 627-4517
Website : www.haywood.edu
(Look for an announcement above the home page)
Local television and radio stations including:
WLOS TV Channel 13 WFPS/WNCC WNCW
WSPA TV Channel 7 WWNC/Kiss FM WCQS
WYFF TV Channel 4 WQNS WRGC
WFGW/WMIT WPTL FOX Carolina

COLLEGE Closed : Extremely hazardous conditions; no one reports to work or class.

CLASSES Canceled : College remains open; staff reports at 10:00 a.m.

DELAYED Schedule : Class schedule begins at 10:00 a.m. Students and employees report at 10:00 a.m.

Minors on Campus

The College encourages visits to its campus, but due to certain conditions on campus that could be hazardous to children, all minors, under the age of sixteen, must be supervised at all times by a responsible adult. The College does not assume responsibility for their supervision. Minors, under the age of sixteen, are not permitted in classrooms, shops, or laboratories during regularly scheduled courses unless they are attending as students enrolled in the Concurrent Enrollment Program, Haywood Early College High School, or the Intellectually Gifted Program. Students are asked not to bring children with them to class, to campus meetings or activities unless the activity specified is open to children.

The College offers childcare services on campus at the Center for the Advancement of Children.
Parking
Public high school students enrolled in the Concurrent Enrollment Program may park in college parking lots provided they have on display a valid parking decal from his or her high school. All other students, or their parents or guardians, must display a current HCC parking decal. The parking decals are available in the College Bookstore.

Sexual Harassment Policy
It is the policy of Haywood Community College, consistent with its effort to foster an environment of respect for the dignity and worth of all members of the College community, that sexual harassment of students and employees of Haywood Community College is unacceptable and impermissible conduct which will not be tolerated. Specific student complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:
• Vice President of Student and Workforce Development, Student Center Building (828) 565-4220.
• For specific acts of sexual assault against a student, immediately contact: HCC Campus Security (office 627-4514, cell phone 734-5410) or local law enforcement and emergency agencies (911). A formal complaint should also be filed with the Vice President of Student and Workforce Development.

Policy Purpose
• To inform all employees and students that harassment because of age, race, sex, color, religion, disability, national origin, political affiliation, and marital status is unacceptable behavior.
• To provide a procedure to address and resolve complaints of harassment of employees and/or students by supervisors, instructors, fellow employees/students, or non-employees/non-students.

Definition: Sexual harassment is defined by federal guidelines as “unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
• submission to such conduct is made, either explicitly or implicitly, a term or condition of employment/enrollment, or
• submission to or rejection of such conduct by an individual is used as a basis for employment/enrollment decisions affecting such individuals, or
• conduct has the purpose or effect of unreasonably interfering with an individual’s work or study performance or creating an intimidatious hostile, or offensive work or study environment.

Coverage: All employees and students of the College are covered by this policy.

Policy: The College expressly forbids harassment of employees and/or students because of age, race, sex, color, religion, disability, national origin, political affiliation, and marital status. All employees and students should clearly understand that, even in mild forms, such harassment constitutes unsatisfactory job/school performance and is subject to disciplinary action. More serious instances of harassment will carry more serious penalties up to and including dismissal.

Complaint Procedure: If you are being harassed by your supervisor, instructor, another employee/student, or a non employee/student, or other person interacting with the college (such as vendors and relatives of persons employed by or enrolled in the College), there are three alternative complaint procedures:

Alternative 1 : Notify your supervisor/instructor or the Chief Academic Officer of the situation. These individuals are responsible for notifying the President’s Office of the complaint and cooperating in investigating the situation and taking corrective action.

Alternative 2 : If you do not feel that you can talk with your supervisor/instructor about the problem, or if the harassment is coming from your supervisor/instructor, you are encouraged to seek out another superior within your department and notify him or her of the situation. If the matter is not resolved to your satisfaction, you may file a formal written complaint with the President.

Alternative 3 : If at any point in the process you prefer to do so, students may go to the Vice President of Student and Workforce Development, and employees may go to their supervisor or the Personnel Officer. These individuals notify the President’s Office of the complaint and cooperate in investigating the situation and taking reasonably prompt, appropriate action.

Reporting: Whenever the Chief Academic Officer, Vice President of Student and Workforce Development, Personnel Officer, or any other supervisor or superior referred to in Alternative 1, Alternative 2, or Alternative 3 receives a complaint of sexual harassment, he or she shall promptly notify the President’s Office of such complaint.

Resolution: Upon receiving notice of a sexual harassment complaint, the President, or the President’s designee shall, based upon the particular circumstances, arrange for the complaint to be investigated, and a report of the investigation to be submitted by the appropriate person(s). Arrangements for particular aspects of the investigation, including directions as to the person(s) (employed and/or not employed by the College) who will make inquires, the degree of formality used in the investigation, and other considerations, shall be provided by the President or the President’s designee. The college will thereafter implement such corrective action as it deems necessary or appropriate.

The college reserves its authority to, in its judgment and
discretion take various precautionary measures, before, during, or after investigating a sexual harassment complaint, in order to ensure that sexual harassment and retaliation, actual and/or perceived, does not occur. Such precautionary measures (which may or may not include cautionary letters, temporary reassignment of duties, etc.) are not, absent explicit written statement to the contrary, to be considered as disciplinary in nature.

**Student Health and Services**

Haywood Community College does not provide medical services for students. The responsibility for medical services rests with the student. In the case of illness or injury on campus, please call Emergency Medical Services to assist individuals. Please call Campus Security to notify them that EMS has been called so that they may assist until help arrives and help the EMS locate the person who is ill. First aid kits are available in labs and in Student Success Services. Urgent Care facilities are located a few miles from the campus at the Haywood Regional Medical Center and in Hazelwood, near Exit 100 off Hwy 19-23.

**Student Insurance**

A student accident insurance policy is provided for each student enrolled in a curriculum course and some courses in continuing education. The premium for this policy is included as a part of the institutional fees charged at registration. Please note that this is a limited accident policy. The policy only covers injuries caused by accidents that occur on-campus during the hours that the College is in session and/or while the student is taking part in a college endorsed activity under the supervision and control of College officials.

Students registering for Continuing Education courses are given an option to pay the accident insurance fee at the rate indicated in the section titled Fees. This will cover any class-related injuries as covered in the limited accident policy. Instructions, insurance and incident forms can be found on the web site under current student. Further information concerning student insurance can be obtained from Student Success Services.

**Meals at Sunrise Cafe**

HCC Students are able to prepay for meals at the Sunrise Cafe at www.lunchprepay.com. Two service plans are available. Interested students should see Janet Brooks in the Sunrise Cafe.

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**Policy 5.4: Student Rights and Code of Conduct**

**Related Policies & Procedures**

**Effective Date:** Tue, Aug 09, 1994

**Amended Date:** Wed, Oct 21, 2009

**I. Preamble**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of this academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic conditions in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility. As members of the academic community, students are subject to the obligations which accrue to them by virtue of this membership. As members of the larger community of which the College is a part, students are entitled to all rights and protection accorded them by the laws of that community.

By the same token, students are also subject to all laws, the enforcement of which is the responsibility of duly constituted authorities. When students violate laws, they may incur penalties prescribed by legal authorities. In such instance, College discipline will be initiated only when the presence of the student on campus will disrupt the educational process of the College. However, when a student’s violation of the law also adversely affects the College’s pursuit of its recognized educational objectives, the College may enforce its own regulations. When students violate College regulations, they are subject to disciplinary action by the College whether or not their conduct violates the law. If a student’s behavior simultaneously violates both College regulations and the law, the College may take disciplinary action independent of that taken by legal authorities.

**II. Student Rights**

A. All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the State of North Carolina shall not be denied any student.

B. Students are free to pursue their educational goals. Appropriate opportunities for learning in the classroom and on the campus shall be provided for by the College. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

C. Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and non-discriminatory rules and regulations regarding time, place, and manner.
D. Students have the right to inquire about and to propose improvements in policies, regulations and procedures affecting the welfare of students through established student government procedures, campus committees, and College offices.

E. The Family Educational Rights and Privacy Act of 1974 provides safeguards regarding the confidentiality of and access to student records, and this Act will be adhered to by the College. Students and former students have the right to review their official records and to request a hearing if they challenge the contents of these records. No records shall be made available to unauthorized personnel or groups outside the College without the written consent of the student involved, except under legal expulsion.

F. No disciplinary sanctions other than temporary removal from class or activity (only for duration of said activity) may be imposed upon any student without due process. Due process procedures are established to guarantee a student accused of a Student Code of Conduct violation the right of a hearing, a presentation of charges, evidence for charges, the right to present evidence, the right to have witnesses on one’s behalf and to hear witnesses on behalf of the accuser(s), the right to counsel, and the right to appeal.

G. Students have the right to a voluntary medical withdrawal. When illness, injury, or psychological/psychiatric conditions or disabilities occur while a student is enrolled that interfere with a student’s ability to participate in the College’s programs, a student or guardian may request a medical withdrawal from school. The Vice President of Student and Workforce Development must approve all medical withdrawals. (See related procedures)

H. It may become necessary for an involuntary/administrative withdrawal for a student with illness, injury, or psychological/psychiatric conditions or disabilities when Section III.E of the Student Code of Conduct is violated due to behavior related to a disability that is sufficiently serious to constitute a direct threat. (See related procedures)

III. Student Code of Conduct

The College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of College officials, a student’s conduct disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken to restore and protect the sanctity of the community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following regulations set forth rules of conduct which prohibit certain types of student behavior. Violation of one or more of the following regulations may result in one of the sanctions described in the Student Discipline Policy:

A. Academic Dishonesty - taking or acquiring possession of any academic material (test information, research papers, notes, etc.) from a member of the College staff or student body without permission; receiving or giving help during tests; submitting papers or reports (that are supposed to be original work) that are not entirely the student’s own; not giving credit for others’ work (plagiarism).

B. Theft of, misuse of, or damage to College property, or theft of or damage to property of a member of the college community or a campus visitor on College premises or at College functions; unauthorized entry upon the property of the College or into a College facility or a portion thereof which has been restricted in use and thereby placed off limits; unauthorized presence in a College facility after closing hours.

C. Possession of or use of alcoholic beverages or being in a state of intoxication on the College campus or at College-sponsored or supervised functions off campus or in College-owned vehicles. Possession, use or distribution of any illegal drugs, except as expressly permitted by law. Any influence which may be attributed to the use of drugs or of alcoholic beverages shall not in any way limit the responsibility of the individual for the consequences of his/her actions.

D. Lewd or indecent conduct, including public physical or verbal action or distribution of obscene or libelous written material.

E. Mental or physical abuse of any person on College premises or at College-sponsored or College-supervised functions, including verbal or physical actions which threaten or endanger the health or safety of any such persons or which promote hatred or racial prejudice.

F. Any act, comment, or behavior which is of a sexually suggestive or harassing nature and which in any way interferes with a student’s or an employee’s performance or creates an intimidating, hostile, or offensive environment.

G. Intentional obstruction or disruption of teaching, research, administration or disciplinary proceedings, or other College activities, including public service functions, and other duly authorized activities on College premises.

H. Occupation or seizure in any manner of College property, a College facility or any portion thereof for a use inconsistent with prescribed, customary, or authorized use.
I. Participating in or conducting an assembly, demonstration or gathering in a manner which threatens or causes injury to person or property; which interferes with free access to, ingress or egress of College facilities; which is harmful, obstructive or disruptive to the educational process or institutional functions of the College; remaining at the scene of such an assembly after being asked to leave by a representative of the College staff.

J. Possession or use of a firearm (with the exception of law enforcement officers) incendiary device or explosive, except in connection with a College-approved activity. This also includes unauthorized use of any instrument designed to inflict serious bodily injury to any person.

K. Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.

L. Gambling on the college campus or at college-sponsored functions off-campus.

M. Smoking and/or using other forms of tobacco products on HCC property, which includes but is not limited to college vehicles, classrooms, shops, and labs or other unauthorized areas.

N. Violation of College regulations regarding the operation and parking of motor vehicles.

O. Forgery, alteration, or misuse of College documents, records, or instruments of identification with intent to deceive.

P. Failure to comply with instructions of College officials acting in performance of their duties.

Q. Violation of the terms of disciplinary probation or any College regulation during the period of probation.

R. Fiscal irresponsibility such as failure to pay College-levied fines, failure to repay College-funded loans, or the passing of worthless checks to College officials.

S. Violation of a local, state, or federal criminal law on College premises adversely affecting the College community’s pursuit of its proper educational purposes.

T. Willful creation or distribution of anonymous documents, letters, phone calls, etc. containing libelous, slanderous, erroneous, or unfounded information that is disruptive to the mission, administration, students, and educational environment of the college.

U. Willfully or deliberately made false or misleading statements about college business or official records or about college employees or students.

Procedure 5.4.2: Voluntary Medical Withdrawal Procedures

Amended Date: Wed, Oct 21, 2009

Documentation of the illness, injury, or psychological/psychiatric disorder from a medical professional is required prior to the approval of a voluntary medical withdrawal.

The following steps shall be taken for students desiring a voluntary medical withdrawal:

1. Students must submit medical documentation supporting a request for a medical withdrawal within 30 days of the last attended class unless medical documentation is provided that satisfactorily explains a longer time period. It is most feasible that the request and documentation be submitted before the end of the semester (and end of the classes) in question but they will be accepted as necessitated by the medical condition. The documentation must be submitted to the Vice President of Student and Workforce Development.

2. The Vice President of Student and Workforce Development will review all submitted documentation and make a decision regarding voluntary medical withdrawal within 10 business days after the receipt of the said documentation.

3. The decision of the Vice President of Student and Workforce Development will be communicated to the student via registered mail.

4. Students who are granted medical withdrawals will receive the grade of W (withdrawn) in all courses in progress and/or specified in the request.

5. Specific conditions for re-admittance are stipulated at the time of withdrawal. These conditions may specify a minimum period of time for the withdrawal and/or may require a letter of medical clearance from a physician, psychologist, or psychiatrist stating that in the professional expert’s opinion the student is now capable of handling the academic and social demands of college.

Procedure 5.4.3: Involuntary/Administrative Withdrawal for Students with Medical, Mental/ Psychological Conditions or Disabilities

Amended Date: Wed, Oct 21, 2009

When a complaint is made under Section E of the Student Code of Conduct whereby a student is accused of violating the provision dealing with “the mental or physical abuse of any person on College premises or at College-sponsored or College-supervised functions, including verbal or physical actions which threaten or endanger the health or safety of any such person,” then the following procedures will be engaged.

1. In making the determinations required by these procedures, the Vice President of Student and Workforce Development will review all available information
obtained from incident reports, conversations with students, faculty and staff, and – for students with disabilities -- the expert opinions of appropriate medical professionals. The Vice President will attempt to render a decision and present that decision to the student via registered mail within 10 business days of initiation of issue. The need to obtain required documentation and/or participation by appropriate medical professionals or the student may require additional time. The College may refer the student to an independent medical expert that offers free counseling services or the student could elect to use his/her own independent medical expert and bear the cost.

2. In making the determinations required by these procedures, the Vice President will engage in a determination on an individualized, case-by-case basis. Where the College proposes to take an adverse action (including, but not limited to, removal from the College) against a student whose disability or disability-related conduct may pose a significant risk to the health or safety of others, the Vice President will apply the direct threat analysis required by Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. A significant risk constitutes a high probability of substantial harm and not just a slightly increased, speculative, or remote risk. In determining whether a student with a disability (as defined by Section 504 and Title II) poses a direct threat, the Vice President will make an individualized assessment based on a reasonable judgment that relies on current medical knowledge or on the best available evidence, to ascertain the nature, duration, and severity of the risk and the likelihood, imminence and nature of future harmful conduct, either to the student or to others in the college community. The Vice President will also consider whether there are any reasonable modifications of policies, practices, or procedures that will mitigate future risk. Note that, if a student with a disability engages in misconduct unrelated to the disability, then the student may be treated the same under the Code of Conduct as any other student.

3. The Vice President will meet with the student (if possible), giving notice to the student of the meeting and providing an opportunity for the student (and his/her family if the student has a signed waiver indicating permission to share information) to provide evidence to the contrary and/or, for students with disabilities, to make suggestions for reasonable modification(s) short of involuntary withdrawal from the college.

4. If, after conversation, a student with a disability chooses to withdraw voluntarily, a Withdrawal Form will be processed indicating that the withdrawal is voluntary and of a medical nature and setting appropriate conditions for the student’s return.

5. If it becomes evident (through observed behavior or by report(s) from faculty, staff or students) that a withdrawal from the college may be in the best interest of a student with a disability and the college and the student (and/or his or her family) does not agree, then the following procedures will be engaged:

a. If, after conversation, the student maintains that s/he would like to remain enrolled, the Vice President will consult with appropriate medical professionals regarding the evidence presented by the student. Failure by the student to sign the Consent to Share Information form so that medical/clinical professionals may be consulted will result in the involuntary withdrawal from the college as the college will have insufficient evidence to render an individualized determination. The Vice President will also consult with the Academic Chief Officer and other college officials as appropriate.

b. Should the decision be to withdraw the student involuntarily, appropriate conditions for return will be contained within the withdrawal letter. The college will not as a condition of return mandate that the behavior at issue cease unless that behavior continues to constitute a direct threat. The college will require, as a condition for return, a signed release by the student for the Vice President and appropriate college officials to discuss with the student’s medical care provider(s) the student’s readiness to return to college and to obtain assistance in developing reasonable modification(s) to mitigate any direct threat.

c. Should the decision be to withdraw the student involuntarily, the student will be informed of the College’s grievance procedures applicable to complaints of discrimination based on disability. The decision reached will be the final decision.

6. In certain circumstances where there is an alleged or perceived direct threat, the Vice President may impose an interim suspension prior to the formal proceedings described above. Interim suspension may be imposed only: (a) to ensure the safety and well-being of members of the college; (b) to ensure the student’s own physical or emotional safety and well-being; or (c) if the student poses a direct threat of disruption of or interference with the normal operations of the college. During interim suspension, the student shall be denied access to the campus (including classes) and/or all other college activities or privileges for which the student might otherwise be eligible, as the Vice President may determine to be appropriate.
Policy 5.7: Student Discipline Policy

Effective Date: Wed, Oct 21, 2009

HCC considers the guidelines set forth by the Student Rights and Code of Conduct Policy as conducive to a positive environment. If a student fails to behave in a manner consistent with these guidelines, the college reserves the right to impose disciplinary action. Disciplinary action may be initiated for violation of any rule or regulation of the College. This policy applies to conduct which occurs while a student is attending or participating in any Haywood Community College sponsored event or activity, on campus and on other property or facilities owned, controlled or used by HCC. (See related procedures)

Sanctions

A. Reprimand: A written communication which gives official notice to the student that any subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.

B. General Probation: An individual may be placed on General Probation when involved in a minor disciplinary offense; General Probation has two (2) important implications: the individual is given a chance to show capability and willingness to observe the Student Code of Conduct without further penalty, secondly, if the individual errs again, further action will be taken. This probation will be in effect for no more than two (2) semesters.

C. Restrictive Probation: Restrictive Probation results in loss of good standing and becomes a matter of record. Restrictive conditions may limit activity in the College community. Generally the individual will not be eligible for initiation into any local or national organization, and may not receive any College award or other honorary recognition. The individual may not occupy a position of leadership or responsibility with any College or student organization, publication, or activity. This probation will be in effect for not less than two (2) semesters. Any violation of Restrictive Probation may result in immediate suspension.

D. Restitution: Paying for damaging, misusing, destroying or losing property belonging to the College, College personnel, or students.

E. Interim Suspension: Exclusion from class and/or other privileges or activities as set forth in the notice, until a final decision has been made concerning the alleged violation.

F. Loss of Academic Credit or Grade: Imposed as a result of academic dishonesty.

G. Withholding transcript, diploma, or right to register or participate in graduation ceremonies: Imposed when financial obligations are not met. (Will not be allowed to register until all financial obligations are met.)

H. Suspension: Exclusion from class(es), and/or all other privileges or activities of the College for a specific period of time. This sanction is reserved for those offenses warranting discipline more severe than probation, or for repeated misconduct. Students who receive this sanction must get specific written permission from the Vice President before returning to campus.

I. Expulsion: Dismissing a student from campus for an indefinite period losing student status. The student may be readmitted to the College only with the approval of the President.

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

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

L. Group Charter Revocation: Removal of College recognition for a group, club, society, or other organizations for a minimum of two years. Recharter after that time must be approved by the President.

M. Community Service: assigning a specific community service project and number of contact work hours to be completed for a designated department on the College Campus for a violation of the Student Code of Conduct as deemed appropriate by the Vice President of Student and Workforce Development.

In addition to the above stated sanctions the college may require counseling:

Personal Counseling Referral: The student may be required to attend one or more counseling sessions with a licensed professional counselor. The student may be required to complete counseling before returning to the College. The student must provide written documentation from the licensed professional that the requirement has been met; additionally, if required by the Vice President, a statement from the licensed professional that the student is able to return to class based on his/her professional judgment. The student may be referred by the college to a licensed professional counselor at no charge or elect to use his/her own licensed professional counselor and bear the cost.
Note: Per NC Administrative Code, the transcript of the student receiving a sanction of suspension or expulsion will denote: “disciplinary expulsion” or “disciplinary suspension.”

3. **Disciplinary Procedures**

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

1. **Charges**

   Any administrative official, faculty member, or student may file charges with the Executive Director against any student or student organization for violations of College regulations.

   The individual(s) making the charge must complete a charge form. (Available from the office of the Vice President) stating:

   - The completed charge form should be forwarded directly to the Vice President within five (5) working days of receipt of the charge form. The Executive Director will notify the student of the charge within five (5) working days after receiving notification of the charge.

   a. Name of the student(s) involved.
   b. The alleged violation of the specific Code of Conduct
   c. The time, place, and date of the incident
   d. Names of person(s) directly involved or witnesses to the infractions
   e. Any action taken that relates to the matter
   f. Desired solution(s)

2. **Investigation and Decision**

   Within five (5) working days after the charge is filed, the Vice President shall complete a preliminary investigation of the charge and shall schedule a meeting with the student. After discussing the alleged infraction with the student, the Vice President may act as follows:

   Student Responsibilities: Upon notification of the alleged charges, the accused student must meet with the Vice President and/or provide a written statement regarding the issue within five (5) working days. A written request for an extension must be approved by the Vice President during that same time period (before the end of the five (5) working days).

   In the event that the accused student does not respond to the Vice President’s request for a meeting or statement or fails to meet with the Vice President or provide a statement within
five (5) working days of the date of notification of the alleged charges or does not file a written request for an extension, findings will be based on information available at the time.

a. Drop the charges
b. Impose a sanction consistent with those shown in Section V
c. Refer the student to a College office or community agency for services

3. Notification

The decision of the Vice President shall be presented to the student in writing immediately following the meeting with the student. In instances where the student cannot be reached to schedule an appointment with the Vice President or where the student refuses to cooperate, the Vice President shall send a certified letter to the student’s last known address providing the student with a list of the charges, the Vice President’s decision, and instructions government the appeal process (Section VI).

**Appeals Procedure**

A student who disagrees with the decision of the Vice President may request a hearing before the Disciplinary Review Committee. This request must be submitted in writing to the Vice President within three (3) working days after receipt of the Vice President’s decision. The Vice President shall refer the matter to the Disciplinary Review Committee together with a report of the nature of the alleged misconduct, the name of the complainant, the name of the student against whom the charge has been filed, and the relevant facts revealed by the Vice President’s investigation.

**A. Committee Composition**

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

1. Three faculty/staff members appointed by the President of the College.
2. Three student members appointed by the Student Government Association and approved by the President of the College.
3. The President will appoint one administrator to serve as committee chairperson who will vote only in case of a tie.
4. The Vice President as an ex-officio non-voting member.
5. Committee members will serve one year from the beginning of fall semester through summer semester

with replacements appointed by the President or SGA if necessary.

6. At least two faculty/staff members and two students plus the chairperson must be present in order for the committee to conduct business.

**B. Procedures for Hearings Before the Disciplinary Review Committee**

1. Procedural Responsibilities of the Vice President

2. The Review committee must meet within ten (10) working days of receipt of a request for a hearing. At least five (5) working days prior to the date set for the hearing, the Vice President shall send a certified letter to the student’s last know address providing the student with the following information:

On written request of the student, the hearing may be held prior to the expiration of the five-day (5) notification period, if the Vice President concurs with this change.

a. A restatement of the charge or charges.
b. The time and place of the hearing
c. A statement of the student’s basic procedural rights.
d. A list of witnesses.
e. The names of committee members.

3. Basic procedural rights of students include the following:

a. The right to counsel. The role of the person acting as counsel is solely to advise the student. The counsel shall not address the Committee.
b. The right to produce witnesses on one’s behalf.
c. The right to request, in writing, the President to disqualify any member of the committee for prejudice or bias. (The request must contain reasons). A request for disqualification, if made, must be submitted at least three (3) working days prior to the hearing. If such disqualification occurs, the appropriate nominating body shall appoint a replacement to be approved by the President.
d. The right to present evidence.
e. The right to know the identity of the person(s) bringing the charge(s).
f. The right to hear witnesses on behalf of the person bringing the charges.
g. The right to testify or to refuse to testify without such refusal being detrimental to the student.
h. The right to appeal the decision of the Committee to the President who will review the official record
of the hearing. The appeal must be in writing and it must be made within five (5) working days of the completion of the hearing.

4. The Conduct of the Committee Hearings
   a. Hearings before the Committee shall be confidential and shall be closed to all persons except the following:
      1. The student
      2. Counsels
      3. Witnesses who shall:
         a. Give testimony singularly and in the absence of other witnesses
         b. Leave the committee meeting room immediately upon the completion of the testimony.
      b. The hearing will be tape recorded. Tapes will become the property of the College, and access to them will be determined by the Chairperson of the Committee and the Vice President. All tapes will be filed in the office of the Vice President.
      c. The Committee shall have the authority to adopt supplementary rules of procedures consistent with this code.
      d. The Committee shall have the authority to render written advisory opinions concerning the meaning and application of this code.
      e. Upon completion of a hearing, the Committee shall meet in executive session to determine concurrence or non-concurrence with the original finding and to recommend sanctions, if applicable.
      f. Decisions of the Committee shall be made by majority vote.
      g. Within two (2) working days after the decision of the Committee, the Vice President shall send a certified letter to the student’s last known address providing the student with the Committee’s decision.

C. Appeal to the President
   A student who refuses to accept the findings of the Committee may appeal in writing to the President within five (5) working days of receipt of the Committee’s decision. The student must state the reasons for the appeal. The President shall have the authority to:
   1. Review the findings of the proceedings of the Committee.
   2. Hear from the student, the Vice President and the members of the Committee before ruling on an appeal.
   3. The President may review the information and make a judgment without the personal appearance of the student.
   4. Approve, modify, or overturn the decision of the Committee.
   5. Inform the student in writing of the final decision within ten (10) working days of the receipt of the appeal.
   6. The decision of the President will be final, except for an appeal to the Board of Trustees regarding compliance with due process.

D. Appeal to the Board of Trustees
   Any party of the Review Committee hearing may request in writing, a hearing before the Board of Trustees or a committee of the Board regarding compliance with due process within five (5) working days of the decision of the President. The student or party filing the appeal must state the reasons for the appeal—why due process was not followed.

   The Board of Trustees or a committee of the Board may review information to date and render a decision without the personal appearance before them of the parties of the Review Committee hearing or they may choose to have the parties appear before them before rendering a decision regarding compliance with due process. The decision of the Board will be made within twenty (20) working days and will be final.

Student Grievance Procedure

A. Purpose
   The purpose of the student grievance procedure is to provide a system to channel student complaints against faculty and staff concerning the following:
   1. Alleged discrimination on the basis of age, sex, race, disability or other conditions, preference or behavior, excluding sexual harassment complaints.
   2. Sexual harassment complaints should be directed to the Vice President. Because of the sensitive nature of this kind of complaint, a conference with the Vice President will replace the first step of the grievance procedure. The Vice President will counsel with the student to determine the appropriate action that is required. If the grievance is not resolved after this meeting, then the remainder of the grievance procedure will be followed.
   3. Academic matters, excluding individual grades, except where the conditions in item A above apply.
B. Procedures

The Board of Trustees or a committee of the Board may review information to date and render a decision without the personal appearance before them of the parties of the Review Committee hearing or they may choose to have the parties appear before them before rendering a decision regarding compliance with due process. The decision of the Board will be made within twenty (20) working days and will be final.

1. First Step

The student must go to the instructor or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within five (5) working days of the incident which generated the complaint.

2. Second Step

If the grievance is not resolved at the informal conference, the student may file a written grievance. A grievance form shall be made available to the student by the Vice President. The Vice President will explain the grievance process to the student. The completed grievance form must be presented to the Vice President within five (5) working days after satisfying the first step in the grievance process. The Vice President will then refer the grievance to the immediate supervisor involved. The supervisor shall respond in writing to the student within ten (10) working days of receipt of the grievance form from the department involved.

3. Third Step

The student must go to the instructor or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within five (5) working days of the incident which generated the complaint.

If the written statement of the supervisor does not satisfy the grievant, a request to appear before the Student Grievance Committee may be made. The student must submit a written request within five (5) working days after receiving the written response of the supervisor. The request shall include a copy of the original grievance form and the reason why the supervisor’s response is unsatisfactory. A copy of the supervisor’s response must be attached to the request by the student. The Vice President shall notify immediately the President who shall ensure that the Committee is organized in a manner consistent with Section C of this procedure. The Vice President will send copies of the appeal to the members of the Committee, the employee, and the employee’s supervisor. The employee against whom the grievance was filed shall be given an opportunity to respond in writing to the chairperson of the Committee.

Meeting(s) shall be conducted between five (5) and fifteen (15) working days following the date of the request. A postponement may be granted by the chairperson upon written request of either party if the reason stated justifies such action.

The Committee shall hold interviews with the grievant, the employee, and the supervisor, singularly, and in the absence of other witnesses. The committee may interview any additional witnesses that it considers necessary to render a fair decision.

The Committee shall decide by a majority vote the solution of the grievance. In case of a tie, the chairperson shall vote thus breaking the tie. The chairperson shall forward a copy of the Committee’s decision to all parties involved and to the office of the President of the College within two (2) working days.

4. Fourth Step

The Committee’s decision may be appealed by either party involved to the President of the College within ten (10) working days of the Committee’s decision.

The President shall review the Committee’s findings, conduct whatever additional inquiries that are deemed necessary, and will render a decision within ten (10) working days to receipt of the appeal.

5. Fifth Step

Either party involved may file an appeal with the Board of Trustees if they feel due process was not followed.

C. The Student Grievance Committee

The Disciplinary Review Committee may serve as the Student Grievance Committee or, at the
direction of the President, a new committee may be formed for each grievance. Committee makeup and method of appointment will be the same as for the Disciplinary Review Committee.

D. Right of Parties Involved in a Grievance

When a grievance committee meeting is scheduled, the parties involved are entitled to:

1. A written notice of the complaint.
2. A written notice of the time and place of the meeting. This notice shall be forwarded to all parties at least five (5) working days prior to the meeting unless they waive this requirement.
3. Review all available evidence, documents, or exhibits that each party may present at the meeting.
4. Have access to the names of the witnesses who may testify.
5. Appear in person and present information on his or her behalf, call witnesses, and ask questions of any person present at the meeting.
6. The right to counsel. The role of the person acting as counsel is solely to advise the client. The counsel shall not address the Committee.

Policy 8.2.2: Information Technology Usage Policy and Procedure

Purpose

This section will define the policy and procedures for the use of the Information Technology Services systems at Haywood Community College. All users of HCC information technology services are subject to the Computing Services Policy found in the HCC policy manual.

Haywood Community College (HCC) technology systems, including electronic mail and other forms of electronic communication, are provided for the purpose of conducting HCC business and instruction. As the owner property and services, HCC has the right to monitor activities and to access information on HCC technology systems stored, sent, created or received by faculty, staff and students. HCC faculty, staff and students should not expect individual privacy in their use of HCC technology systems including the use of the HCC electronic mail system.

Privacy of educational records and HCC data and information will be maintained in accordance with North Carolina Public Records Laws (G.S. 132), North Carolina state policy, and Federal FERPA (1974) regulations. Users of HCC technology systems and services shall release, and hold harmless, Haywood Community College and its officers, agents and employees from any claims of damage to personal property, or personal injury, which may result from the actions of unauthorized users (hackers), authorized users, or from the user’s participation in the computing facilities.

Definitions

Educational Record: As defined by FERPA, all records which are related to a student and maintained by Haywood Community College are educational records.

Legal Reference:
FERPA (1974, The Buckley Amendment)
North Carolina G.S. 132 (Public Records Law)

HCC Student Computer Usage Procedures

Purpose

This section will define the procedures for the use of the Information Technology Services systems at Haywood Community College. All users of HCC information technology services are subject to the Computing Services Policy found in the HCC policy manual.

Scope

Haywood Community College will provide information technology resources to staff and students for the purpose of completing college-related activities. These activities include, but are not limited to the following: data entry and retrieval, report preparation, records maintenance, instruction, research, and planning. Because of the wide range of users and uses, it is necessary to establish procedures to ensure that the systems are used in the most efficient manner possible while providing for the protection of equipment, data, and software. HCC has the right to monitor activities and to access information on HCC information technology systems stored, sent, created or received by faculty, staff and students. HCC faculty, staff and students should not expect individual privacy in their use of HCC information technology systems including the use of the HCC electronic mail system. While the Executive Director of Technology and Instructional Support Services is charged with the responsibility for the proper use of the Information Technology Services systems, it is everyone’s responsibility to see that information and technology services and resources are properly used and that security is maintained. Since all of these responsibilities can be considered under the broad category of security, each user must be aware of and employ proper operating procedures to ensure security. In this context, “the system” means both the equipment and the data.
Wireless Devices
HCC prohibits access to the college trusted network via unsecured wireless communication mechanisms. Only WPA2 Enterprise encrypted wireless systems are approved for use on the HCC wireless infrastructure. An unsecured wireless subnet is provided for access by guests to non-college related resources necessary to conduct business or to provide presentations to the college.

Software
Unless specifically authorized in writing by the software developer or publisher, programs and their related documentation shall not be reproduced in any form. U. S. Copyright Law provides for civil damages in cases involving the illegal reproduction of software. Students and staff involved in the making or use of unauthorized copies of computer software will be subject to disciplinary action. Unauthorized copies or illegal software installed by students will be confiscated and destroyed. Students cannot install personal software on college-owned computers.

Morals, Ethics, and Audits
Freedom of expression is a constitutional right afforded to individuals. However, information technology system users are held accountable for their actions and must respect the rights of other individuals that may be offended by the services and images retrieved on the Internet. Creating, viewing, storing, transmitting or publicly displaying pornographic material (as defined by the U.S. Supreme Court), obscene, defaming, slanderous, harassing, or offensive data (including sound, video, text, and graphics data) is prohibited.

Violations
HCC reserves the right to conduct electronic audits to enforce its policies, regulations, and procedures in the usage of the administrative systems, computer resources and network systems at Haywood Community College. Individuals who feel they have been harassed should report the incident to the Executive Director of Technology and Instructional Support Services.

Students and staff are responsible for reporting suspected security violations of information technology systems and services to their teacher, Academic Advisor, Department Chair, Supervisor or the Information Technology Services staff immediately. The Information Technology Services staff will investigate the violation and take appropriate action where required. Violators of the Information Technology Services usage procedures previously stated will be subject to one or more of the following disciplinary sanctions: admonition, temporary or permanent suspension of information technology access privileges.
Programs of Study

Haywood Community College offers full-time curricular programs leading to an associate degree (4-5 semesters), a diploma (2-4 semesters), or certificate (1-3 semesters). Courses offered are on the semester system, with each semester consisting of 16 weeks or 80 class days, or the equivalent. The summer session operates on an abbreviated schedule.

Suggested Schedules
Unless otherwise indicated, suggested schedules in this publication are for full-time day students. Many schedule combinations are possible to serve part-time, day, evening, or on-line students. To plan a specific schedule to complete a degree, diploma, or certificate, see an adviser in the major discipline.

Course and Program Changes
The HCC website. The quickest way to keep up with the latest changes in requirements and new curricular programs between catalog issues is by using the internet to visit the college website at www.haywood.edu. Select “Academics” where a menu will show each program available. Each page has a date which indicates when the page was last edited.

Major Department
Students may contact the department offering the major for details and the latest programmatic changes.

Programs of Study
The following programs of study are available at Haywood Community College

Degree Programs
College Transfer
    Associate in Arts
    Associate in General Education
    Associate in Science
Associate in Applied Science with majors in the following fields of study:
    Accounting
    Automotive Systems Technology
    Biotechnology (Collaborative)
    Building Construction Technology-Green Building
    Business Administration
    Collision Repair and Refinishing Technology
    Computer Information Technology
    Computer Integrated Machining
    Cosmetic Arts
    Criminal Justice Technology
    Early Childhood Education
    Electrical/Electronics Technology
    Electronic Engineering Technology
    Entrepreneurship
    Fish and Wildlife Management Technology
    Forest Management Technology
    General Occupational Technology
    Healthcare Business Informatics
    Industrial Systems Technology
    Low Impact Development
    Medical Assisting
    Medical Office Administration
    Networking Technology
    Nursing
    Professional Crafts—Clay, Fiber, Jewelry, and Wood
    School-Age Education

    Welding Technology

Diploma Programs
    Accounting
    Automotive Systems Technology
    Building Construction Technology
    Business Administration
    Collision Repair and Refinishing Technology
    Computer Information Technology
    Computer Integrated Machining
    Cosmetic Arts
    Electrical/Electronics Technology
    Entrepreneurship
    Fish and Wildlife Management Technology
    General Occupational Technology
    Horticulture Technology
    Industrial Systems Technology
    Medical Office Administration/ Electronic Health Records
    Networking Technology
    Professional Crafts – Clay, Fiber, Jewelry and Wood
    Therapeutic Massage
    Transfer Core Diploma
    Welding Technology
Certificate Programs

Accounting
Automotive Systems Technology
Automotive Systems Technology-Diesel
Building Construction Technology
Building Construction Technology - Green Building Concentration
Building Construction Technology - Solar Photovoltaic Concentration
Business Administration
Business Administration- Office Software
Collision Repair and Refinishing Technology
Computer Information Technology
Computer Integrated Machining
Cosmetology Instructor
Criminal Justice
(open only to students registered in the Concurrent Enrollment Program)
Criminal Justice- Emergency Management
Early Childhood Education
Early Childhood Education-Administration
Early Childhood Education- Special Education
Electrical/Electronics Technology
Electrical/Electronics Technology- Solar Photovoltaic Concentration
Electronic Engineering Technology
Electronic Engineering Technology- Engineering Design
Electronic Engineering Technology- Solar Photovoltaic Concentration
Entrepreneurship
Esthetics Instructor
Esthetics Technology
Forest Management Technology/Natural Resource Specialist

General Occupational Technology
Healthcare Business Informatics for Computer Technology Professionals
Healthcare Business Informatics for Health Professionals
Horticulture Technology
Horticulture Technology-Advanced
Industrial Systems Technology
Industrial Systems Technology- Corporate
Infant/Toddler Care
Low Impact Development-Design
Low Impact Development- GIS Specialist
Low Impact Development- LID Specialist
Manicuring/Nail Instructor
Manicuring/Nail Technology
Medical Office Administration
Networking Technology
Networking Technology-CISCO CCNA Preparation
Welding Technology
### Applied Science

#### Social Behavioral Sciences and Humanities Electives

**Social and Behavioral Choices for Associate In Applied Science Degree Programs Unless Otherwise Noted:**

#### Social Behavioral Sciences

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**Humanities and Fine Arts Choices for Associate In Applied Science Degree Programs Unless Otherwise Noted:**

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# Accounting

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations. In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics. Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

## Associate In Applied Science Degree (AAS) A25100

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**Total Credit Hours = 68 - 69**

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### Diploma in Accounting D25100

**Fall Semester 1**
- ACC 120  Principles of Financial Accounting  3 2 0 4
- ACC 129  Individual Income Taxes  2 2 0 3
- BUS 110  Introduction to Business  3 0 0 3
- CIS 110  Introduction to Computers  3 0 0 3
- OST 131  Keyboarding  1 2 0 2

**Spring Semester 1**
- ACC 121  Principles of Managerial Accounting  3 2 0 4
- BUS 125  Personal Finance  3 0 0 3
- CTS 130  Spreadsheet  2 2 0 3
- ENG 111  Expository Writing  3 0 0 3

**Summer Semester 1**
- ACC 140  Payroll Accounting  1 2 0 2
- BUS 115  Business Law I  3 0 0 3
- ENG 114  Professional Research and Reporting  3 0 0 3

**Total = 15**
**Total Credit Hours = 36**

### Certificate in Accounting C25100

**Fall Semester 1**
- ACC 120  Principles of Financial Accounting  3 2 0 4
- ACC 129  Individual Income Taxes  2 2 0 3
- BUS 110  Introduction to Business  3 0 0 3
- CIS 110  Introduction to Computers  2 2 0 3
- OST 131  Keyboarding  1 2 0 2

**Total = 15**
**Total Credit Hours = 15**
Automotive Systems Technology

The Automotive Systems Technology curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field. Classroom and lab experiences integrate technical and academic coursework. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

Associate In Applied Science Degree (AAS) A60160

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## Programs of Study

### Diplomas

#### Diploma in Automotive Systems Technology D60160

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**Summer Semester 1**

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**Total Credit Hours** = 36
Certificate in Automotive Systems Technology C60160

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Total Credit Hours = 16

Certificate in Automotive Systems Technology C60160D (Diesel)

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Total = 13

Total Credit Hours = 13
Biotechnology (Collaborative)

In conjunction with Asheville-Buncombe Technical Community College, the Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

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

Graduates may find employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

### Associate In Applied Science Degree (AAS) A20100

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#### Summer Semester 2

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**Total = 2 or 3**

Total Credit Hours = 74 - 75

* Courses offered at Haywood Community College

37 hours may be earned at Haywood Community College
## Building Construction Technology–Green Building

The Building Construction Technology curriculum is designed to provide students with an overview of the building construction industry. Construction labs/lecture courses and other related classes, provide students with up-to-date knowledge on materials, trends, and techniques of the ever-changing construction industry.

Course work includes basic construction concepts such as general construction, blueprint reading, construction estimating, and project management. Students will also diversify their knowledge of construction in other areas like electrical wiring, construction surveying, plumbing, statics/strength of materials, and HVAC.

Graduates should qualify for entry-level jobs in any general construction setting and be able to advance quickly to management positions such as supervisors, superintendents, project coordinators, project planners, estimators, and inspectors.

### Associate in Applied Science Degree (AAS) A35140

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**Total Credit Hours = 69**
### Programs of Study

#### Diploma in Building Construction Technology D35140

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Certificate in Building Construction Technology C35140

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Total = 7

Certificate in Building Construction Technology: Green Building Concentration C35140GB

Green building is the practice of construction that minimizes the impact on the natural environment while making buildings more energy efficient and healthier for humans. This certificate is designed to provide students with an overview of the trends and techniques used in the green building industry. Classroom lectures and laboratory exercises will provide hands-on experience in design, construction, and certification of green buildings. Course work focuses on green construction practices, blueprint reading, building codes, energy efficiency, and sustainable site development. Individuals in this program should have an interest in building construction, conservation of natural resources, and in working with the public and professionals from many fields.

Fall Semester 1

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Spring Semester 1

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Certificate in Building Construction Technology: Solar Photovoltaic Concentration C35140SP

Fall Semester 1

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Certificate in Building Construction Technology: Solar Photovoltaic Concentration C35140SP

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Total = 7

Total Credit Hours = 16
### Business Administration

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.

#### Associate In Applied Science Degree (AAS) A25120

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<td>3</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>CTS 130 Spreadsheet</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OST 136 Word Processing</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
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<table>
<thead>
<tr>
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<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 114 Professional Research &amp; Reporting</td>
<td>3</td>
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<tr>
<td>Humanities/Fine Arts</td>
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<th>Cred</th>
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<tbody>
<tr>
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<td>1</td>
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<td>0</td>
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</tr>
<tr>
<td>BUS 137 Principles of Management</td>
<td>3</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>BUS 153 Human Resources Management</td>
<td>3</td>
<td>0</td>
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<td>CIS 165 Desktop Publishing I</td>
<td>2</td>
<td>2</td>
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<td>3</td>
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<tr>
<td>or COE 111 Co-Op Work Experience I</td>
<td>1</td>
<td>0</td>
<td>10</td>
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</tr>
<tr>
<td>ECO 251 Principles of Microeconomics</td>
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<td>MKT 120 Principles of Marketing</td>
<td>3</td>
<td>0</td>
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<tbody>
<tr>
<td>BUS 125 Personal Finance</td>
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<tr>
<td>BUS 260 Business Communications</td>
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<td>BUS 280 R.E.A.L. Small Business</td>
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<td>MKT 220 Advertising and Sales Promotions</td>
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**Total Credit Hours = 69 - 71**

**Mathematics: Choose 3 hours from the following courses**

<table>
<thead>
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<th>Lec</th>
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<th>Cred</th>
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<td>MAT 140 Survey of Mathematics</td>
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<td>MAT 151 Statistics I</td>
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<td>MAT 171 Pre-calculus Algebra</td>
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### Programs of Study

#### Diploma in Business Administration D25120

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
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<tr>
<td></td>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
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<tr>
<td></td>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<td></td>
<td>MKT 120</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>OST 131</td>
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<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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<tbody>
<tr>
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<td>ACC 121</td>
<td>Principles of Managerial Accounting</td>
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<td></td>
<td>BUS 125</td>
<td>Personal Finance</td>
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<tr>
<td></td>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>ENG 111</td>
<td>Expository Writing</td>
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<td>0</td>
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<th>Course Name</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Semester 1</strong></td>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 137</td>
<td>Principles of Management</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
<td>3</td>
<td>0</td>
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**Total Credit Hours = 37**

#### Certificate in Business Administration C25120

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<th>Course Name</th>
<th>Lec</th>
<th>Lab</th>
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<th>Cred</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 137</td>
<td>Principles of Management</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKT 120</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>0</td>
<td>0</td>
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**Total Credit Hours = 16**

#### Business Administration - Office Software Certificate C25120OS

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<th>Course Code</th>
<th>Course Name</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>CIS 165</td>
<td>Desktop Publishing I</td>
<td>2</td>
<td>2</td>
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<table>
<thead>
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<th>Course Name</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester 1</strong></td>
<td>ACC 150</td>
<td>Accounting Applications, Software</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<td>CTS 130</td>
<td>Spreadsheet</td>
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<td>2</td>
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<td>3</td>
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<td></td>
<td>OST 136</td>
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**Total Credit Hours = 18**
**College Transfer**

Students wishing to complete a four-year bachelor’s degree from any of the 16 schools in the University of North Carolina system or from private schools in America have two transfer options. The Associate in Arts and the Associate in Science degrees ensure students transfer as juniors with 65 hours of transferable credit, which includes the 44-hour general education core. These two degrees parallel the freshmen and sophomore years at a four-year university.

As a second option, students may complete the 44-hour general education (diploma) and transfer as sophomores. All courses in the degree programs and the 44-hour core are designed to give students a solid, well-rounded foundation in the arts and the sciences before going on to four-year institutions where they will take the remainder of their course work to complete their bachelor’s degree.

Students must earn a grade of C or better on all course work and have an overall GPA of 2.0 on a 4.0 scale. Although the general education core and the degree programs meet the state’s general education requirements, students must meet the transfer institution’s physical education and foreign language requirements, which may vary from institution to institution.

**Associate in Arts : A10100 Degree:** Offered day and evening with some on-line courses available through distance learning.

The Associate in Arts degree is recommended for students wishing to major in English, communication, foreign language, social science, education, fine arts, or humanities.

**English Composition : 9 semester hours required**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 113</td>
<td>Literature-Based Research</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 114</td>
<td>Professional Research &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
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</tbody>
</table>

**Humanities : 12 semester hours from 3 disciplines; at least one course must be a literature**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Sem Hrs.</th>
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</thead>
<tbody>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 233</td>
<td>Major American Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 241</td>
<td>British Literature I</td>
<td>3</td>
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<tr>
<td>ENG 242</td>
<td>British Literature II</td>
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</tr>
<tr>
<td>ENG 251</td>
<td>Western World Lit. I</td>
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</tr>
<tr>
<td>ENG 252</td>
<td>Western World Lit. II</td>
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</table>

Choose three courses from at least two different disciplines.

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<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
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<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>COM 120</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>PHI 210</td>
<td>History of Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHI 220</td>
<td>Western Philosophy I</td>
<td>3</td>
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<tr>
<td>PHI 221</td>
<td>Western Philosophy II</td>
<td>3</td>
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<td>PHI 230</td>
<td>Introduction to Logic</td>
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<td>REL 110</td>
<td>World Religions</td>
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<tr>
<td>REL 111</td>
<td>Eastern Religions</td>
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<tr>
<td>REL 112</td>
<td>Western Religions</td>
<td>3</td>
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<td>REL 211</td>
<td>Intro to Old Testament</td>
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<td>REL 212</td>
<td>Intro to New Testament</td>
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</tr>
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<td>SPA 111</td>
<td>Elementary Spanish I</td>
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</tr>
<tr>
<td>SPA 112</td>
<td>Elementary Spanish II</td>
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## Programs of Study

### Social / Behavioral Sciences: 12 semester hours from 3 disciplines; at least one course must be a history

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<th>Sem Hrs.</th>
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<tbody>
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<td>ANT 210</td>
<td>General Anthropology</td>
<td>3</td>
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<tr>
<td>ANT 220</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 230</td>
<td>Physical Anthropology</td>
<td>3</td>
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<td>ANT 240</td>
<td>Archaeology</td>
<td>3</td>
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<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
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<td>HIS 131</td>
<td>American History I</td>
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<td>American History II</td>
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<td>American Government</td>
<td>3</td>
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<td>General Psychology</td>
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<td>PSY 241</td>
<td>Developmental Psychology</td>
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<td>SOC 210</td>
<td>Intro to Sociology</td>
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<td>Sociology of the Family</td>
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### Mathematics: 6 semester hours required

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<td>Survey of Mathematics</td>
<td>3</td>
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<tr>
<td>MAT 151</td>
<td>Statistics I</td>
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<td>MAT 171</td>
<td>Precalculus Algebra</td>
<td>3</td>
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<tr>
<td>MAT 172</td>
<td>Precalculus Trigonometry</td>
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</table>

### Science: 8 semester hours required in a 2 course sequence

<table>
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<th>Course No.</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
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<tr>
<td>BIO 111</td>
<td>General Biology I</td>
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<td>General Biology II</td>
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<tr>
<td>or BIO 140</td>
<td>Environmental Biology</td>
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<td>and BIO 140A</td>
<td>Environmental Biology Lab</td>
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<td>CHM 151</td>
<td>General Chemistry I</td>
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<td>CHM 152</td>
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### Required Classes:

<table>
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<th>Course Title</th>
<th>Sem Hrs.</th>
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<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220</td>
<td>Human Values and Meaning</td>
<td>3</td>
</tr>
</tbody>
</table>

### General Electives: 11 semester hours: These courses must be transfer level and should be selected with the advisor’s assistance, taking into account the pre-major options approved by the University of North Carolina System available on the state web site. The final line in the course description from the catalog indicates if the course is a transfer level course.

### Associate in Science: A 10400 Degree: Offered day and evening with some on-line courses available through distance learning.

The Associate in Science degree is recommended for students wishing to major in mathematics, engineering, computer science, the sciences, or professional programs that require a strong mathematics and science background.

### English Composition (9 semester hours required)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course No.</td>
<td>Course Title</td>
<td>Sem Hrs.</td>
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<tr>
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</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 113</td>
<td>Literature-Based Research</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
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</tr>
<tr>
<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
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</table>

**Humanities : 9 semester hours from 3 disciplines; at least one course must be a literature**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
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<tbody>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
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<tr>
<td>ENG 232</td>
<td>American Literature II</td>
<td>3</td>
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<tr>
<td>ENG 233</td>
<td>Major American Writers</td>
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<tr>
<td>ENG 241</td>
<td>British Literature I</td>
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<tr>
<td>ENG 242</td>
<td>British Literature II</td>
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<tr>
<td>ENG 251</td>
<td>Western World Lit. I</td>
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<td>ENG 252</td>
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**Choose two courses from at least two different disciplines.**

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<td>ART 115</td>
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<td>Interpersonal Communication</td>
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<td>DRA 111</td>
<td>Theatre Appreciation</td>
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<td>MUS 110</td>
<td>Music Appreciation</td>
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<tr>
<td>PHI 210</td>
<td>History of Philosophy</td>
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<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
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<tr>
<td>PHI 220</td>
<td>Western Philosophy I</td>
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<td>PHI 221</td>
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<td>REL 110</td>
<td>World Religions</td>
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<td>REL 111</td>
<td>Eastern Religions</td>
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<td>Intro to Old Testament</td>
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<td>REL 212</td>
<td>Intro to New Testament</td>
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**Social / Behavioral Sciences : 9 semester hours from 3 disciplines; at least one course must be a history**

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<td>ANT 220</td>
<td>Cultural Anthropology</td>
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<tr>
<td>ANT 230</td>
<td>Physical Anthropology</td>
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<td>ANT 240</td>
<td>Archaeology</td>
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<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
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<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
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<td>HIS 122</td>
<td>Western Civilization II</td>
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<td>HIS 131</td>
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<td>HIS 132</td>
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<td>PSY 241</td>
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<td>Intro to Sociology</td>
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<td>SOC 213</td>
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**Mathematics : 6 semester hours required**

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<td>Precalculus Algebra</td>
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<tr>
<td>MAT 172</td>
<td>Precalculus Trigonometry</td>
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### Science: 8 semester hours required in a 2 course sequence

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<td>BIO 112</td>
<td>General Biology II</td>
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<tr>
<td>or</td>
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<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
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<tr>
<td>CHM 152</td>
<td>General Chemistry II</td>
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### Natural Sciences and Mathematics: 3 semester hours required

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<tbody>
<tr>
<td>BIO 111</td>
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<td>BIO 112</td>
<td>General Biology II</td>
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<tr>
<td>BIO 120</td>
<td>Introductory Botany</td>
<td>4</td>
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<tr>
<td>BIO 130</td>
<td>Introductory Zoology</td>
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<td>BIO 140</td>
<td>Environmental Biology</td>
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<tr>
<td>BIO 140A</td>
<td>Environmental Biology Lab</td>
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<tr>
<td>CHM 132</td>
<td>Organic &amp; Biochemistry</td>
<td>4</td>
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<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
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<tr>
<td>CHM 152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 115</td>
<td>Intro to Programming &amp; Logic</td>
<td>3</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Survey of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 271</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 272</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MAT 273</td>
<td>Calculus III</td>
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### Required Courses:

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<tr>
<td>ACA 122</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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<tr>
<td>HUM 220</td>
<td>Human Values and Meaning</td>
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### Technical Electives: 14 semester hours from the following list

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<tbody>
<tr>
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<tr>
<td>BIO 112</td>
<td>General Biology II</td>
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<tr>
<td>BIO 120</td>
<td>Introductory Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Introductory Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Environmental Biology</td>
<td>3</td>
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<tr>
<td>BIO 140A</td>
<td>Environmental Biology Lab</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>5</td>
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<tr>
<td>BIO 168</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
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<tr>
<td>BIO 169</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>BIO 175</td>
<td>General Microbiology</td>
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<td>CHM 132</td>
<td>Organic &amp; Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 151</td>
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<tr>
<td>CHM 152</td>
<td>General Chemistry II</td>
<td>4</td>
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<tr>
<td>CIS 115</td>
<td>Intro to Programming &amp; Logic</td>
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<td>CSC 134</td>
<td>C++ Programming</td>
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<td>MAT 140</td>
<td>Survey of Mathematics</td>
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<tr>
<td>MAT 151</td>
<td>Statistics I</td>
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<td>Calculus I</td>
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<td>MAT 272</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MAT 273</td>
<td>Calculus III</td>
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<tr>
<td>MAT 285</td>
<td>Differential Equations</td>
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</tbody>
</table>
Programs of Study

PHY 251 General Physics I 4
PHY 252 General Physics II 4

44-Hour General Education Core: Courses should be selected from the categories listed under the Associate in Arts or Associate in Science.

- English Composition 6 semester hours
- Humanities 12 semester hours

At least one course must be a literature course. Social/Behavioral Sciences 12 semester hours
From 3 different disciplines
At least one course must be a history

Natural Sciences 8 semester hours
Mathematics 6 semester hours
Total 44 semester hours

Associate in General Education Degree Program

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth and development. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science and mathematics at the college level. All courses in the program are college-level courses. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer. List of transfer courses are available in the Arts and General Education office and on the HCC Website. The number of required courses in this degree program is kept to a minimum in order to allow a student and his or her academic advisor to design a personal program of study that meets the student’s specific educational goals. Courses may be taken in any sequence as long as prerequisites are met. The AGE program must be comprised of courses from the college’s approved programs of study.

A10300 Degree: Offered day and evening with some on-line courses available through distance learning.

Advisement: For general advisement information or individualized program (Option 1) advisement, contact the Arts and General Education Department at (828)-627-4570 or the Admissions Office at (828)-627-4500. For the early childhood emphasis (Option II) advisement, contact the Education Department at (828)-627-4693.

A.E.G. Degree: See options below. Students should confer with their academic advisers to develop an individualized education plan which meets general education and major course requirements.

Option 1-Individualized Program Emphasis: This option leads to an A.G.E. degree and requires completion of a minimum of 64 semester hours including coursework in general education and an individualized major.

General Education: Complete 31 semester hours as set forth below:

- Communication: COM 120 or 231, ENG 111, and ENG 113 or 114.
- Information Technology: CIS 110.
- Natural Science and Mathematics: Either MAT 115, 140, 151, 171, or 175; and either BIO 111, 168, CHM 151, or PHY 251.

Individualized Study: Complete a minimum of 33 semester hours of additional course work from courses approved for associate degrees. Courses should be selected with the individual educational plan determined by the student and his or her adviser. A maximum of three semester hours in physical education may be elected but college orientation, and/or college study skills courses may not be included.

Option 2 - Early Childhood Emphasis (B-K): This option leads to an A.C.E. degree, requiring 68 semester hours, designed to transfer to the B-K licensure degree program at WCU. This option, when completed, allows students to transfer credit earned at HCC towards a Bachelor of Science in Birth-Kindergarten with teacher licensure upon admission to WCU and the Birth-Kindergarten Teacher Licensure Program. Students not seeking B-K licensure may transfer additional courses to WCU. Contact the Education Department or your adviser for further details.

General Education: Complete 47 semester hours as set forth below:

- Communication: COM 120 or 231, ENG 111, and either ENG 113 or 114.
Programs of Study

Information Technology: CIS 110.

Humanities: Either ENG 233, 251, or 252, and two courses selected from two different disciplines from ART 111, DRA 111, MUS 110, PHI 210, 215, 220, 221, or 230 or REL 110, 111, 211, or 212.

Natural Science and Mathematics: MAT 151 and either 171 or 175, and either BIO 111 and 112, or CHM 151 and 152.

Social and Behavioral Sciences: Either HIS 121, 122, 131, or 132, and three courses from at least two different disciplines selected from ANT 210, 220, 240, ECO 251, 252, POL 120, PSY 150, and SOC 210.

Professional Study: Complete 21 semester hours consisting of EDU 144, 145, 146, 151, 221, 234, and 259. While not required at HCC, in order to facilitate transfer, students in the licensure option should complete the PRAXIS I test during the fall semester of their second year. The PRAXIS I Academic Skills Assessments are designed to be taken early in a student’s college career to measure reading, writing, mathematics, and listening skills. The reading, writing, and mathematics assessments are available through either a paper-based or computer-based format.

Suggested Schedule

First Year
Fall Semester: 16-19 semester hours
- COM 120 Interpersonal Communication 3
- or COM 231 Public Speaking 3
- ENG 111 Expository Writing 3
- Social and Behavioral Sciences 3
- Individualized or Professional Study 7-10

Spring Semester: 16-19 semester hours
- CIS 110 Introduction to Computers 3
- ENG 113 Literature-Based Research 3
- or ENG 114 Prof. Research & Reporting 3
- Humanities 3
- Social and Behavioral Sciences 3

Summer Session: 0-8 semester hours
- Individualized or Professional Study 0-8

Second Year
Fall Semester: 16-19 semester hours
- Humanities 3
- Natural Sciences & Mathematics 4-7
- Social and Behavioral Sciences 0-3
- Individualized or Professional Study 6-10

Spring Semester: 16-19 semester hours
- Humanities 3
- Natural Sciences & Mathematics 4-7
- Social and Behavioral Sciences 0-3
- Individualized or Professional Study 6-10

Option 3 - Agriculture Education: This option, requiring 66 semester hours leads to an AGE degree at Haywood Community College and is designed to position students in Western North Carolina to apply to the 4-year Agricultural and Extension Education degree program at NCSU or NCA&T. This program begins the initial coursework necessary for a student to ultimately teach agriculture education in the public school systems in North Carolina. Students enrolled in the AGE program should let their advisor know of their educational goals as soon as possible. Faculty at HCC will work with the student to maximize their potential for success.

Students must also individually determine when to apply to NCSU or NCA&T. Admission to either program is not guaranteed. It is permitted to be a dual enrolled student in HCC’s AGE program and one of the four-year programs. There are on-line courses available from both Baccalaureate level programs that would allow a student to complete additional courses towards their 4-year degree program requirements prior to relocating to the university. Students accepted to either college’s 4-year program can expect an additional 1-2 years in residence on campus after completing all available NCSU or NCA&T on-line offerings.
**Programs of Study**

**General Education:**
- Communication: COM 231, ENG 111, ENG 114
- Information Technology: CIS 110
- Humanities:  Six semester hours selected from ENG 251, 252, REL 110, 211, and 212 (must be from 2 different disciplines)
- Natural Science and Mathematics: BIO 111, BIO 112, BIO 120, MAT 140 and MAT 151
- Social and Behavioral Sciences: SOC 213

**Professional Study:** HOR 160, HOR 162, HOR 168, FOR 173

**Suggested Schedule**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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**Total Credit Hours** = 67
Collision Repair and Refinishing Technology

The Collision Repair and Refinishing Technology curriculum prepares individuals to become qualified technicians who possess the diverse skills required to perform quality repairs and proper refinishing techniques on automobile bodies and to diagnose and repair mechanical and electrical systems. Coursework includes classroom and laboratory experiences that integrate technical application with academic theory. Emphasis is placed on autobody fundamentals, painting and refinishing, structural and non-structural damage repair, mechanical and electrical component repair or replacement, and common industry practices. Graduates should be qualified to take National Institute for Automotive Service (ASE) certification examinations and also for entry-level employment in automotive dealerships, independent repair shops, or through self-employment, as collision repair and refinishing technicians.

Associate in Collision Repair and Refinishing Technology (AAS) A60130

<table>
<thead>
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<th>Fall Semester 1</th>
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**Total Credit Hours = 72**
## Electives: Choose at least 4 hours from the following courses

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### Diploma in Collision Repair and Refinishing Technology D60130

**Fall Semester 1**
- AUB 111 Painting and Refinishing I  
  Lec 2  Lab 6  Clin 0  Cred 4
- AUB 121 Non-Structural Damage I  
  Lec 1  Lab 4  Clin 0  Cred 3
- AUB 131 Structural Damage I  
  Lec 2  Lab 4  Clin 0  Cred 4
- AUB 134 Autobody MIG Welding  
  Lec 1  Lab 4  Clin 0  Cred 3
- AUB 136 Plastics and Adhesives  
  Lec 1  Lab 4  Clin 0  Cred 3
- AUB 160 Body Shop Operations  
  Lec 1  Lab 0  Clin 0  Cred 1

**Spring Semester 1**
- AUB 112 Painting and Refinishing II  
  Lec 2  Lab 6  Clin 0  Cred 4
- AUB 122 Non-Structural Damage II  
  Lec 2  Lab 6  Clin 0  Cred 4
- AUB 132 Structural Damage II  
  Lec 2  Lab 6  Clin 0  Cred 4
- AUB 162 Autobody Estimating  
  Lec 1  Lab 2  Clin 0  Cred 2
- AUB 114 Special Finishes  
  Elective  
  Lec 1  Lab 2  Clin 0  Cred 2

**Summer Semester 1**
- ENG 101 Applied Communications  
  Lec 3  Lab 0  Clin 0  Cred 3
- or ENG 111 Expository Writing  
  Lec 3  Lab 0  Clin 0  Cred 3
- Mathematics  
  Lec 0  Lab 0  Clin 0  Cred 3

**Total = 18**

**Total Credit Hours = 42**

### Certificate in Collision Repair and Refinishing Technology C60130

**Fall Semester 1**
- AUB 111 Painting and Refinishing I  
  Lec 2  Lab 6  Clin 0  Cred 4
- AUB 121 Non-Structural Damage I  
  Lec 4  Lab 4  Clin 0  Cred 3
- AUB 131 Structural Damage I  
  Lec 2  Lab 4  Clin 0  Cred 4
- AUB 134 Autobody MIG Welding  
  Lec 1  Lab 4  Clin 0  Cred 3
- AUB 136 Plastics and Adhesives  
  Lec 1  Lab 4  Clin 0  Cred 3

**Total = 17**

**Total Credit Hours = 17**
Computer Information Technology

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

Course work will develop a student’s ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

Associate In Applied Science Degree (AAS) A25260

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**Total Credit Hours = 67**
### Programs of Study

#### Mathematics: Choose 3 hours from the following courses
- MAT 140 Survey of Mathematics 3
- MAT 151 Statistics I 3
- MAT 171 Precalculus Algebra 3

#### Diploma in Computer Information Technology D25260

##### Fall Semester 1
- CIS 110 Introduction to Computers 2 2 0 3
- ENG 111 Expository Writing 3 0 0 3
- NET 125 Networking Basics 1 4 0 3
- NOS 110 Operating Systems Concepts 2 3 0 3
- SEC 110 Security Concepts 3 0 0 3

Total = 15

##### Spring Semester 1
- CIS 115 Introduction to Programming and Logic 2 3 0 3
- CTS 120 Hardware/Software Support 2 3 0 3
- DBA 110 Database Concepts 2 3 0 3
- NOS 130 Windows Single User 2 2 0 3
- WEB 210 Web Design 3 0 0 3

Total = 15

##### Summer Semester 1
- BUS 110 Introduction to Business 3 0 0 3
- ENG 114 Professional Research & Reporting 3 0 0 3

Total = 6

Total Credit Hours = 36

#### Certificate in Computer Information Technology C25260

##### Fall Semester 1
- NET 125 Networking Basics 1 4 0 3
- NOS 110 Operating Systems Concepts 2 3 0 3

Total = 6

##### Spring Semester 1
- CIS 115 Introduction to Programming and Logic 2 3 0 3
- DBA 110 Database Concepts 2 3 0 3
- WEB 210 Web Design 3 0 0 3

Total = 9

Total Credit Hours = 15
Computer-Integrated Machining

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and productions, resulting in a finished product. Coursework may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining. Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification exams.

Associate in Applied Science Degree (AAS) A50210

Fall Semester 1

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Spring Semester 1

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Summer Semester 1

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Total Credit Hours = 74
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<td>WLD 112 Basic Welding Processes</td>
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<td>MAC 233 Appl in CNC Machining</td>
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<td>MAC 226 CNC EDM Machining</td>
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* Diploma Only

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**Diploma in Computer-Integrated Machining  D50210**

### Fall Semester 1

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**Total = 19**

### Spring Semester 1

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**Total = 17**

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**Total = 6**

**Total Credit Hours = 42**
### Certificate in Computer-Integrated Machining  D50210

**Fall Semester 1**

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**Total = 12**

**Total Credit Hours = 12**
Cosmetic Arts

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.

Graduation requires the listed courses, HCC Cosmetic Art Competencies, NC State Board of Cosmetic Arts requirements, and 1500 hours and have a 2.0 GPA or higher before making application to take the licensing exam.

Associate In Applied Science Degree (AAS) A55140

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Social & Behavioral Sciences

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Humanities/Fine Arts

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Total Credit Hours = 67-68
### Programs of Study

#### Diploma in Cosmetic Arts D55140

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Cosmetology Instructor

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.

Graduation requires the listed courses, HCC Cosmetic Art Competencies, NC State Board of Cosmetic Arts requirements, and 800 hours and have a 2.0 GPA or higher before making application to take the teaching licensing exam. This program may be completed on a part-time basis over four semesters.

Certificate in Cosmetology Instructor C55160

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Total Credit Hours = 24
Criminal Justice Technology

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, state correctional officer, and loss prevention specialist.

### Associate in Applied Science Degree (AAS) A55180

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#### Spring Semester 1

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#### Summer Semester 1

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\[ \text{Total} = 15-16 \]

#### Spring Semester 2

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\[ \text{Total} = 15 \]

\[ \text{Total Credit Hours} = 70-71 \]
### Criminal Justice Technology - Certificate in Emergency Management C55180

#### Fall Semester 1

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**Total = 15**

**Total Credit Hours = 15**
Early Childhood Education

The Early Childhood curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes childhood growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with 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.

Associate In Applied Science Degree (AAS) A25220

**Fall Semester 1**

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<tr>
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**Total = 17**

**Spring Semester 1**

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**Total = 15**

Students may choose from the following tracks to meet their individual goals in the Early Childhood field:

**Early Childhood Education Tract** - This track is designed to prepare the student to work in Early Childhood Program.

**Summer Semester 1**

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<tr>
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<th>Lec</th>
<th>Lab</th>
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<th>Cred</th>
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**Total = 9**

**Fall Semester 2**

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<th>Lab</th>
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<th>Cred</th>
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<tbody>
<tr>
<td>EDU 221</td>
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<td>Natural Science and Mathematics</td>
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**Total = 15 - 16**

**Spring Semester 2**

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Programs of Study

Humanities/Fine Arts

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<th>Lec</th>
<th>Lab</th>
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Total = 9

Early Childhood Education Administration - This track is designed to prepare the student to operate and administer an Early Childhood Center or Family Day Care Home.

Summer Semester 1

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<thead>
<tr>
<th>Course Code</th>
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<th>Lab</th>
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Fall Semester 2

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Total = 15 - 16

Spring Semester 2

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Total = 16

Total Credit Hours = 72 - 73

Early Childhood Education Special Education Track - This track is designed to prepare the student to work in Early Childhood Programs or public school classrooms with a focus on children with special needs.

Summer Semester 1

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<th>Lec</th>
<th>Lab</th>
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Total = 9

Fall Semester 2

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Total = 15 - 16
### Programs of Study

**Spring Semester 2**

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Total = 13

Total Credit Hours = 69 - 70

**Summer Semester 1**

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Total = 12

**Fall Semester 2**

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Total = 16

**Spring Semester 2**

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Total = 14

Total Credit Hours = 74

Early Childhood Education College Transfer Track - This track is designed for the student who wishes to continue their education at a four-year university or college. It allows the student to complete additional required General Education transfer courses.
### Certificate in Early Childhood C55220

<table>
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**Total Credit Hours = 16**

### Certificate in Early Childhood - Special Education C55220

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<tbody>
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**Total Credit Hours = 15**

### Certificate in Early Childhood - Administration C55220

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**Total Credit Hours = 12**
Electrical/Electronics Technology

The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial, and industrial facilities. Training, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical/electronic systems.

### Associate In Applied Science Degree (AAS) A35220

#### Fall Semester 1

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**Total = 16**

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**Total = 15**

**Total Credit Hours = 73**
## Programs of Study

### Electives: Choose 7 hours from the following courses

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### Mathematics: Choose 3 hours from the following courses

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*For Diploma Only

## Diploma in Electrical/Electronics Technology D35220

### Fall Semester 1

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Total = 15

### Spring Semester 1

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Total = 12

### Summer Semester 1

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Total Credit Hours = 40
### Certificate in Electrical/Electronics Technology C35220

**Fall Semester 1**

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**Total Credit Hours = 15**

### Certificate in Electrical/Electronics Technology - Solar Photovoltaics C35220SP

**Fall Semester 1**

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Total = 3

**Total Credit Hours = 18**
### Programs of Study

#### Electronics Engineering Technology

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronics components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronics. A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems. Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

#### Associate In Applied Science Degree (AAS) A40200

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Certificate in Engineering Design C40200ED

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Certificate in Electronics Engineering Technology - Solar Photovoltaics C40200SP

Fall Semester 1

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Entrepreneurship

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.

Associate in Applied Science Degree (AAS) A25490

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### Diploma in Entrepreneurship D25490

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### Certificate in Entrepreneurship C25490

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**Esthetics Instructor**

The Esthetics Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of esthetics as required by the North Carolina State Board of Cosmetology. Course work includes all phases of esthetics theory laboratory instruction. Graduates should be prepared to take the North Carolina Cosmetology State Board Esthetics Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or esthetics school. Graduation requires the listed courses, HCC Cosmetic Art Competencies, NC State Board of Cosmetic Arts requirements, and 650 hours and have a 2.0 GPA or higher before making application to take the teaching licensing exam.

**Certificate in Esthetics Instructor CS5270**

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# Esthetics Technology

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. Graduation requires the listed courses, HCC Cosmetic Art Competencies, NC state Board of Cosmetic Arts requirements, and 600 hours and have a 2.0 GPA or higher before making application to take the licensing exam.

## Certificate in Esthetics C55230

### Fall Semester 1

<table>
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**Total = 8**

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**Total = 8**

**Total Credit Hours = 16**
Fish and Wildlife Management Technology

The Fish and Wildlife Management Technology curriculum is designed to prepare students for entry into the field of developing, conserving, and managing fish and wildlife resources. Students will gain an understanding of the principles and develop competence in the production, utilization, and conservation of fish and wildlife resources. Students will also learn to communicate and deal effectively with the public.

Graduates should qualify as fish and wildlife management technicians with state and federal agencies and private enterprises involved in natural resource management.

### Associate In Applied Science Degree (AAS) A15160

#### Fall Semester 1

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**Total = 14**

**Total Credit Hours = 73**
Forest Management Technology

The Forest Management Technology curriculum is designed to help students acquire technical knowledge, understanding, and abilities essential in developing, conserving, and utilizing forest resources. Students develop knowledge and skills in the principles and practices of forest resource management. Students will spend much of their time in field training situations where emphasis is placed on the practical application of this knowledge and skill. Graduates should be qualified for entry into positions as forest technicians with federal, state, and private forestry enterprises. Graduates will have competence in forest protection, forest management, and forest procurement and in performing various technical tasks related to forestry.

Associate in Applied Science Degree (AAS) A15200

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**Total Credit Hours** = 72
**Forest Management Technology Certificate C15200NR**

The Natural Resources Specialist certificate will expose students to foundation courses in Forestry Management Technology, Fish & Wildlife Management Technology, and Geospatial Technology. Students will also be able to select from other courses in the department of Natural Resources Management. These courses will be offered in online and seated formats.

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<th>Course Code</th>
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Total = 16

Total Credit Hours = 16
Healthcare Business Informatics

The Healthcare Business Informatics curriculum prepares individuals for employment as specialists in installation, data management, data archiving/retrieval, system design and support, and computer training for medical information systems. Students learn about the field through multidisciplinary coursework including the study of terminology relating to informatics, systems analysis, networking technology, computer/network security, data warehousing, archiving and retrieval of information, and healthcare computer infrastructure support.

Graduates should qualify for employment as database/data warehouse analysts, technical support professionals, informatics technology professionals, systems analysts, networking and security technicians, and computer maintenance professionals in the healthcare field.

Associate In Applied Science Degree (AAS) A25510

**Fall Semester 1**

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**Spring Semester 1**

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**Spring Semester 2**

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**Total Credit Hours = 73**

**Mathematics: Choose 3 hours from the following courses**

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### Certificate in Healthcare Business Informatics for Health Professionals C25510HP

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Total = 9

Total Credit Hours = 15

### Certificate in Healthcare Business Informatics for Computer Technology Professionals C25510CT

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Total = 9

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<tr>
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Total = 9

Total Credit Hours = 18
### Horticulture Technology

The Horticulture Technology curriculum is designed to prepare individuals for various careers in horticulture. Classroom instruction and practical laboratory applications of horticultural principles and practices are included in the program of study. Course work includes plant science, plant materials, propagation, soils, fertilizers, and pest management. Also included are courses in plant production, landscaping, and the management and operation of horticulture businesses.

Graduates should qualify for employment opportunities in nurseries, garden centers, greenhouses, landscape operations, gardens, and governmental agencies. Graduates should also be prepared to take the North Carolina Pesticide Applicator’s Examination and the North Carolina Certified Plant Professional Examination.

#### Diploma in Horticulture Technology D15240

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Lab</th>
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<td>HOR 162</td>
<td>Applied Plant Science</td>
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<tr>
<td>HOR 166</td>
<td>Soils &amp; Fertilizers</td>
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<tr>
<td>HOR 168</td>
<td>Plant Propagation</td>
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**Total = 18**

**Spring Semester 1**

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**Total = 19**

**Total Credit Hours = 37**
Certificate in Horticulture Technology C15240

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<td>HOR 162  Applied Plant Science</td>
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<td>HOR 166  Soils &amp; Fertilizers</td>
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Total = 12
Total Credit Hours = 12

Certificate in Advanced Horticulture Technology C15240AHT

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<td>HOR 116  Landscape Management I</td>
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<td>HOR 164  Horticulture Pest Management</td>
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Total = 12
Total Credit Hours = 12
Industrial Systems Technology

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems. Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

Associate in Applied Science Degree (AAS) A50240

Fall Semester 1

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Spring Semester 1

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Summer Semester 1

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Fall Semester 2

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Spring Semester 2

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<td></td>
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Total Credit Hours = 70
# Programs of Study

## Mathematics: Choose 3 hours from the following courses

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<td>MAT 120</td>
<td>Geometry and Trigonometry</td>
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<td>Algebra/Trigonometry</td>
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<td>MAT 140</td>
<td>Survey of Mathematics</td>
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*Diploma Only

## Electives: Choose 6 hours from the following courses

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<tr>
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<tr>
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## Diploma in Industrial Systems Technology (D50240)

### Fall Semester 1

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<th>Lab</th>
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**Total = 17**

### Spring Semester 1

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<td>MNT 240</td>
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**Total = 13**

### Summer Semester 1

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**Total = 6**

**Total Credit Hours = 36**
## Certificate in Industrial Systems Technology (C50240)

### Fall Semester 1

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<tr>
<td>ELC 131</td>
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<tr>
<td>MAC 121</td>
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**Total Credit Hours = 9**

### Spring Semester 1

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<td>ISC 112</td>
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<tr>
<td>MNT 110</td>
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**Total Credit Hours = 7**

**Total Credit Hours = 16**

## Certificate in Industrial Systems Technology Corporate (C50240CM)

### Fall Semester 1

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<td>BPR 111</td>
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<td>ELC 131</td>
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<td>MAC 151</td>
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**Total Credit Hours = 9**

### Spring Semester 1

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<th>Course</th>
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<td>ISC 112</td>
<td>2</td>
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<td>MNT 110</td>
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**Total Credit Hours = 7**

**Total Credit Hours = 16**
Infant Toddler Certificate

The Early Childhood curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes childhood growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with 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.

Certificate - C55290

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th>Lec</th>
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<th>Cred</th>
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<tbody>
<tr>
<td>EDU 131 Child, Family and Community</td>
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<td>EDU 153 Health, Safety and Nutrition</td>
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<td>EDU 234 Infants, Toddlers and Twos</td>
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Total = 9

Total Credit Hours = 16
Low Impact Development

The Low Impact Development Curriculum (LID) is designed to prepare students interested in sustainable development and natural resource management with the technical skills to serve as specialists in the analysis of land and in the preparation of LID recommendations. Graduates will be prepared for a growing number of careers in the public and private sector that require an understanding of geospatial technology, drafting, and the principles and practices of LID. The POS requires a multidisciplinary core of coursework including the study of land planning software programs, soils, site analysis, hydrology, geospatial technology, and environmental regulations. Students wishing to pursue the LID POS should have an interest in the outdoors, technology, planning, natural resource conservation, and in working with the public and professionals from many fields. Students successfully completing the LID POS will be able to develop and utilize plans for site development, storm and gray water treatment, and landscape restoration projects. Graduates will be able to successfully serve as liaisons between landscape architects and engineers and the construction companies implementing designs. Graduates will also be well versed in local and regional permitting issues and environmental concerns present and future.

Associate in Applied Science Degree (AAS) A40290

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<td>LID 111 Design Principles of LID</td>
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Total Credit Hours = 72
## Certificate in Low Impact Development - LID Specialist C40290

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**Total = 15**

**Total Credit Hours = 15**

## Certificate in Low Impact Development -GIS Specialist C40290GIS

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**Total = 12**

**Total Credit Hours = 12**

## Certificate in Low Impact Development -Design C40290DES

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<td>HOR 160 Plant Materials I</td>
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**Total = 12**

**Total Credit Hours = 12**
Manicuring/Nail Instructor

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology. Course work includes all phases of manicuring theory laboratory instruction. Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school. Graduation requires the listed courses, HCC Cosmetic Art Competencies, NC State Board of Cosmetic Arts requirements, and 320 hours and have a 2.0 GPA or higher before making application to take the teaching licensing exam. New students are accepted in the Fall and Spring semesters.

Certificate in Manicuring/Nail Instructor C55380

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<td>COS 252 Manicure Instructor Practicum</td>
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Total = 13
Total Credit Hours = 13
Manicuring/Nail Technology

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

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

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

Graduation requires the listed courses, HCC Cosmetic Art Competencies, NC State Board of Cosmetic Arts requirements, and 300 hours and have a 2.0 GPA or higher before making application to take the licensing exam.

New students are accepted in the Fall and Spring semesters.

Certificate in Manicuring/Nail Technology C55400

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<tbody>
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<td>COS 222 Manicuring Nail Technology II</td>
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Total = 12
Total Credit Hours = 12
## Medical Assisting

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants’ Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians’ offices, health maintenance organizations, health departments, and hospitals.

The Haywood Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Comission on Accreditation of Allied Health Education Programs
35 E. Wacker Dr., Suite 1970
Chicago, IL 60601-2208
312/553-9355

Admissions Criteria
The criteria for admission to the medical assisting program include:
1. A completed Application for Admission form;
2. Evidence of high school graduation or completion of GED certificate;
3. Official copies of high school and college transcripts (High school seniors must have a final transcript sent within one month of graduation;
4. Satisfactory scores on the college placement test or satisfactory remediation of areas not meeting cutoff scores;
5. A completed medical form including all required immunizations prior to enrolling in MED 150 and MED 260;
6. An annual TB skin test and
7. Malpractice insurance prior to taking MED 150 and MED 260.

### Associate In Applied Science Degree (AAS) A45400

#### Fall Semester 1

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<th>Course Code</th>
<th>Course Title</th>
<th>Lec</th>
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<td>College Student Success</td>
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<td>CIS 110</td>
<td>Introduction to Computers</td>
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<td>ENG 111</td>
<td>Expository Writing</td>
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**Total Credit Hours = 73**
Medical Office Administration

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

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

Associate In Applied Science Degree (AAS) A25310

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#### Certificate in Medical Office Administration C25310

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### Networking Technology

The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

Course work includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers.

Graduates may find employment in entry-level jobs such as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

#### Associate In Applied Science Degree (AAS) A25340

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HCC 2011 / 2012 - 133 - www.haywood.edu
### Programs of Study

#### Diploma in Networking Technology D25340

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<th>Course Code</th>
<th>Course Title</th>
<th>Lec</th>
<th>Lab</th>
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<th>Lab</th>
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**Total Credit Hours = 36**

#### Certificate in Networking Technology C25340

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**Total = 9**

**Total Credit Hours = 18**

#### Certificate in CISCO CCNA Preparation C25340

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<td>Networking Basics</td>
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**Total = 6**

**Total Credit Hours = 15**
Nursing

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Associate In Applied Science Degree (AAS) A45110

### Fall Semester 1

<table>
<thead>
<tr>
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<td>Professional Research and Reporting</td>
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### Spring Semester 2

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**Total = 13**

**Total Credit Hours = 66**
Region A Nursing Consortium: Admission Criteria and Points Scale
Class of Fall 2011

Applications will be only be accepted October 1, 2010 through January 31, 2011.

Minimum requirements for Phase I:

1. Submit Official High School Transcripts or Official GED Scores
2. Satisfactory scores on the college placement test or provide documentation to waive the placement exam
3. Evidence of a cumulative GPA of 2.0 or greater on a 4 point scale in the most recent 10 semester hours attempted
4. Provide Documentation of successful completion of a NC approved Certified Nurse Aide I program which includes theory, lab, and clinical components* (A copy of a college transcript or a notarized course completion certificate will be acceptable documentation) *Challenging the Nurse Aide I examination will not meet this requirement
5. Hold a documented, current, unrestricted credential as Nurse Aide I (NAI) from the North Carolina Nurse Aide Registry https://www.ncnar.org/index1.isp and the Division of Health Service Regulation. (A copy of current listing on the NC DHSR Nurse Aide Registry Website by January 31, 2011 will be acceptable documentation.)
6. Successful completion of all needed developmental courses including: RED 090, ENG 080, ENG 090, MAT 060, MAT 070, BIO 094, and CHM 090
7. Completion of BIO 168 Anatomy and Physiology I with a grade of “C” or better

The above minimum requirements must be satisfied by January 31, 2011 to be considered for the fall nursing class. Once the application deadline has past, all qualified applicants will progress to Phase II.

Phase II:

A. Students will complete HESI Admission Assessment Exam during February and March. The HESI Admission Assessment Exam may be administered to students who have met all the requirements of phase I. Qualified students may only complete the exam once per admission cycle.

B. Students will be awarded points based on the following scale:
   1. Score from the HESI Assessment Exam
   2. Points for grade point average:
      - 2.50 and below = 0 points
      - 2.51-2.99 = 4 points
      - 3.00-3.50 = 8 Points
      - 3.51-3.99 = 14 points
      - 4.00 = 16 points
   3. Points for other:
      - Health Occupations I or Allied Health Science I = 1 point
      - Health Occupations II or Allied Health Science II = 2 points
      - Diploma level degree = 2 points
      - Associate level degree = 4 points
      - Bachelor level degree = 5 points
      - Masters level degree or higher = 6 points

Please note that students will only receive points for the highest coursework or degree completed.

Provisional acceptance to the nursing program will be offered to the top 38 point earners from Phase II at each campus. A student that is provisionally accepted will need to complete state health and immunization forms and complete BIO 169 Anatomy and Physiology II with a grade of “C” or better to become fully accepted into the nursing program by May 15. If all requirements for Phase II are not completed by May 15, the student’s slot may be offered to an alternate student.
## RN Completer Program

The RN completer program is designed to allow currently Licensed Practical Nurses (LPN) to become a registered nurse without repeating the entire nursing curriculum. Upon completion, student will be awarded an Associate in Applied Science Nursing Degree (A45110). Graduates are able to apply to take the National Council Licensure Examination (NCLEX-RN). Applicants to the program will receive credit for NUR 111, NUR 112, NUR 113, NUR 114, NUR 117, and NUR 211 based on coursework completed in the LPN curriculum. Course prerequisites for the program include: RED 090, ENG 090, MAT 070, PSY 241, BIO 168 and BIO 169.

### Associate In Applied Science Degree (AAS) A45110

#### Summer Semester 1

<table>
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**Total = 12**

**Total Credit Hours = 37**
# Professional Crafts - Clay

The Professional Crafts: Clay curriculum is designed to prepare individuals for employment as professional potters or in pottery-related fields. Using traditional and contemporary concepts, instruction includes technical knowledge, design skills, and marketing and business essentials. Course work includes development of basic and advanced throwing skills with emphasis on form and design. Study will include a pottery studio and marketing procedures. Graduates will be able to open and operate their own pottery business, work for existing pottery businesses, or transfer to a four-year degree program.

## Associate In Applied Science Degree (AAS) A30300

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**Diploma in Professional Crafts - Clay D30300**

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Total = 11

Total Credit Hours = 48
# Professional Crafts - Fiber

The Professional Crafts: Fiber curriculum is designed to train individuals as professional handweavers. Instruction includes technical weaving knowledge, dye work, design skills, and marketing and business essentials. Students will learn warping techniques, weaving theory and technique, dye applications, and finishing methods. Students will receive design skills to aid them in personalizing their own work. Additional instruction will provide the bases for starting and running a small business.

Graduates will be able to open and operate their own weaving studio, work for an existing weaving business, or transfer to a four-year degree program.

## Associate In Applied Science Degree (AAS) A30320

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**Total Credit Hours = 73**
## Programs of Study

### Diploma in Professional Crafts - Fiber D30320

#### Fall Semester 1
- **ENG 111** Expository Writing  
  Lec 3, Lab 0, Clin 0, Cred 3
- **PCD 110** Introduction to Craft Design  
  Lec 1, Lab 3, Clin 0, Cred 2
- **PCF 110** Introduction to Weaving  
  Lec 2, Lab 15, Clin 0, Cred 7
- **PCF 120** Color and Pattern Design  
  Lec 1, Lab 0, Clin 0, Cred 1

**Total = 13**

#### Spring Semester 1
- **PCD 111** Advanced Craft Design  
  Lec 1, Lab 3, Clin 0, Cred 2
- **PCF 111** Intermediate Weaving  
  Lec 2, Lab 15, Clin 0, Cred 7
- **PCF 121** History of Textiles  
  Lec 1, Lab 0, Clin 0, Cred 1

**Total = 10**

#### Summer Semester 1
- **PCF 112** Weaving for Clothing  
  Lec 2, Lab 6, Clin 0, Cred 4

**Total = 4**

#### Fall Semester 2
- **PCF 211** Production Weaving  
  Lec 2, Lab 15, Clin 0, Cred 7
- **PCR 210** Studio Craft Photo  
  Lec 1, Lab 3, Clin 0, Cred 2
- **PCR 212** Craft Marketing  
  Lec 2, Lab 0, Clin 0, Cred 2

**Total = 11**

#### Spring Semester 2
- **PCF 212** Professional Weaving  
  Lec 2, Lab 15, Clin 0, Cred 7
- **PCF 212** Humanities/Fine Arts or Social & Behavioral Science  
  Lec 3, Lab 0, Clin 0, Cred 3

**Total = 10**

**Total Credit Hours = 48**
Professional Crafts - Jewelry

The Professional Crafts: Jewelry curriculum prepares individuals to become professional metalsmiths. Instruction includes jewelry techniques, design, and marketing.

Students will learn metal forming techniques, metal decorative techniques, and basic information to start and operate a small business. The course work will also include jewelry design, studio safety, and tool and machine orientation.

Graduates will be able to start and operate their own jewelry studio, work for an established jeweler, or transfer to a four-year degree program.

Associate In Applied Science Degree (AAS) A30340

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Diploma in Professional Crafts - Jewelry D30340

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## Professional Crafts - Wood

The Professional Crafts: Wood curriculum provides individuals with traditional values of fine craftsmanship, creative design, and an entrepreneurial spirit for a small woodworking enterprise. The course work includes a strong emphasis on creative thinking and problem solving. Study involves a mix of theoretical and hands-on training combined with a blend of historical and modern methods of woodworking and small business management. Upon completion of required course work, graduates may earn a degree or a diploma. They should be prepared for self-employment, for positions in the craft industry, or for continued study toward a bachelor's degree at a four-year institution.

### Associate In Applied Science Degree (AAS) A30360

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**Total Credit Hours = 76**
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#### Diploma in Professional Craft - Wood D30360

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**Total Credit Hours = 48**

A maximum of 9 semester hours of credit may be selected from the PCR prefix.

**Electives:** Choose 2 hours from the following courses:

- PCR 115 Lab I - Beginning Lab
- PCR 116 Lab II - Intermediate Lab
- PCR 125 Lab III - Advanced Lab
- PCR 126 Lab IV - Advanced Design
- PCW 130 Veneer, Marquetry and Inlay
- PCW 131 Woodbending
- PCW 136 Wood Finishing
- PCW 230 Wood Design: Special Study
- PCW 231 Wood Business: Special Study
- PCW 232 Woodworking: Special Study

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<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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<tbody>
<tr>
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<td>PCW 136</td>
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<td>PCW 232</td>
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**Electives**

- Choose 2 hours from the following courses:

  - PCR 115 Lab I - Beginning Lab
  - PCR 116 Lab II - Intermediate Lab
  - PCR 125 Lab III - Advanced Lab
  - PCR 126 Lab IV - Advanced Design
  - PCW 130 Veneer, Marquetry and Inlay
  - PCW 131 Woodbending
  - PCW 136 Wood Finishing
  - PCW 230 Wood Design: Special Study
  - PCW 231 Wood Business: Special Study
  - PCW 232 Woodworking: Special Study
School - Age Education

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers. Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children.

Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations. 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.

 Associate In Applied Science Degree (AAS) A55440

Fall Semester 1

<table>
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<tr>
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Spring Semester 1

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Summer Semester 1

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Fall Semester 2

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Spring Semester 2

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<td>EDU 289</td>
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Total Credit Hours = 68 - 69
### Programs of Study

**Natural Science/Mathematics:** Choose 1 course from the following

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<td>Mathematical Models</td>
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## Therapeutic Massage

The Therapeutic Massage curriculum prepares graduates to work in direct client care settings to provide manipulation, methodical pressure, friction and kneading of the body for maintaining wellness or treating alterations in wellness throughout the lifespan. Courses will include content in normal human anatomy and physiology, therapeutic massage, ethical/legal issues, business practices, nutrition and psychology. Employment opportunities in North Carolina may be found in hospitals, rehabilitation centers, health departments, home health, medical offices, nursing homes, spas, health and sports clubs, and private practice. Graduates may be eligible to take the Massage and Bodywork Licensing Exam or the National Certification for Therapeutic Massage and Bodywork. Graduation requires the listed courses, HCC Massage and Body Work Therapy Competencies, NC State Board of Massage and Body Work Therapy requirements and a minimum of 600 hours, and have a 2.0 GPA or higher before making application to take the licensing exam.

### Diploma in Therapeutic Massage Technology D45750

#### Fall Semester 1

<table>
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<tr>
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<td>General Psychology</td>
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Total = 14-15

#### Spring Semester 1

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<td>Therapeutic Massage Applications</td>
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Total Credit Hours = 38-39
Welding Technology

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provide the student with industry-standard skills developed through classroom training and practical application.

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

Associate in Applied Science Degree (AAS) A50420

Fall Semester 1

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<td>DFT 151</td>
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<td>GTAW (TIG) Plate</td>
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Summer Semester 1

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<td>ENG 111</td>
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Total Credit Hours = 66
### Programs of Study

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<tr>
<td>WLD 231</td>
<td>GTAW (TIG) Pipe</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>WLD 251</td>
<td>Fabrication II</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>WLD 262</td>
<td>Inspection &amp; Testing</td>
<td>2</td>
<td>2</td>
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</tr>
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#### Mathematics: Choose 3 hours from the following courses

*For Diploma Only

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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<tbody>
<tr>
<td>MAT 101</td>
<td>Applied Mathematics I</td>
<td>2</td>
<td>2</td>
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<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2</td>
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<td>MAT 120</td>
<td>Geometry and Trigonometry</td>
<td>2</td>
<td>2</td>
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<tr>
<td>MAT 121</td>
<td>Algebra/Trigonometry</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>MAT 140</td>
<td>Survey of Mathematics</td>
<td>3</td>
<td>0</td>
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<td>3</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Statistics I</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>MAT 171</td>
<td>Precalculus Algebra</td>
<td>3</td>
<td>0</td>
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**Diploma in Welding Technology D50420**

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
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<tbody>
<tr>
<td>WLD 110</td>
<td>Cutting Processes</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
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<tr>
<td>WLD 112</td>
<td>Basic Welding Processes</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>WLD 115</td>
<td>SMAW (Stick) Plate</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>5</td>
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<tr>
<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
<td>2</td>
<td>6</td>
<td>0</td>
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<tr>
<td>DFT 151</td>
<td>CAD I</td>
<td>2</td>
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*Total = 16*

#### Spring Semester 1

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<tr>
<th>Course Code</th>
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<th>Clin</th>
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<tbody>
<tr>
<td>WLD 116</td>
<td>SMAW (Stick) Plate/Pipe (WLD 115)</td>
<td>1</td>
<td>9</td>
<td>0</td>
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<tr>
<td>WLD 131</td>
<td>GTAW (TIG) Plate</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
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<tr>
<td>WLD 141</td>
<td>Symbols &amp; Specifications</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>English</td>
<td>3</td>
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*Total = 14*

#### Summer Semester 1

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<th>Course Code</th>
<th>Course Title</th>
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<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>Mathematics</td>
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*Total = 6*

**Total Credit Hours = 36**
### Certificate in Welding Technology C50420

#### Fall Semester 1
- **WLD 110** Cutting Processes  
  Lec 3 | Lab 0 | Clin 0 | Cred 2  
- **WLD 115** SMAW (Stick) Plate  
  Lec 2 | Lab 9 | Clin 0 | Cred 5  
- **WLD 121** GMAW (MIG) FCAW/Plate  
  Lec 2 | Lab 6 | Clin 0 | Cred 4  

Total = 11

#### Spring Semester 1
- **WLD 131** GTAW (TIG) Plate  
  Lec 2 | Lab 6 | Clin 0 | Cred 4  
- **WLD 141** Symbols & Specifications  
  Lec 2 | Lab 2 | Clin 0 | Cred 3  

Total = 7  
Total Credit Hours = 18
Course Descriptions

The following list of courses is arranged in alphabetical order by course prefix and in numerical order under the discipline or field of study. Following the title of each course are numbers representing lecture, laboratory, clinical experience, and credit respectively, the requirements for admission to the course, if any, and a brief description of its content.

Numbering of Courses
Courses numbered 100 – 109 and 200 – 209 are for diploma and certificate programs. Courses numbered 110 – 189 are first year introductory courses and those numbered 210 – 289 are second year intermediate or advanced courses. Courses numbered 190 – 199 and 290 – 299 are reserved for prefixes SEL (selected topics) and SEM (seminar).

Prerequisites and Corequisites
Special requirements for admission to certain courses are introduced by the word “prerequisites” or “corequisites”. A prerequisite is a course taken prior to another course. A corequisite is a course taken at the same time as another course or prior to the course being taken. State prerequisites cannot be waived.

Course Credit
Credit is counted in semester hours. Each hour generally represents one hour per week in class and two hours preparation outside of class (with a corresponding equivalency in the summer semester); courses involving laboratory, clinical experience, activity, or other application normally require additional hours of class attendance.

Academic Related

ACA 111 College Student Success 1 0 0 1
Prerequisites: None
Corequisites: None
This course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. This course is also available through the Virtual Learning Community (VLC).

ACA 115 Success & Study Skills 0 2 0 1
Prerequisites: None
Corequisites: None
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACC 110 Ten-Key Skills 0 2 0 1
Prerequisites: None
Corequisites: None
This course is designed to enable mastery of the “touch system” on a ten-key device. Emphasis is placed on the “touch system” on a ten-key device. Upon completion, students should be able to use the “touch system” on a ten-key device in making computations necessary in accounting.

ACC 120 Prin of Financial Acct 3 2 0 4
Prerequisites: ACC 120
Corequisites: None
This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

ACC 121 Prin of Managerial Acct 3 2 0 4
Prerequisites: ACC 120
Corequisites: None
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

ACC 129 Individual Income Taxes 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the relevant laws governing individual
income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

**ACC 140 Payroll Accounting**  
Prerequisites: ACC 120  
Corequisites: None  
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

**ACC 150 Acct Software Appl**  
Prerequisites: ACC 120  
Corequisites: None  
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

**ACC 220 Intermediate Accounting I**  
Prerequisites: ACC 120  
Corequisites: None  
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an 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 221 Intermediate Acct II**  
Prerequisites: ACC 220  
Corequisites: None  
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

**ACC 225 Cost Accounting**  
Prerequisites: ACC 121  
Corequisites: None  
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

**Agriculture**

**AGR 121 Biological Pest Management**  
Prerequisites: None  
Corequisites: None  
This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students should be able to identify and recommend methods of prevention and control of selected insects and diseases.

**AGR 263 Vegetable Production**  
Prerequisites: None  
Corequisites: None  
This course includes a study of vegetable crop production practices. Topics include variety selection, production methods, fertility management, insect and disease control, and harvesting. Upon completion, students should be able to demonstrate knowledge of vegetable crop production.

**AGR 265 Organic Crop Production: Spring**  
Prerequisites: None  
Corequisites: None  
This course includes a study of spring organic crop production practices, including vegetables, cut flowers, and culinary and medicinal herbs. Topics include variety selection, production methods, and record keeping procedures for certification. Upon completion, students should be able to demonstrate a knowledge of organic crop production appropriate for the spring season.

**Air-Conditioning, Heating, and Refrigeration**

**AHR 120 HVACR Maintenance**  
Prerequisites: None  
Corequisites: None  
This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

**AHR 211 Residential System Design**  
Prerequisites: None  
Corequisites: None  
This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design.
Alternative Energy Technology

ALT 120 Renewable Energy Tech  2  2 0 3
Prerequisites: None
Corequisites: None
This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydrotower, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment.

ALT 220 Photovoltaic Sys Tech  2  3 0 3
Prerequisites: None
Corequisites: None
This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.

Anthropology

ANT 210 General Anthropology  3  0 0 3
Prerequisites: None
Corequisites: None
This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ANT 220 Cultural Anthropology  3  0 0 3
Prerequisites: None
Corequisites: None
This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ANT 230 Physical Anthropology  3  0 0 3
Prerequisites: None
Corequisites: None
This course introduces the scientific study of human evolution and adaptation. Emphasis is placed on evolutionary theory, population genetics, biocultural adaptation and human variation, as well as non-human primate evolution, morphology, and behavior. Upon completion, students should be able to demonstrate an understanding of the biological and cultural processes, which have resulted in the formation of the human species. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ANT 240 Archaeology  3  0 0 3
Prerequisites: None
Corequisites: None
This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

Art

ART 111 Art Appreciation  3  0 0 3
Prerequisites: None
Corequisites: None
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 114 Art History Survey I  3  0 0 3
Prerequisites: None
Corequisites: None
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 115 Art History Survey II  3  0 0 3
Prerequisites: None
Corequisites: None
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be...
able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

**ART 121 Design I**

| 0   | 6   | 0   | 3   |

Prerequisites: None
Corequisites: None

This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 131 Drawing I**

| 0   | 6   | 0   | 3   |

Prerequisites: None
Corequisites: None

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 260 Photography Appreciation**

| 3   | 0   | 0   | 3   |

Prerequisites: None
Corequisites: None

This course introduces the origins and historical development of photography. Emphasis is placed on the study of composition and history of photography as an art form. Upon completion, students should be able to recognize and produce, using color transparencies, properly exposed, well-composed photographs. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 261 Photography I**

| 0   | 6   | 0   | 3   |

Prerequisites: None
Corequisites: None

This course introduces photographic equipment, theory, and processes. Emphasis is placed on camera operation, composition, darkroom technique, and creative expression. Upon completion, students should be able to successfully expose, develop, and print a well-conceived composition. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 262 Photography II**

| 0   | 6   | 0   | 3   |

Prerequisites: ART 261
Corequisites: None

This course introduces the creative manipulation of alternative photographic materials and processes such as toning, hand coloring, infrared, and multiple exposure. Emphasis is placed on personal vision and modes of seeing. Upon completion, students should be able to create properly exposed images using a variety of photographic materials and processes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 264 Digital Photography I**

| 1   | 4   | 0   | 3   |

Prerequisites: None
Corequisites: None

This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 265 Digital Photography II**

| 1   | 4   | 0   | 3   |

Prerequisites: ART 264
Corequisites: None

This course provides exploration of the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Upon completion, students should be able to produce well-executed images using a variety of photographic and photo manipulative approaches. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 266 Videography I**

| 0   | 6   | 0   | 3   |

Prerequisites: None
Corequisites: None

This course introduces various aspects of basic video production including concept development, scripting, camera operation, and post-production. Emphasis is placed on creative expression, camera handling, story boarding, and editing. Upon completion, students should be able to demonstrate a basic understanding of video camera operation and production techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 267 Videography II**

| 0   | 6   | 0   | 3   |

Prerequisites: ART 266
Corequisites: None

This course is designed to provide a framework for the production of a long-term video project. Emphasis is placed on realization of the unique creative vision. Upon completion, students should be able to produce a thematically coherent, edited video with sound and titling. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Automotion and Robotics

ATR 112 Intro to Automation  
Prerequisites: None  
Corequisites: None  
This course introduces the basic principles of automated manufacturing and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

ATR 211 Robot Programming  
Prerequisites: None  
Corequisites: None  
This course provides the operational characteristics of industrial robots and programming in their respective languages. Topics include robot programming utilizing teach pendants, PLCs, and personal computers; and the interaction of external sensors, machine vision, network systems, and other related devices. Upon completion, students should be able to program and demonstrate the operation of various robots.

ATR 218 Comp Intg Manufacturing  
Prerequisites: None  
Corequisites: None  
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.

Autobody Repair

AUB 111 Painting & Refinishing I  
Prerequisites: None  
Corequisites: None  
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.

AUB 112 Painting & Refinishing II  
Prerequisites: AUB 111  
Corequisites: None  
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 refinish problems.

AUB 114 Special Finishes  
Prerequisites: AUB 111  
Corequisites: None  
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.

AUB 121 Non-Structural Damage I  
Prerequisites: None  
Corequisites: None  
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.

AUB 122 Non-Structural Damage II  
Prerequisites: None  
Corequisites: None  
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.

AUB 131 Structural Damage I  
Prerequisites: None  
Corequisites: None  
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.

AUB 132 Structural Damage II  
Prerequisites: AUB 131  
Corequisites: None  
This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards.
### AUB 134 Autobody MIG Welding  
**Prerequisites:** None  
**Corequisites:** None  
This course covers the terms and procedures for welding the various metals found in today’s autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards.

### AUB 136 Plastics & Adhesives  
**Prerequisites:** None  
**Corequisites:** None  
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

### AUB 141 Mech & Elec Components I  
**Prerequisites:** None  
**Corequisites:** No  
This course covers the basic principles of automotive mechanical and electrical components. Topics include personal and environmental safety and suspension and steering, electrical, brake, heating and air-conditioning, cooling, drive train, and restraint systems. Upon completion, students should be able to identify system components and perform basic system diagnostic checks and/or repairs according to industry standards.

### AUB 160 Body Shop Operations  
**Prerequisites:** None  
**Corequisites:** None  
This course introduces the day-to-day operations of autobody repair facilities. Topics include work habits and ethics, customer relations, equipment types, materials cost and control, policies and procedures, shop safety and liabilities, and other related topics. Upon completion, students should be able to understand the general operating policies and procedures associated with an autobody repair facility.

### AUB 162 Autobody Estimating  
**Prerequisites:** None  
**Corequisites:** None  
This course provides a comprehensive study of autobody estimating. Topics include collision damage analysis, industry regulations, flat rate and estimated time, and collision estimating manuals. Upon completion, students should be able to prepare and interpret a damage report.

### Automotive Systems Technology

#### AUT 110 Intro to Auto Technology  
**Prerequisites:** None  
**Corequisites:** None  
This course covers the basic concepts and terms of automotive technology, workplace safety, North Carolina state inspection, safety and environmental regulations, and use of service information resources. Topics include familiarization with components along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe terms associated with automobiles, identify and use basic tools and shop equipment, and conduct North Carolina safety/ emissions inspections.

#### AUT 113 Automotive Servicing I  
**Prerequisites:** None  
**Corequisites:** None  
This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

#### AUT 116 Engine Repair  
**Prerequisites:** None  
**Corequisites:** None  
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.

#### AUT 141 Suspension & Steering Sys  
**Prerequisites:** None  
**Corequisites:** None  
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

#### AUT 151 Brake Systems  
**Prerequisites:** None  
**Corequisites:** None  
This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon
completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 161 Basic Auto Electricity  4 3 0 5
Prerequisites: None
Corequisites: None
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

AUT 163 Adv Auto Electricity  2 2 0 3
Prerequisites: AUT 161
Corequisites: None
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

AUT 163A Adv Auto Electricity Lab  0 3 0 1
Prerequisites: None
Corequisites: AUT 163
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

AUT 171 Auto Climate Control  2 4 0 4
Prerequisites: None
Corequisites: None
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

AUT 181 Engine Performance 1  2 3 0 3
Prerequisites: None
Corequisites: None
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drive ability problems using appropriate test equipment/service information.

AUT 183 Engine Performance 2  2 6 0 4
Prerequisites: AUT 181
Corequisites: None
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.

AUT 212 Auto Shop Management  3 0 0 3
Prerequisites: None
Corequisites: None
This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.

AUT 221 Auto Transm/Transaxles  2 3 0 3
Prerequisites: None
Corequisites: None
This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

AUT 231 Man Trans/Axles/Detrains  2 4 0 4
Prerequisites: None
Corequisites: None
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, drive shafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

AUT 281 Adv Engine Performance  2 2 0 3
Prerequisites: None
Corequisites: None
This course utilizes service information and specialized test equipment to diagnose and repair power train control systems.
Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

AUT 285 Intro to Alternative Fuels  
Prerequisites: None  
Corequisites: None  
This course is an overview of alternative fuels and alternative fueled vehicles. Topics include composition and use of alternative fuels, including compressed natural gas, propane, biodiesel, ethanol, electric, hydrogen, synthetic fuels, and vehicles that use alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system works, and make minor repairs.

Banking and Finance

BAF 110 Principles of Banking  
Prerequisites: None  
Corequisites: None  
This course covers the fundamentals of bank functions in a descriptive fashion. Topics include banks and the monetary system, the relationship of banks to depositors, the payment functions, bank loans and accounting, regulations, and examinations. Upon completion, students should be able to demonstrate an understanding of the business of banking from a broad perspective.

BAF 143 Financial Planning  
Prerequisites: None  
Corequisites: None  
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.

Biology

BIO 094 Concepts of Human Biology  
Prerequisites: None  
Corequisites: None  
This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses.

BIO 111 General Biology I  
Prerequisites: None  
Corequisites: None  
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 112 General Biology II  
Prerequisites: BIO 111  
Corequisites: None  
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 120 Introductory Botany  
Prerequisites: BIO 110 or BIO 111  
Corequisites: None  
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 130 Introductory Zoology  
Prerequisites: BIO 110 or BIO 111  
Corequisites: None  
This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 140 Environmental Biology  
Prerequisites: None  
Corequisites: BIO 140A  
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
BIO 140A Environmental Biology Lab
Prerequisites: None
Corequisites: BIO 140
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 160 Introductory Life Science
Prerequisites: None
Corequisites: None
This course introduces scientific and biological concepts. Topics include basic chemistry, cell structure and function, cell division, basic genetic concepts, anatomical terminology, and metric-English measurements and conversions. Upon completion, students should be able to demonstrate an understanding of basic chemistry, cell biology, genetic concepts; anatomical terminology; and metric-English measurements and conversions.

BIO 163 Basic Anat & Physiology
Prerequisites: BIO 094 or satisfactory placement test score
Corequisites: None
This course provides a basic study of the structure and function of the human body. Topics include basic chemistry, cell structure and function, cell division, basic genetic concepts, anatomical terminology, and metric-English measurements and conversions. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

BIO 168 Anatomy and Physiology I
Prerequisites: BIO 094 or satisfactory placement test score
Corequisites: None
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

BIO 169 Anatomy and Physiology II
Prerequisites: BIO 168
Corequisites: None
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

BIO 175 General Microbiology
Prerequisites: BIO 111 or BIO 168 and BIO 169 (local)
Corequisites: None
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

BIO 271 Pathophysiology
Prerequisites: BIO 163, BIO 166, or BIO 169
Corequisites: None
This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

BIO 280 Biotechnology
Prerequisites: BIO 111 or CHM 151
Corequisites: None
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

Blueprint Reading

BPR 111 Blueprint Reading
Prerequisites: None
Corequisites: None
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 121 Blueprint Reading: Mech.
Prerequisites: BPR 111 or MAC 131
Corequisites: None
This course covers the interpretation of intermediate blueprints.
Course Descriptions

Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

**BPR 130 Blueprint Reading/Const**
Prerequisites: None
Corequisites: None
This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

**Business**

**BUS 110 Introduction to Business**
Prerequisites: None
Corequisites: None
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**BUS 115 Business Law I**
Prerequisites: None
Corequisites: None
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**BUS 125 Personal Finance**
Prerequisites: None
Corequisites: None
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

**BUS 137 Principles of Management**
Prerequisites: None
Corequisites: None
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**BUS 147 Business Insurance**
Prerequisites: None
Corequisites: None
This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

**BUS 148 Survey of Real Estate**
Prerequisites: None
Corequisites: None
This course introduces real estate principles and practices. Topics include real estate finance, real estate law, brokerage, land use planning, property management, and valuation. Upon completion, students should be able to explain basic procedures involved in the lease, purchase, and sale of real property.

**BUS 153 Human Resource Management**
Prerequisites: None
Corequisites: None
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.

**BUS 260 Business Communication**
Prerequisites: ENG 111
Corequisites: None
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

**BUS 280 R.E.A.L. Small Business**
Prerequisites: None
Corequisites: None
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.

**Carpentry**

**CAR 114 Residential Bldg Codes**
Prerequisites: None
Corequisites: None
This course covers building codes and the requirements of state and local construction regulations. Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures. Upon completion, students should be able
to determine if a structure is in compliance with North Carolina building codes.

## Cyber Crime

**CCT 110 Intro to Cyber Crime**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.

## Chemistry

**CHM 090 Chemistry Concepts**  
4 0 0 4  
Prerequisites: MAT 070 (local) or satisfactory Placement Test Score  
Corequisites: None  
This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.

**CHM 130 Gen, Org, & Biochemistry**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

**CHM 130A Gen, Org, & Biochemistry Lab**  
0 2 0 1  
Prerequisites: None  
Corequisites: Take CHM 130  
This course is a laboratory for CHM 130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 130. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

**CHM 132 Organic and Biochemistry**  
3 3 0 4  
Prerequisites: CHM 131 and CHM 131A or CHM 151  
Corequisites: None  
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

**CHM 151 General Chemistry I**  
3 3 0 4  
Prerequisites: CHM 090 or satisfactory placement test score  
Corequisites: None  
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermo chemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

**CHM 152 General Chemistry II**  
3 3 0 4  
Prerequisites: CHM 151  
Corequisites: None  
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

## Information Systems

**CIS 110 Introduction to Computers**  
2 2 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).
CIS 111 Basic PC Literacy  
Prerequisites: None  
Corequisites: None  
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.

CIS 115 Intro to Prog & Logic  
Prerequisites: MAT 060 and MAT 070, or MAT 060 and MAT 080, or MAT 060 and MAT 090, or MAT 95 or MAT 120 or MAT 121 or MAT 161 or MAT 171 or MAT 175  
Corequisites: None  
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. 

CIS 165 Desktop Publishing I  
Prerequisites: None  
Corequisites: None  
This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.

Criminal Justice

CJC 111 Intro to Criminal Justice  
Prerequisites: None  
Corequisites: None  
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

CJC 112 Criminology  
Prerequisites: None  
Corequisites: None  
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice  
Prerequisites: None  
Corequisites: None  
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121 Law Enforcement Operations  
Prerequisites: None  
Corequisites: None  
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

CJC 131 Criminal Law  
Prerequisites: None  
Corequisites: None  
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedure & Evidence  
Prerequisites: None  
Corequisites: None  
This course covers judicial structure/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections  
Prerequisites: None  
Corequisites: None  
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control,
and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

**CJC 160 Terrorism: Underlying Issues** 3 0 0 3

Prerequisites: None  
Corequisites: None

This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scenes; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists’ activities and complete a threat assessment for terrorists’ incidents.

**CJC 212 Ethics & Comm Relations** 3 0 0 3

Prerequisites: None  
Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

**CJC 213 Substance Abuse** 3 0 0 3

Prerequisites: None  
Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

**CJC 215 Organization & Administration** 3 0 0 3

Prerequisites: None  
Corequisites: None

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

**CJC 221 Investigative Principles** 3 2 0 4

Prerequisites: None  
Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

**CJC 222 Criminalistics** 3 0 0 3

Prerequisites: None  
Corequisites: None

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

**CJC 231 Constitutional Law** 3 0 0 3

Prerequisites: None  
Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the Courts.

**Cooperative Education**

**COE 111 Co-op Work Experience I** 0 0 10 1

Prerequisites: None  
Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 112 Co-op Work Experience I** 0 0 20 2

Prerequisites: None  
Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 121 Co-op Work Experience II** 0 0 10 1

Prerequisites: None  
Corequisites: None

This course provides work experience with a college-approved
employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### Communication

**COM 120 Intro Interpersonal Com**

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<th>Course Title</th>
<th>Units</th>
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<tr>
<td><strong>COM 120 Intro Interpersonal Com</strong></td>
<td>3</td>
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Prerequisites: None  
Corequisites: None  

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute).*

**COM 150 Intro. to Mass Comm**

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<tr>
<td><strong>COM 150 Intro. to Mass Comm</strong></td>
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Prerequisites: ENG 111  
Corequisites: ENG 112, ENG 113 or ENG 114  

This course introduces print and electronic media and the new information technologies in terms of communication theory and as economic, political, and social institutions. Emphasis is on the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Upon completion, students should have an awareness of the pervasive nature of the mass media and how the media operate in an advanced post-industrial society. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**COM 231 Public Speaking**

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<tr>
<td><strong>COM 231 Public Speaking</strong></td>
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Prerequisites: None  
Corequisites: None  

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well organized speeches and participate in group discussion with appropriate audiovisual support. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute).*

### Cosmetology

**COS 111 Cosmetology Concepts I**

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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>COS 111 Cosmetology Concepts I</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisites: None  
Corequisites: COS 112  

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

**COS 112 Salon I**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>COS 112 Salon I</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

Prerequisites: None  
Corequisites: COS 111  

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

**COS 113 Cosmetology Concepts II**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COS 113 Cosmetology Concepts II</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisites: None  
Corequisites: COS 114  

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

**COS 114 Salon II**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>COS 114 Salon II</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

Prerequisites: None  
Corequisites: COS 113  

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

**COS 115 Cosmetology Concepts III**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>COS 115 Cosmetology Concepts III</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisites: None  
Corequisites: COS 116  

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

**COS 116 Salon III**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>COS 116 Salon III</strong></td>
<td>0</td>
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</tbody>
</table>

Prerequisites: None  
Corequisites: COS 115  

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate level of skin care,
manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

**COS 117 Cosmetology Concepts IV**  
Prerequisites: None  
Corequisites: COS 118  
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

**COS 118 Salon IV**  
Prerequisites: None  
Corequisites: COS 117  
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

**COS 119 Esthetics Concepts I**  
Prerequisites: None  
Corequisites: None  
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.

**COS 120 Esthetics Salon I**  
Prerequisites: None  
Corequisites: None  
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.

**COS 121 Manicure/Nail Technology I**  
Prerequisites: None  
Corequisites: None  
This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

**COS 125 Esthetics Concepts II**  
Prerequisites: None  
Corequisites: None  
This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, makeup, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.

**COS 126 Esthetics Salon II**  
Prerequisites: None  
Corequisites: None  
This course provides experience in a simulated esthetics setting. Topics include machine facials, aromatherapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians.

**COS 222 Manicure/Nail Technology II**  
Prerequisites: COS 121  
Corequisites: None  
This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

**COS 223 Contemp Hair Coloring**  
Prerequisites: COS 111 and COS 112  
Corequisites: None  
This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client’s color needs and safely and competently perform color applications and correct problems.

**COS 240 Contemporary Design**  
Prerequisites: COS 111 and COS 112  
Corequisites: None  
This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

**COS 250 Computerized Salon Ops**  
Prerequisites: None  
Corequisites: None  
This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lab</th>
<th>Clin</th>
<th>TM</th>
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</thead>
<tbody>
<tr>
<td>COS 251</td>
<td>Manicure Instr Concepts</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>8</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: None</td>
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<td></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>
<td>COS 252</td>
<td>Manicure Instr Practicum</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>5</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: COS 251</td>
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<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>
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<tr>
<td>COS 253</td>
<td>Esthetics Instr Concepts I</td>
<td>6</td>
<td>15</td>
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<td>11</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: None</td>
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<td></td>
<td>This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, student assessment in a laboratory setting. Upon completion, students should be able to demonstrate esthetic services and instruct and objectively assess student performance in a classroom setting.</td>
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<tr>
<td>COS 254</td>
<td>Esthetics Instr. Concepts II</td>
<td>6</td>
<td>15</td>
<td>0</td>
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<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: None</td>
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<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>
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<tr>
<td>COS 260</td>
<td>Design Applications</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
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<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: None</td>
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<td>This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.</td>
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<tr>
<td>COS 271</td>
<td>Instructor Concepts I</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: COS 272</td>
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<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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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lab</th>
<th>Clin</th>
<th>TM</th>
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<tbody>
<tr>
<td>COS 272</td>
<td>Instructor Practicum I</td>
<td>0</td>
<td>21</td>
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<td>7</td>
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<td></td>
<td>Prerequisites: None</td>
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<tr>
<td></td>
<td>Corequisites: COS 271</td>
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<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>
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<tr>
<td>COS 273</td>
<td>Instructor Concepts II</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
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<tr>
<td></td>
<td>Prerequisites: COS 271 and COS 272</td>
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<tr>
<td></td>
<td>Corequisites: COS 274</td>
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<tr>
<td></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>
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<tr>
<td>COS 274</td>
<td>Instructor Practicum II</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: COS 271 and COS 272</td>
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<tr>
<td></td>
<td>Corequisites: COS 273</td>
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<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>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lab</th>
<th>Clin</th>
<th>TM</th>
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</thead>
<tbody>
<tr>
<td>CSC 139</td>
<td>Visual BASIC Prog</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisites: CIS 115 (local)</td>
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<td></td>
<td>Corequisites: DBA 120 (local)</td>
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<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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</td>
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</table>
### Course Descriptions

#### Construction

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110</td>
<td>Intro to Construction</td>
<td>1 2 0 2</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: None</td>
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<td>This course introduces construction terminology, materials, and practices found at a construction worksite. Emphasis is placed on common and innovative practices, methods, materials, and other related topics of the construction industry. Upon completion, students should be able to successfully identify various practices, methods, and materials used in the construction industry.</td>
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<tr>
<td>CST 111</td>
<td>Construction I</td>
<td>3 3 0 4</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<tr>
<td></td>
<td>Corequisites: None</td>
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<td></td>
<td>This course covers standard and alternative building methods to include wall framing. Topics include safety and footings, foundations, floor framing systems, and wall framing systems commonly used in the construction industry. Upon completion, students should be able to safely erect all framing necessary to begin roof framing.</td>
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<tr>
<td>CST 112</td>
<td>Construction II</td>
<td>3 3 0 4</td>
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<tr>
<td></td>
<td>Prerequisites: CST 111</td>
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<td></td>
<td>Corequisites: None</td>
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<td></td>
<td>This course covers building methods and materials used to dry-in a building. Topics include safety, ceiling/roof framing applications, roof finishes, windows, and exterior doors. Upon completion, students should be able to safely erect different roof types and properly install windows and exterior doors, roofing, and exterior finish materials.</td>
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<tr>
<td>CST 113</td>
<td>Construction III</td>
<td>3 3 0 4</td>
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<tr>
<td></td>
<td>Prerequisites: CST 112</td>
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<td></td>
<td>Corequisites: None</td>
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<td>This course covers building methods and materials used to complete the interior of a structure. Topics include safety, installation of thermal and acoustical barriers, and interior finishes including millwork, cabinets, interior doors, flooring, and wall treatments. Upon completion, students should be able to safely and accurately install interior treatments including insulation, paneling, drywall, molding, doors, flooring, and cabinetry.</td>
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<tr>
<td>CST 131</td>
<td>OSHA/Safety/Certification</td>
<td>2 2 0 3</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: None</td>
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<td>This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications, which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.</td>
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<tr>
<td>CST 211</td>
<td>Construction Surveying</td>
<td>2 3 0 3</td>
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<tr>
<td></td>
<td>Prerequisites: MAT 115 or MAT 120 or MAT 121 or MAT 171 or MAT 175</td>
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<td></td>
<td>Corequisites: None</td>
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<td></td>
<td>This course covers field-surveying applications for residential and commercial construction. Topics include building layout and leveling, linear measurement and turning angles, plumbing vertical members, and topographic and utilities surveys. Upon completion, students should be able to properly and accurately use surveying equipment to lay out residential and commercial buildings.</td>
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<tr>
<td>CST 221</td>
<td>Statics/Structures</td>
<td>3 3 0 4</td>
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<tr>
<td></td>
<td>Prerequisites: MAT 115 or MAT 120 or MAT 121 or MAT 171 or MAT 175 and ARC 112 or CAR 112 or CST 112</td>
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<td>Corequisites: None</td>
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<td>This course covers the principles of statics and strength of materials as applied to structural building components. Topics include forces on columns, beams, girders, and footings and connection points when timber, steel, and concrete members are used. Upon completion, students should be able to accurately analyze load conditions present in structural members.</td>
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<tr>
<td>CST 231</td>
<td>Soils &amp; Site Work</td>
<td>3 2 0 4</td>
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<tr>
<td></td>
<td>Prerequisites: MAT 115 or MAT 120 or MAT 121 or MAT 171 or MAT 175</td>
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<td></td>
<td>Corequisites: None</td>
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<td>This course covers site conditions and soil types and their physical properties. Topics include site preparation, access, mechanical analysis, classification of soils, and hydrostatics of groundwater. Upon completion, students should be able to adequately prepare a building site according to plans and specifications. An emphasis will be placed on preparing sites that minimize environmental impact.</td>
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<tr>
<td>CST 241</td>
<td>Planning/Estimating I</td>
<td>2 2 0 3</td>
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<tr>
<td></td>
<td>Prerequisites: BPR 130 or MAT 120, MAT 121, MAT 171, or MAT 175</td>
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<td>Corequisites: None</td>
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<td>This course covers the procedures involved in planning and estimating a residential structure. Topics include labor and equipment with emphasis placed on quantity take-off of materials necessary to construct a residential structure. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs and plan the labor to construct a residential structure.</td>
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<tr>
<td>CST 242</td>
<td>Planning/Estimating II</td>
<td>3 2 0 4</td>
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<td>Prerequisites: CST 241</td>
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<td>Corequisites: None</td>
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<td></td>
<td>This course covers planning and estimating practices, which are applicable to commercial construction. Emphasis is placed on planning and developing take-offs of materials, labor, and equipment in accordance with industry formats. Upon completion, students should be able to accurately complete take-offs and planning time lines necessary to complete a commercial structure.</td>
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<tr>
<td>CST 244</td>
<td>Sustainable Building Design</td>
<td>3 2 0 3</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
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<tr>
<td></td>
<td>This course covers sustainable building design practices and the integration of environmentally responsible considerations into the design process. Topics include materials selection, energy conservation, water conservation, and waste reduction. Upon completion, students should be able to design sustainable buildings that meet the needs of occupants while minimizing environmental impact.</td>
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<td></td>
</tr>
</tbody>
</table>

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Corequisites: None
This course is designed to help the student learn how to integrate sustainable design principles and green building technologies into mainstream residential construction practices. Students will also learn how to reduce negative environmental impacts on local and global scales while simultaneously improving building performance, indoor air quality and the comfort of a building’s occupants.

CST 251 Electrical Wiring Systems 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces residential and commercial electrical wiring systems. Topics include safety, care and use of tools and materials, use of NEC, circuit planning, overcurrent protection, and installation of conduits, cables, and conductors. Upon completion, students should be able to correctly identify tools, materials, and procedures for electrical installation.

Computer Information Technology

CTS 120 Hardware/Software Support 2 3 0 3
Prerequisites: CIS 110
Corequisites: None
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.

CTS 130 Spreadsheet 2 2 0 3
Prerequisites: CIS 110, CIS 111 or OST 137
Corequisites: None
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 285 Systems Analysis & Design 3 0 0 3
Prerequisites: CIS 115
Corequisites: DBA 120 (local)
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.

CTS 289 System Support Project 1 4 0 3
Prerequisites: CTS 285
Corequisites: None
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.

Database Management Technology

DBA 110 Database Concepts 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

DBA 120 Database Programming I 2 2 0 3
Prerequisites: None
Corequisites: None
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.

Drafting

DFT 115 Architectural Drafting 1 2 0 2
Prerequisites: None
Corequisites: None
This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.

DFT 119 Basic CAD 1 2 0 2
Prerequisites: None
Corequisites: None
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

DFT 121 Intro to GD & T 1 2 0 2
Prerequisites: None
Corequisites: None
This course introduces basic geometric dimensioning and tolerancing principles. Topics include symbols, annotation, theory,
### Course Descriptions

**DFT 151 CAD I**  
Prerequisites: None  
Corequisites: None  
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

**DFT 152 CAD II**  
Prerequisites: None  
Corequisites: None  
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.

**DFT 154 Intro Solid Modeling**  
Prerequisites: None  
Corequisites: None  
This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering, and analysis of solid models and creation of multi view drawings. Upon completion, students should be able to use design techniques to create, edit, render, and generate a multi view drawing.

### Drama / Theatre

**DRA 111 Theatre Appreciation**  
Prerequisites: None  
Corequisites: None  
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience’s appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.  
*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**DRA 122 Oral Interpretation**  
Prerequisites: None  
Corequisites: None  
This course introduces the dramatistic study of literature through performance. Emphasis is placed on analysis and performance of poetry, drama, and prose fiction. Upon completion, students should be able to embody and discuss critically the speakers inherent in literature.  
*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**DRA 124 Readers Theatre**  
Prerequisites: None

### Economics

**ECO 151 Survey of Economics**  
Prerequisites: None  
Corequisites: None  
This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors.  
*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

**ECO 251 Prin of Microeconomics**  
Prerequisites: None  
Corequisites: None  
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic
behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ECO 252 Prin of Macroeconomics  
Prerequisites: None  
Corequisites: None  
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

Education

EDU 118 Princ & Prac of Inst Asst  
Prerequisites: ENG 080 and RED 080 or ENG 085  
Corequisites: None  
This course covers the instructional assistant’s role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

EDU 119 Intro to Early Child Educ  
Prerequisites: None  
Corequisites: None  
This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able design career plans and develop schedules, environments and activity plans appropriate for children. This course is also available through the Virtual Learning Community (VLC).

EDU 131 Child, Family, & Community  
Prerequisites: Take one set  
Set 1: ENG 080 and RED 080  
Set 2: ENG 085  
Corequisites: None  
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. This course is also available through the Virtual Learning Community (VLC).

EDU 144 Child Development I  
Prerequisites: Take one set  
Set 1: ENG 080 and RED 080  
Set 2: ENG 085  
Corequisites: None  
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is also available through the Virtual Learning Community (VLC).

EDU 145 Child Development II  
Prerequisites: Take one set  
Set 1: ENG 080 and RED 080  
Set 2: ENG 085  
Corequisites: None  
This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is also available through the Virtual Learning Community (VLC).

EDU 146 Child Guidance  
Prerequisites: Take one set  
Set 1: ENG 080 and RED 080  
Set 2: ENG 085  
Corequisites: None  
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching
appropriate, acceptable behaviors negotiation, setting limits and recognizing at risk behaviors. This course is also available through the Virtual Learning Community (VLC).

**EDU 151 Creative Activities** 3 0 0 3  
Prerequisites: Take one set  
Set 1: ENG 080 and RED 080  
Set 2: ENG 085  
Corequisites: None  
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. This course is also available through the Virtual Learning Community (VLC).

**EDU 153 Health, Safety & Nutrition** 3 0 0 3  
Prerequisites: Take one set  
Set 1: ENG 080 and RED 080  
Set 2: ENG 085  
Corequisites: None  
This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. This course is also available through the Virtual Learning Community (VLC).

**EDU 163 Classroom Management & Instruction** 3 0 0 3  
Prerequisites: Take one set  
Set 1: ENG 080 and RED 080  
Set 2: ENG 085  
Corequisites: None  
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.

**EDU 216 Foundations of Education** 4 0 0 4  
Prerequisites: Take one set  
Set 1: ENG 090 and RED 090  
Set 2: ENG 095  
Corequisites: None  
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).

**EDU 221 Children with Exceptional** 3 0 0 3  
Prerequisites: Take one set  
Set 1: ENG 090, RED 090, EDU 144 and EDU 145  
Set 2: ENG 090, RED 090, PSY 244 and PSY 245  
Set 3: ENG 095, EDU 144 and EDU 145  
Set 4: ENG 095, PSY 244 and PSY 245  
Corequisites: None  
This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).

**EDU 222 Learn w/ Behavioral Disorders** 3 0 0 3  
Prerequisites: Take one set  
Set 1: ENG 090, RED 090, EDU 144 and EDU 145  
Set 2: ENG 090, RED 090, PSY 244 and PSY 245  
Set 3: ENG 095, EDU 144 and EDU 145  
Set 4: ENG 095, PSY 244 and PSY 245  
Corequisites: None  
This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems.

**EDU 223 Specific Learning Disab** 3 0 0 3  
Prerequisites: Take one set  
Set 1: ENG 090, RED 090, EDU 144 and EDU 145  
Set 2: ENG 090, RED 090, PSY 244 and PSY 245  
Set 3: ENG 095, EDU 144 and EDU 145  
Set 4: ENG 095, PSY 244 and PSY 245  
Corequisites: None
This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families.

**EDU 234 Infants, Toddlers, & Twos**  
Prerequisites: Take one set  
 Set 1: ENG 090, RED 090 and EDU 119  
 Set 2: ENG 095 and EDU 119  
Corequisites: None

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

**EDU 235 School-Age Dev & Program**  
Prerequisites: Take one set  
 Set 1: ENG 090 and RED 090  
 Set 2: ENG 095  
Corequisites: None

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.

**EDU 247 Sensory & Physical Disabilities**  
Prerequisites: Take one set  
 Set 1: ENG 090, RED 090, EDU 144 and EDU 145  
 Set 2: ENG 090, RED 090, PSY 244 and PSY 245  
 Set 3: ENG 095, EDU 144 and EDU 145  
 Set 4: ENG 095, PSY 244 and PSY 245  
Corequisites: None

This course covers characteristics, intervention strategies, assistive technologies, and inclusive practices for children with sensory and physical disabilities. Topics include inclusive placement options, utilization of support services, other health impairments and family involvement for children with sensory and physical disabilities. Upon completion, students should be able to identify and utilize intervention strategies and service delivery options for those specific disabilities.

**EDU 248 Developmental Delays**  
Prerequisites: Take one set

This course covers the causes and assessment of developmental delays and individualized instruction and curriculum for children with developmental delays. Emphasis is placed on definition, characteristics, assessment, educational strategies, inclusion, family involvement, and services for children with developmental delays. Upon completion, students should be able to identify, assess, and plan educational intervention strategies for children with developmental delays and their families.

**EDU 254 Music & Move for Children**  
Prerequisites: Take one set  
 Set 1: ENG 090 and RED 090  
 Set 2: ENG 095  
Corequisites: None

This course covers the use of music and creative movement for children. Topics include a general survey of the basic elements of music and planning, designing, and implementing music and movement experiences for creative learning. Upon completion, students should be able to use voice and various musical instruments to provide musical and movement activities for children.

**EDU 259 Curriculum Planning**  
Prerequisites: Take one set  
 Set 1: ENG 090, RED 090 and EDU 119  
 Set 2: ENG 095 and EDU 119  
Corequisites: None

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children’s development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

**EDU 261 Early Childhood Admin I**  
Prerequisites: Take one set  
 Set 1: ENG 090 and RED 090  
 Set 2: ENG 095  
Corequisites: EDU 119

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. This course is also available through the Virtual Learning Community (VLC).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Hours/Lab</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 262 Early Childhood Admin II</td>
<td>3</td>
<td>0 0 0 3</td>
<td>Take one set</td>
<td>EDU 119</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. This course is also available through the Virtual Learning Community (VLC).</td>
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<tr>
<td>EDU 271 Educational Technology</td>
<td>2</td>
<td>2 0 0 3</td>
<td>Take one set</td>
<td>None</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. This course is also available through the Virtual Learning Community (VLC).</td>
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<tr>
<td>EDU 275 Effective Teach Train</td>
<td>2</td>
<td>0 0 2</td>
<td>Take one set</td>
<td>None</td>
<td>This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students’ time-on-task.</td>
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<tr>
<td>EDU 280 Language &amp; Literacy Exp</td>
<td>3</td>
<td>0 0 3</td>
<td>Take one set</td>
<td>None</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. This course is also available through the Virtual Learning Community (VLC).</td>
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<tr>
<td>EDU 284 Early Child Capstone Prac</td>
<td>1</td>
<td>9 0 4</td>
<td>Take one set</td>
<td>None</td>
<td>This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.</td>
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<tr>
<td>EDU 285 Internship Exp-School Age</td>
<td>1</td>
<td>9 0 4</td>
<td>Take one set</td>
<td>None</td>
<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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<tr>
<td>EDU 289 Adv Issues/School Age</td>
<td>2</td>
<td>0 0 2</td>
<td>Take one set</td>
<td>None</td>
<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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</table>
Course Descriptions

Engineering

EGR 115 Intro to Technology  
Prerequisites: None  
Corequisites: None  
This course introduces the basic skills and career fields for technicians. Topics include career options, technical vocabulary, dimensional analysis, measurement systems, engineering graphics, calculator applications, professional ethics, safety practices, and other related topics. Upon completion, students should be able to demonstrate an understanding of the basic technologies, prepare drawings and sketches, and perform computations using a scientific calculator.

EGR 150 Intro to Engineering  
Prerequisites: None  
Corequisites: None  
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

EGR 285 Design Project  
Prerequisites: None  
Corequisites: None  
This course provides the opportunity to design an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate projects.

Environmental Health and Safety

EHS 114 OSHA Regulations  
Prerequisites: None  
Corequisites: None  
This course emphasizes application of OSHA performance-oriented standards for workplace safety and health. Topics include hazard communication, blood borne pathogens, and the laboratory standard. Upon completion, students should be able to implement written plans required for compliance.

Electricity

ELC 110 Telecom Circuits/Devices  
Prerequisites: None  
Corequisites: None  
This course introduces the basic AC/DC components, semiconductor-based devices, and other related components as applied to telecom circuits. Emphasis is placed on analysis, applications, and testing of these circuits. Upon completion, students will be able to construct, verify, analyze, and troubleshoot these circuits.

ELC 112 DC/AC Electricity  
Prerequisites: None  
Corequisites: None  
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 113 Basic Wiring I  
Prerequisites: None  
Corequisites: None  
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 114 Basic Wiring II  
Prerequisites: None  
Corequisites: None  
This course provides instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

ELC 115 Industrial Wiring  
Prerequisites: None  
Corequisites: None  
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC 116 Telecom Cabling  
Prerequisites: None  
Corequisites: None  
This course introduces the theory and practical application of both copper and fiber cabling for telecom systems. Topics include transmission theory, noise, standards, cable types and systems, connectors, physical layer components, installation, and ground/shielding techniques. Upon completion, students should be able to choose the correct cable, install, test, and troubleshoot cabling for telecom.
Course Descriptions

ELC 117 Motors and Controls 2 6 0 4
Prerequisites: None
Corequisites: None
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contractors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118 National Electrical Code 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 119 NEC Calculations 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

ELC 121 Electrical Estimating 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers the principles involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects.

ELC 125 Diagrams and Schematics 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

ELC 128 Intro to PLC 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/ installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 131 DC/AC Circuit Analysis 4 3 0 5
Prerequisites: None
Corequisites: None
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.

ELC 132 Electrical Drawings 1 3 0 2
Prerequisites: None
Corequisites: None
This course introduces the technical documentation that is typically found or used in the industrial environment. Topics include interpretation of service manuals, freehand sketching of lines, orthographic views and dimensions, and blueprint reading. Upon completion, students should be able to interpret technical documents and blueprints and use basic drafting skills to prepare usable field drawings.

ELC 215 Electrical Maintenance 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities.

ELC 228 PLC Applications 2 6 0 4
Prerequisites: None
Corequisites: None
This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

ELC 229 Applications Project 1 3 0 2
Prerequisites: None
Corequisites: None
This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELC 231 Electric Power Systems 3 2 0 4
Prerequisites: None
Corequisites: None
This course covers the basic principles of electric power systems, including transmission lines, generator and transformer characteristics, and fault detection and correction. Emphasis is placed on line diagrams and per unit calculations for circuit performance analysis in regards to voltage regulation, power factor, and protection.
design, construct, verify, analyze, and troubleshoot using appropriate
techniques and test equipment.

ELN 150 CAD for Electronics  
Prerequisites: None  
Corequisites: None  
This course introduces computer-aided drafting (CAD) with an
emphasis on applications in the electronics field. Topics include
electronics industry standards (symbols, schematic diagrams,
layouts); drawing electronic circuit diagrams; and specialized
electronic drafting practices and components such as resistors,
capacitors, and ICs. Upon completion, students should be able to
prepare electronic drawings with CAD software.

ELN 231 Industrial Controls  
Prerequisites: None  
Corequisites: None  
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.

ELN 232 Intro to Microprocessors  
Prerequisites: None  
Corequisites: None  
This course introduces microprocessor architecture and
microcomputer systems including memory and input/output
interfacing. Topics include low-level language programming, bus
architecture, I/O systems, memory systems, interrupts, and other
related topics. Upon completion, students should be able to interpret,
analyze, verify, and troubleshoot fundamental microprocessor
circuits and programs using appropriate techniques and test
equipment.

ELN 233 Microprocessor Systems  
Prerequisites: None  
Corequisites: None  
This course covers the application and design of microprocessor
control systems. Topics include control and interfacing of systems
using AD/DA, serial/parallel I/O, communication protocols, and
other related applications. Upon completion, students should be able
to design, construct, program, verify, analyze, and troubleshoot fund-
damental microprocessor interface and control circuits using related
equipment.

ELN 237 Local Area Networks  
Prerequisites: None  
Corequisites: None  
This course introduces the fundamentals of local area networks
and their operation. Topics include the characteristics of network
topologies, system hardware, system configuration, installation and
operation of the LAN. Upon completion, students should be able to
install and maintain a local area network.
English

ENG 080 Writing Foundations 3 2 0 4
Prerequisites: ENG 070 or ENG 075 or satisfactory Placement Test Score
Corequisites: None
This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental writing requirement for ENG 111 or ENG 111A.

ENG 090 Composition Strategies 3 0 0 3
Prerequisites: ENG 080 or ENG 085 or satisfactory Placement Test Score
Corequisites: None
This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.

ENG 101 Applied Communications I 3 0 0 3
Prerequisites: None
Corequisites: None
This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. This course is intended for diploma programs.

ENG 111 Expository Writing 3 0 0 3
Prerequisites: ENG 090 and RED 090 or ENG 095
Corequisites: None
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 113 Literature-Based Research 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 114 Prof Research & Reporting 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 125 Creative Writing I 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ENG 126 Creative Writing II 3 0 0 3
Prerequisites: ENG 125
Corequisites: None
This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ENG 131 Introduction to Literature 3 0 0 3
Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114
This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 135 Intro to Short Fiction 3 0 0 3
Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114
This course provides intensive study of short fiction as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of short fiction. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of short fiction. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ENG 231 American Literature I 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 232 American Literature II 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 233 Major American Writers 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 241 British Literature I 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 242 British Literature II 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

ENG 251 Western World Literature I 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

ENG 252 Western World Literature II 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides a survey of selected European works from the Neoclassical period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 272 Southern Literature 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ENG 274 Literature by Women 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.
### Course Descriptions

**ENG 275 Science Fiction**

Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None

This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, worldview, and science fiction literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**ENV 110 Environmental Science**

Prerequisites: None
Corequisites: None

This course covers the environmental problems facing society today. Topics include population, natural resources, air and water pollution, and waste disposal problems. Upon completion, students should be able to demonstrate insight into the role the individual plays in shaping the environment. Current issues addressing our culture include environmental awareness, responsible stewardship, and responsibility as a citizen and as a member of the workforce.

**EPT 210 Response and Recovery**

Prerequisites: None
Corequisites: None

This course introduces the basic concepts, operational procedures and authorities involved in response and recovery efforts to major disasters. Topics include federal, state, and local roles and responsibilities in major disaster, response, and recovery work, with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster response plan and assess the needs of those involved in a major disaster.

**ETR 210 Intro to Entrepreneurship**

Prerequisites: None
Corequisites: None

This course provides a survey of the starting and operating of an entrepreneurial venture. Topics include new venture creation, the business plan, economics of the business, determining resource needs and acquiring resources, marketing, technology, leadership skills, and business ethics. Upon completion, students should be able to demonstrate an understanding of entrepreneurship concepts and how to use the entrepreneurial mindset to succeed in their careers.

**ETR 220 Innovation and Creativity**

Prerequisites: None
Corequisites: None

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.

**ETR 230 Entrepreneur Marketing**

Prerequisites: None
Corequisites: None

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.

**ETR 240 Funding for Entrepreneurs**

Prerequisites: ACC 120
Corequisites: None

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.

**ETR 270 Entrepreneurship Issues**

Prerequisites: ETR 240 (local)
Corequisites: None

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.

**FOR 121 Dendrology**

Prerequisites: None
Corequisites: None

This course covers field identification, classifications, uses, and nomenclature of trees. Emphasis is placed on silvics, characteristics, commercial importance, and wildlife benefits of trees. Upon completion, students should be able to identify trees and understand their uses.

**FOR 131 Forest Measurements**

Prerequisites: None
Corequisites: None

This course introduces basic land and tree measurement equipment and mapping techniques. Emphasis is placed on developing skills for land, tree, and log measurements. Upon completion, students...
should be able to accurately use land and tree measurement equipment.

**FOR 171 Intro to Forest Resources**  
Prerequisites: None  
Corequisites: None  
This course introduces the relationships within the forest and its various uses. Emphasis is placed on forest history, ecology, protection, management, policies, and practices. Upon completion, students should be able to discuss the relationship of the forest and its use to the welfare of mankind.

**FOR 173 Soils & Hydrology**  
Prerequisites: None  
Corequisites: None  
This course covers concepts of soils and water including physical and chemical soil properties. Emphasis is placed on soil sampling, identification, plant-site relationships, water movement, and properties. Upon completion, students should be able to relate soil and water characteristics to forest growth and water quality.

**FOR 175 Wildlife/Environ Studies**  
Prerequisites: None  
Corequisites: None  
This course provides an overview of wildlife and environmental issues pertaining to the ecological, social, and economic aspects of forestry. Topics include wildlife management, wetland delineation, endangered species detection, protection, landowner rights, liabilities, regulations, and law. Upon completion, students should be able to demonstrate a knowledge of how wildlife and environmental issues affect forestry in the United States.

**FOR 212 Forest Survey & Aerial Interpretation**  
Prerequisites: MAT 060, 070 (local)  
Corequisites: None  
This course covers the basic concepts of plane surveying and aerial photo interpretation. Emphasis is placed on boundary location and acreage determination both on the ground and through aerial photographs. Upon completion, students should be able to use basic surveying equipment and aerial photographs for forest land measurements.

**FOR 215 Intro to GIS/GPS**  
Prerequisites: None  
Corequisites: None  
This course introduces geographic information systems and global positioning devices. Emphasis is placed on the use of existing hardware and software to create and update computer generated maps. Upon completion, students should be able to understand the uses and limitations of GIS and GPS devices in forestry applications.

**FOR 223 Silviculture**  
Prerequisites: FOR 121 (local)  
Corequisites: None  
This course covers the applications of various techniques used to control forest establishment, composition, and growth. Emphasis is placed on the silvics of forest stands, their growth, and development. Upon completion, students should be able to understand techniques to improve and manipulate forest stands.

**FOR 225 Silvics & Silviculture**  
Prerequisites: None  
Corequisites: None  
This course covers the establishment, development, care, and harvesting of forest stands. Emphasis is placed on the application of various techniques used to control stand establishment, composition, and growth. Upon completion, students should be able to understand and apply appropriate forest stand improvement techniques.

**FOR 232 Forest Mensuration**  
Prerequisites: FOR 131  
Corequisites: None  
This course provides applications of previously covered measurement techniques to the volume estimation and valuation of forest stands. Emphasis is placed on applications of various timber cruising methods. Upon completion, students should be able to determine the size, volume, and quality of forest stands.

**FOR 240 Forest Protection**  
Prerequisites: None  
Corequisites: None  
This course covers the forces that affect the health and vigor of the nation’s forests. Emphasis is placed on wildfire management, prescribed burning, entomology, pathology, and forest health. Upon completion, students should be able to identify the major pests, which affect the forest and understand and recommend control methods.

**FOR 241 Forest Fire Management**  
Prerequisites: None  
Corequisites: None  
This course covers the nature of wildfire and the uses of prescribed burning in a forest or urban interface setting. Topics include prevention, detection, suppression, causes, and the ecological and economic effects of fire. Upon completion, students should be able to use fire as a management tool and participate in the suppression of wildfire.

**FOR 271 Forest Management**  
Prerequisites: FOR 225 and FOR 232  
Corequisites: MAT 060, 070, RED 090, ENG 090 (local)  
This course is designed as a capstone course for forest management majors to apply skills previously learned. Emphasis is placed on recommendations forest managers make to provide services on forest lands to meet the owners’ objectives. Upon completion, students should be able to develop forest management plans for various forest ownerships.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 275</td>
<td>Natural Resources Issues</td>
<td>0 3 0 1</td>
<td>None</td>
<td>None</td>
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<tr>
<td>FOR 282</td>
<td>Forest Recreation</td>
<td>2 3 0 3</td>
<td>None</td>
<td>None</td>
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<tr>
<td>FOR 285</td>
<td>Logging &amp; Marketing</td>
<td>2 3 0 3</td>
<td>None</td>
<td>None</td>
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<tr>
<td>FWL 124</td>
<td>Wildlife Botany</td>
<td>2 3 0 3</td>
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<td>None</td>
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<tr>
<td>FWL 126</td>
<td>Wildlife Ornithology</td>
<td>2 3 0 3</td>
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<td>None</td>
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<tr>
<td>FWL 142</td>
<td>Wildlife Management</td>
<td>2 3 0 3</td>
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<tr>
<td>FWL 212</td>
<td>Wildlife Policy &amp; Law</td>
<td>2 0 0 2</td>
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<td>FWL 222</td>
<td>Wildlife Mammalogy</td>
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<td>FWL 224</td>
<td>Ichthyology</td>
<td>1 2 0 2</td>
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<td>FWL 232</td>
<td>Terrestrial Ecology</td>
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<td>None</td>
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<tr>
<td>FWL 234</td>
<td>Aquatic Ecology</td>
<td>2 3 0 3</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

This course provides an opportunity to explore natural resource topics of common interest. Emphasis is placed on special topics and organized field trips to expand student knowledge. Upon completion, students should be able to demonstrate an understanding of the issues explored.

This course covers the principles and problems involved in the utilization of our natural resources for recreational purposes. Topics include planning, development, and maintenance of trails, campgrounds, waterways, and wilderness areas. Upon completion, students should be able to understand the challenges and demands on our natural resources for recreational purposes.

This course covers logging systems commonly used in the Southeast. Emphasis is placed on roading, matching equipment to job requirements, safety, legal requirements, and primary manufacturing of forest products. Upon completion, students should be able to supervise a logging operation.

This course introduces the classification, physiology, and morphology of plants as needed in fish and wildlife management. Emphasis is placed on plant structures, reproduction, growth, and the economic and ecological importance. Upon completion, students should be able to demonstrate knowledge of the plant kingdom.

This course includes the biology, classification, recognition, distribution, and management of game and non-game birds. Topics include anatomy, physiology, morphology, ecology, behavior, identification, and taxonomy with emphasis on waterfowl and upland game species. Upon completion, students should be able to identify various avian species and demonstrate a knowledge of their biology, ecology, and management.

This course introduces the principles of wildlife management, including basic concepts, terminology, and techniques important to wildlife managers. Topics include a review of the history of wildlife management, ecological principles, an introduction to wildlife habitat requirements, and population dynamics. Upon completion, students should be able to understand and discuss the life history, management techniques, and habitat requirements of North American species.

This course covers natural resource policies and laws developed by various governmental agencies. Topics include current political issues involved in resource management and the principles, techniques, and jurisdictional boundaries in the field of wildlife law enforcement. Upon completion, students should be able to identify, describe, and assess the influences of policies and laws on natural resource management.

This course includes the biology, classification, recognition, distribution, and management of game and non-game mammals. Topics include anatomy, physiology, morphology, ecology, behavior, identification and taxonomy with emphasis on game species. Upon completion, students should be able to identify various mammalian species and demonstrate a knowledge of their biology, ecology, and management.

This course introduces fresh and saltwater fish species. Emphasis is placed on identification of fish. Upon completion, students should be able to recognize sport, commercial, and environmentally unique fish species.

This course introduces a wide variety of terrestrial life forms and habitats. Emphasis is placed on the biotic and abiotic factors affecting wildlife species. Upon completion, students should be able to explain the relationships between plants and animals, apply various floral and faunal sampling methods, and understand statistical applications.

This course introduces a wide variety of aquatic life forms and habitats. Emphasis is placed on freshwater invertebrates, fish and plants of importance in fishery management, and biological monitoring. Upon completion, students should be able to sight identify key invertebrates and fishes and be familiar with aquatic plants and habitats.
FWL 242 Fishery Management 2 3 0 3
Prerequisites: FWL 234 (local)
Corequisites: None
This course covers the biology and management implications for various species of fish with commercial, sport, and/or ecological value. Emphasis is placed on principles and methods of population management. Upon completion, students should be able to demonstrate an understanding of the anatomy, physiology, age and growth studies, and management techniques for various fish species.

FWL 252 Wildlife Management Techniques 2 3 0 3
Prerequisites: None
Corequisites: FWL 254 (local)
This course covers the theory and application of current wildlife management techniques. Emphasis is placed on field techniques which are most commonly used by resource management agencies today. Upon completion, students should be able to apply various wildlife management techniques and safely operate and maintain a variety of equipment.

FWL 254 Habitat Manipulation 2 3 0 3
Prerequisites: MAT 060, 070, RED 090, ENG 090, FOR 121, 173, FWL 142 (local), 126, 222, 232, 234
Corequisites: None
This course is a study and application of management practices beneficial to wildlife. Emphasis is placed on methods for increasing food production, developing water sources, increasing cover requirements, and improving wetlands. Upon completion, students should be able to demonstrate an understanding of techniques and methods to manipulate wildlife habitats.

GIS 111 Introduction to GIS 2 2 0 3
Prerequisites: None
Corequisites: None
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. This course has been approved to satisfy the Comprehensive Articulation Agreement for the transferability as a pre-major and/or elective course requirement.

GIS 112 Introduction to GPS 2 2 0 3
Prerequisites: None
Corequisites: None
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.

GIS 121 Georeferencing & Mapping 2 2 0 3
Prerequisites: None
Corequisites: None
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.

GIS 245 Intro to Spatial Analysis 2 2 0 3
Prerequisites: GIS 111 and GIS 121
Corequisites: None
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.

Health

HEA 110 Personal Health/Wellness 3 0 0 3
Prerequisites: None
Corequisites: None
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

HEA 112 First Aid & CPR 1 2 0 2
Prerequisites: None
Corequisites: None
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

Healthcare Business

HBI 110 Issues and Trends in HBI 3 0 0 3
Prerequisites: None
Corequisites: None
This course is a survey of current and emerging technology applications and data standards in the healthcare industry. Topics include the history, implementation, use, management, and impact of information technology in healthcare settings. Upon completion, students should have an understanding of the current trends and issues in healthcare informatics.
HBI 250 Data Mgmt and Utilization  
Prerequisite: DBA 110 or DBA 120 or DBA 210  
Corequisites: None  
This course covers the management and usage of data in healthcare settings according to current practices in healthcare informatics. Topics include data warehousing, data integrity, data security, data mining, and report generating in healthcare settings. Upon completion, students should be able to demonstrate an understanding of using healthcare data to support reporting and decision making in healthcare settings.

HBI 289 HBI Project  
Prerequisite: HBI 250  
Corequisites: None  
This course provides an opportunity to complete a significant healthcare business informatics project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a healthcare informatics project from the definition phase through implementation.

HET 110 Diesel Engines  
Prerequisites: None  
Corequisites: None  
This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is placed on safety, theory of operation, inspection, measuring, and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to measure, diagnose problems, and repair diesel engines.

HIS 121 Western Civilization I  
Prerequisites: None  
Corequisites: None  
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 122 Western Civilization II  
Prerequisites: None  
Corequisites: None  
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 124 Western Cultural History  
Prerequisites: None  
Corequisites: None  
This course provides a cultural history of the western world. Emphasis is placed on the interrelationships of philosophy, art, music, and literature in western history. Upon completion, students should be able to analyze significant cultural developments in western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HIS 131 American History I  
Prerequisites: None  
Corequisites: None  
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 132 American History II  
Prerequisites: None  
Corequisites: None  
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 164 History of Sports  
Prerequisites: None  
Corequisites: None  
This course surveys the history of sports in human society. Topics include the development of sports in their social, cultural, and
HIS 262 Middle East History 3 0 0 3
Prerequisites: None
Corequisites: None
This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present.

Emphasis is placed on social, political, economic, religious, and governmental structures in the Middle East. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the Middle East. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

Horticulture

HOR 160 Plant Materials I 2 2 0 3
Prerequisites: None
Corequisites: None
This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials. This course is available through the Virtual Learning Community (VLC).

HOR 164 Hort Pest Management 2 2 0 3
Prerequisites: None
Corequisites: None
This course covers the identification and control of plant pests including insects, diseases, and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators license.

HOR 166 Soils & Fertilizers 2 2 0 3
Prerequisites: None
Corequisites: None
This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and soil fertility management. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the Middle East. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

HIS 230 The Changing South 3 0 0 3
Prerequisites: None
Corequisites: None
This course covers major developments in the South from the Civil War era to the present. Topics include Reconstruction, the emergence of the New South, segregation, the Civil Rights movement, and current issues and challenges facing the South. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the New South. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

HIS 236 North Carolina History 3 0 0 3
Prerequisites: None
Corequisites: None
This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America’s discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement. This course has been approved for transfer under the ICAA as a pre-major and/or elective course requirement.

HOR 116 Landscape Management I 2 2 0 3
Prerequisites: None
Corequisites: None
This course covers information and skills necessary to analyze a property and develop a management schedule. Emphasis is placed on property measurement, plant condition, analysis of client needs, and plant culture needs. Upon completion, students should be able to analyze a property, develop management schedules, and implement practices based on client needs.

HOR 162 Applied Plant Science 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.
application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media.

**HOR 168 Plant Propagation**  
Prerequisites: None  
Corequisites: None  
This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

**HOR 260 Plant Materials II**  
Prerequisites: None  
Corequisites: None  
This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, culture requirements, and landscape uses. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials. Landscape uses of native plants and an understanding of native plant communities will be stressed.

### Humanities

**HUM 110 Technology and Society**  
Prerequisites: None  
Corequisites: None  
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

**HUM 115 Critical Thinking**  
Prerequisites: ENG 095 or RED 090 and ENG 090  
Corequisites: None  
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

**HUM 120 Cultural Studies**  
Prerequisites: None  
Corequisites: None  
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

**HUM 122 Southern Culture**  
Prerequisites: None  
Corequisites: None  
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

**HUM 123 Appalachian Culture**  
Prerequisites: None  
Corequisites: None  
This course provides an interdisciplinary study of the unique features of Appalachian culture. Topics include historical, political, sociological, psychological, and artistic features which distinguish this region. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of Appalachian culture. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**HUM 130 Myth in Human Culture**  
Prerequisites: None  
Corequisites: None  
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

**HUM 150 American Women’s Studies**  
Prerequisites: None  
Corequisites: None  
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times.
to the present. Emphasis is placed on women’s roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

**HUM 160 Introduction to Film**  
**HUM 161 Advanced Film Studies**  
**HUM 220 Human Values and Meaning**

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**Industrial Science**

**ISC 112 Industrial Safety**  
Prerequisites: None  
Corequisites: None  
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

**ISC 128 Industrial Leadership**  
Prerequisites: None  
Corequisites: None  
This course introduces principles and techniques for managers in modern industry. Topics include leadership traits, management principles and processes, managing conflict, group dynamics, team building, counseling, motivation, and communication. Upon completion, students should be able to understand and apply leadership and management principles in work situations.

**ISC 133 Mfg Management Practices**  
Prerequisites: None  
Corequisites: None  
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.

**ISC 220 Lean Manufacturing**  
Prerequisites: None  
Corequisites: None  
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.

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**Journalism**

**JOU 110 Intro to Journalism**  
Prerequisites: None  
Corequisites: None  
This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Course Descriptions

Landscape Architecture

LAR 120 Sustainable Development  2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces students to sustainable practices in site design and land development. Topics include conservation subdivision design, transportation issues, urban planning, water conservation, rain gardens, alternative technologies, permaculture design, low impact design, and grey water systems. Upon completion, students should be able to discuss and utilize the tools and technologies used in a variety of soil and water remediation projects.

Low Impact Development

LID 111 Design Principles of LID  2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces the design principles of Low Impact Development, as an alternative to traditional site design that incorporates sustainable development and natural resources management. Topics include the application of science based interdisciplinary design practices including tools from civil and environmental engineering, hydrology, horticulture, ecology, and architecture. Upon completion, students should be able to use multifaceted approaches to recommend site-specific Low Impact Development designs for residential, public, and commercial sites.

LID 112 Practical Applications of LID  2 3 0 3
Prerequisites: None
Corequisites: None
This course covers applications of low impact design leading to sustainable site development and the protection of natural resources. Topics include the application of science based interdisciplinary design practices including tools from civil and environmental engineering, hydrology, horticulture, ecology, and architecture. Upon completion, students should be able to recognize and give examples of multifaceted approaches used in site-specific LID designs for residential, public, and commercial sites.

LID 230 Impacted Site Remediation  3 0 0 3
Prerequisites: LID 111, LID 112
Corequisites: None
This course is designed to expose students to various scale remediation projects to enhance the understanding of the role of environmental repair in sustainable development. Emphasis will be placed on case studies that cover soil and water remediation efforts necessitated by residential, commercial, industrial, governmental, and agricultural activity. Upon completion, students will be able to discuss and utilize the tools and technologies used in a variety of soil and water remediation projects.

LID 240 Sustain Develop Design  1 4 0 3
Prerequisites: LID 111, LID 112
Corequisites: LID 230
Emphasis is placed on the interdisciplinary design process that professionals would utilize on sustainable site development projects to meet environmental, economic, and social objectives. Upon completion, students should be able to complete a sustainable development design for a given site using LID principles and incorporating client generated parameters. This course is a capstone course for programs with a focus on Low Impact Development.

Machining

MAC 111 Machining Technology I  2 12 0 6
Prerequisites: None
Corequisites: None
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 112 Machining Technology II  2 12 0 6
Prerequisites: None
Corequisites: None
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 113 Machining Technology III  2 12 0 6
Prerequisites: None
Corequisites: None
This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.

MAC 114 Intro to Metrology  2 0 0 2
Prerequisites: None
Corequisites: None
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.

MAC 115 Grinding Operations  2 2 0 3
Prerequisites: MAC 114
Corequisites: None
This course introduces surface and cylindrical grinding in the tool room. Topics include safety and the basic setup and operation of surface and cylindrical grinding machines. Upon completion, students should be able to grind steps, slots, angles, radii, dress grinding wheels, and square blocks.
MAC 121 Intro to CNC  2 0 0 2
Prerequisites: None
Corequisites: None
This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

MAC 122 CNC Turning  1 3 0 2
Prerequisites: None
Corequisites: None
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

MAC 124 CNC Milling  1 3 0 2
Prerequisites: None
Corequisites: None
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MAC 151 Machining Calculations  1 2 0 2
Prerequisites: None
Corequisites: None
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

MAC 152 Adv Machining Calc  1 2 0 2
Prerequisites: None
Corequisites: None
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.

MAC 214 Machining Technology IV  2 12 0 6
Prerequisites: MAC 112
Corequisites: None
This course provides advanced applications and practical experience in the manufacturing of complex parts. Emphasis is placed on inspection, gaging, and the utilization of machine tools. Upon completion, students should be able to manufacture complex assemblies to specifications.

MAC 215 Machining Technology V  2 12 0 6
Prerequisites: MAC 214
Corequisites: None
This course provides an opportunity to apply skills acquired in previous course work. Emphasis is placed on the production of parts using modern machining and gaging techniques. Upon completion, students should be able to demonstrate problem-solving skills as they relate to advanced machining.

MAC 222 Advanced CNC Turning  1 3 0 2
Prerequisites: MAC 122
Corequisites: None
This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers.

MAC 224 Advanced CNC Milling  1 3 0 2
Prerequisites: MAC 124
Corequisites: None
This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.

MAC 226 CNC EDM Machining  1 3 0 2
Prerequisites: None
Corequisites: None
This course introduces the programming, setup, and operation of CNC electrical discharge machines. Topics include programming formats, control functions, program editing, production of parts, and inspection. Upon completion, students should be able to manufacture simple parts using CNC electrical discharge machines.

MAC 229 CNC Programming  2 0 0 2
Prerequisites: MAC 121, MAC 122, or MAC 124
Corequisites: None
This course provides concentrated study in advanced programming techniques for working with modern CNC machine tools. Topics include custom macros and subroutines, canned cycles, and automatic machining cycles currently employed by the machine tool industry. Upon completion, students should be able to program advanced CNC functions while conserving machine memory.

MAC 231 CNC Graphics Prog: Turning  1 4 0 3
Prerequisites: MAC 121 or MAC 122
Corequisites: None
This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, include machine selection, tool selection, operational sequence, speed, feed, and cutting depth.
MAC 232 CNC Graphics Prog: Milling  
1 4 0 3
Prerequisites: MAC 121 or MAC 124  
Corequisites: None
This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program.

MAC 233 Appl in CNC Machining  
2 12 0 6
Prerequisites: None  
Corequisites: None
This capstone course provides students the opportunity to apply skills learned throughout the curriculum. Emphasis is placed on production of parts and assemblies using modern CNC machine tools. Upon completion, students should be able to manufacture complex parts using a variety of CNC machine tools.

MAC 234 Adv Four/Five -Axis Machining  
3 9 0 6
Prerequisites: None  
Corequisites: None
This course specializes in four- and five-axis machining using machining centers with full four- and five-axis capabilities. Emphasis is placed on generation of machining center output with a CAM system and setup and operation of pallet changer and rotary system for five-axis machining. Upon completion, students should be able to convert CAD to output for four- and five-axis machining centers, including tooling, setup, and debugging processes.

MAC 248 Production Procedures  
1 2 0 2
Prerequisites: None  
Corequisites: None
This course covers product planning and control and scheduling and routing of operations. Topics include cost effective production methods, dimensional and statistical quality control, and the tooling and machines required for production. Upon completion, students should be able to plan, set up, and produce cost-effective quality machined parts.

MAT 060 Essential Mathematics  
3 2 0 4
Prerequisites: MAT 050 or satisfactory Placement Test Score  
Corequisites: None
This course is a comprehensive study of mathematical skills, which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070 Introductory Algebra  
3 2 0 4
Prerequisites: MAT 060 (if student scores below 55 on Arithmetic Placement test) or satisfactory Placement Test Score  
Corequisites: None
This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080 Intermediate Algebra  
3 2 0 4
Prerequisites: MAT 060 (if student scores below 55 on Arithmetic Placement Test and above 54 on Algebra Placement Test) or MAT060 and MAT 070 (if student scores below 55 on Arithmetic Placement Test and below 55 on Algebra Placement Test) or MAT 070 (if student scored 55 and above on Arithmetic Placement Test, and scored below 55 on the Algebra Placement Test) or Satisfactory Placement Test Scores  
Corequisites: None
This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 101 Applied Mathematics I  
2 2 0 3
Prerequisites: MAT 060, MAT 070, MAT 080 or Satisfactory Placement Test Score  
Corequisites: None
This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon
### Course Descriptions

**MAT 115 Mathematical Models**  
2 2 0 3  
Prerequisites: MAT 060 and MAT 070, or MAT 060 and MAT 080, or MAT 060 and MAT 090, or MAT 095, or MAT 120, or MAT 121, or MAT 161, or MAT 171, or MAT 175  
Corequisites: None  
This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

**MAT 120 Geometry and Trigonometry**  
2 2 0 3  
Prerequisites: MAT 060 and MAT 070, or MAT 060 and MAT 080, or MAT 060 and MAT 090, or MAT 095, or MAT 121, or MAT 161, or MAT 171, or MAT 175  
Corequisites: None  
This course introduces the concepts of plane trigonometry and geometry with emphasis on applications to problem solving. Topics include the basic definitions and properties of plane and solid geometry, area and volume, right triangle trigonometry, and oblique triangles. Upon completion, students should be able to solve applied problems both independently and collaboratively using technology.

**MAT 121 Algebra/Trigonometry I**  
2 2 0 3  
Prerequisites: MAT 060 and MAT 070, or MAT 060 and MAT 080, or MAT 060 and MAT 090, or MAT 095  
Corequisites: None  
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

**MAT 122 Algebra/Trigonometry II**  
2 2 0 3  
Prerequisites: MAT 121, MAT 161, MAT 171, or MAT 175  
Corequisites: None  
This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

**MAT 140A Survey of Mathematics Lab**  
0 2 0 1  
Corequisites: Take MAT 140  
This course is a laboratory for MAT 140. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**MAT 140 Survey of Mathematics**  
3 0 0 3  
Prerequisites: MAT 060 and MAT 070  
Corequisites: None  
This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

**MAT 151 Statistics I**  
3 0 0 3  
Prerequisites: MAT 060 and MAT 080, or MAT 060 and MAT 090, or MAT 095, or MAT 120, or MAT 121, or MAT 140, or MAT 161, or MAT 171, or MAT 175  
Corequisites: None  
This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option).

**MAT 151A Statistics I Lab**  
0 2 0 1  
Corequisites: Take MAT 151  
This course is a laboratory for MAT 151. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
MAT 171 Precalculus Algebra  
Prerequisites: MAT 060 and MAT 080, or MAT 060 and MAT 090,
or MAT 095, or MAT 161  
Corequisites: None  
This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions.  
This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 171A Precalculus Algebra Lab  
Prerequisites: MAT 060 and MAT 080, or MAT 060 and MAT 090,
or MAT 095, or MA 161  
Corequisites: Take MAT 171  
This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.  
This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

MAT 172 Precalculus Trigonometry  
Prerequisites: MAT 171  
Corequisites: None  
This is the second of two courses designed to emphasize topics, which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.  
This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 172A Precalculus Trig Lab  
Prerequisites: MAT 171  
Corequisites: MAT 172  
This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.  
This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

MAT 175 Precalculus  
Prerequisites: MAT 080 or satisfactory placement score.  
Corequisites: None  
This course provides an intense study of the topics, which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.  
This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 271 Calculus I  
Prerequisites: MAT 172 or MAT 175  
Corequisites: None  
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.  
This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 272 Calculus II  
Prerequisites: MAT 271  
Corequisites: None  
This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems.  
This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 273 Calculus III  
Prerequisites: MAT 272  
Corequisites: None  
This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables.  
This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
### Course Descriptions

**MAT 285 Differential Equations**  
Prerequisites: MAT 272  
Corequisites: None  
This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

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| **MEC 111 Machine Processes I**  
Prerequisites: None  
Corequisites: None  
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. |
| **MEC 141 Intro Mfg Processes**  
Prerequisites: None  
Corequisites: None  
This course covers the properties and characteristics of manufacturing materials and the processes used to form them. Emphasis is placed on manufacturing materials, heat-treating processes, and manufacturing processes. Upon completion, students should be able to identify physical characteristics of materials and describe processes used to manufacture a part. |
| **MEC 142 Physical Metallurgy**  
Prerequisites: None  
Corequisites: None  
This course covers the heat-treating of metals. Emphasis is placed on the effects of hardening, tempering, and annealing on the structure and physical properties of metals. Upon completion, students should be able to heat treat materials. |
| **MEC 161 Manufacturing Processes I**  
Prerequisites: None  
Corequisites: None  
This course provides the fundamental principles of value-added processing of materials into usable forms for the customer. Topics include material properties and traditional and non-traditional manufacturing processes. Upon completion, students should be able to specify appropriate manufacturing processing for common engineering materials. |
| **MEC 231 Comp-Aided Manufact I**  
Prerequisites: None  
Corequisites: None  
This course introduces computer-aided design / manufacturing (CAD / CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD / CAM applications. |
| **MEC 251 Statics**  
Prerequisites: None  
Corequisites: None  
This course covers the concepts and principles of statics. Topics include systems of forces and moments on structures in two- and three-dimensions in equilibrium. Upon completion, students should be able to analyze forces and moments on structures. |
| **MEC 260 Fund of Machine Design**  
Prerequisites: None  
Corequisites: None  
This course introduces the fundamental principles of machine design. Topics include simple analysis of forces, moments, stresses, strains, friction, kinematics, and other considerations for designing machine elements. Upon completion, students should be able to analyze machine components and make component selections from manufacturers’ catalogs. |
| **MEC 288 Mfg Eng R&D Project**  
Prerequisites: None  
Corequisites: None  
This course provides an opportunity to research specific interest areas in the field of manufacturing engineering. Emphasis is on a specific area of concern. Upon completion, students should be able to demonstrate competence through a hands-on project. |
| **Medical Assisting** |
| **MED 110 Orientation to Medical Assisting**  
Prerequisites: None  
Corequisites: None  
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting. |
| **MED 116 Introduction to Anatomy and Physiology**  
Prerequisites: None  
Corequisites: None  
This course introduces basic anatomy and physiology. Emphasis is placed on the relationship between body structure and function and the procedures common to health care. Upon completion, students should be able to identify body system components and functions relating this knowledge to the delivery of health care. |
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MED 118 Medical Law and Ethics</td>
<td>2 0 0 2</td>
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<tr>
<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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 121 Medical Terminology I</td>
<td>3 0 0 3</td>
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<tr>
<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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 Medical Terminology II</td>
<td>3 0 0 3</td>
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<tr>
<td>Prerequisites: MED 121</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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 Administrative Office Procedures I</td>
<td>1 2 0 2</td>
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<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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 Administrative Office Procedures II</td>
<td>1 2 0 2</td>
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<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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 140 Exam Room Procedures I</td>
<td>3 4 0 5</td>
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<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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<tr>
<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 Laboratory Procedures I</td>
<td>3 4 0 5</td>
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<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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 240 Exam Room Procedures II</td>
<td>3 4 0 5</td>
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<tr>
<td>Prerequisites: MED 140</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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 MED Clinical Externship</td>
<td>0 0 15 5</td>
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<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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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<tr>
<td>MED 264 Medical Assisting Overview</td>
<td>2 0 0 2</td>
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<tr>
<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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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<tr>
<td>MED 272 Drug Therapy</td>
<td>3 0 0 3</td>
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<tr>
<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<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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</tbody>
</table>
Course Descriptions

MED 274 Diet Therapy/Nutrition 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the basic principles of nutrition as they relate to health and disease. Topics include basic nutrients, physiology, dietary deficiencies, weight management, and therapeutic nutrition in wellness and disease. Upon completion, students should be able to interpret clinical and dietary data and provide patient counseling and education.

Marketing and Retailing

MKT 120 Principles of Marketing 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 220 Advertising and Sales Promotion 3 0 0 3
Prerequisites: None
Corequisites: None
This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

Maintenance

MNT 110 Intro to Maint Procedures 1 3 0 2
Prerequisites: None
Corequisites: None
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 240 Indust Equip Troubleshoot 1 3 0 2
Prerequisites: None
Corequisites: None
This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

Massage Therapy

MTH 110 Fundamentals of Massage 6 9 3 10
Prerequisites: None
Corequisites: None
This course introduces concepts basic to the role of the massage therapist in a variety of clinical settings. Emphasis is placed on beginning theory and techniques of body work as well as skill in therapeutic touch. Upon completion of the course, the student should be able to apply basic practical massage therapy skills.

MTH 120 Therapeutic Massage Applications 6 9 3 10
Prerequisites: MTH 110
Corequisites: None
This course provides an expanded knowledge and skill base for the massage therapist in a variety of clinical settings. Emphasis is placed on selected therapeutic approaches throughout the lifespan. Upon completion, students should be able to perform entry level therapeutic massage on various population.

MTH 125 Ethics of Massage 2 0 0 2
Prerequisites: None
Corequisites: None
This course is designed to explore issues related to the practice of massage therapy. Emphasis is placed on ethical, legal, professional, and political issues. Upon completion, students should be able to discuss issues relating to the practice of massage therapy, client/therapist relationships as well as ethical issues.

MTH 210 Advanced Skills of Massage 4 9 3 8
Prerequisites: MTH 120
Corequisites: None
This course provides knowledge and skills in diverse body work modalities in a variety of clinical settings. Emphasis is placed on selected techniques such as Neuromuscular Therapy, Sports Massage, Soft Tissue Release, Spa Approaches, Oriental Therapies, and energy techniques. Upon completion, students should be able to perform basic skills in techniques covered.

MTH 220 Outcome-Based Massage 4 6 3 7
Prerequisites: MTH 120
Corequisites: None
This course provides knowledge and skills in more complex body works modalities in a variety of clinical settings. Emphasis is placed on developing advanced skills in outcome-based Massage. Upon completion, students should be able to perform basic skills in techniques covered.

Music

MUS 110 Music Appreciation 3 0 0 3
Prerequisites: None
Corequisites: None
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic
Networking Technology

NET 125 Networking Basics 1 4 0 3
Prerequisites: None
Corequisites: None
This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, sub-netting, and TCP/IP Protocols.

NET 126 Routing Basics 1 4 0 3
Prerequisites: NET 125
Corequisites: None
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

NET 225 Routing & Switching I 1 4 0 3
Prerequisites: NET 126
Corequisites: None
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.

NET 226 Routing & Switching II 1 4 0 3
Prerequisites: NET 225
Corequisites: None
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

NET 289 Networking Project 1 4 0 3
Prerequisites: None
Corequisites: NET 226
This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.

Networking Operating Systems

NOS 110 Operating System Concepts 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 120 Linux/UNIX Single User 2 2 0 3
Prerequisites: NOS 110
Corequisites: None
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.

NOS 130 Windows Single User 2 2 0 3
Prerequisites: NOS 110
Corequisites: None
This course introduces the 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.

NOS 220 Linux/UNIX Admin I 2 2 0 3
Prerequisites: NOS 120
Corequisites: None
This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network.

NOS 230 Windows Admin I 2 2 0 3
Prerequisites: NOS 130
Corequisites: None
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.

**Nursing**

**NUR 111 Intro to Health Concepts**

- Prerequisites: None
- Corequisites: None

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

**NUR 112: Health-Illness Concepts**

- Prerequisites: NUR 111
- Corequisites: None

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, communication, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

**NUR 113: Family Health Concepts**

- Prerequisites: NUR 111
- Corequisites: None

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 fluid/electrolytes, metabolism, perfusion, immunity, mobility, comfort, behaviors, health-wellness-illness, communication, caring interventions, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

**NUR 114: Holistic Health Concepts**

- Prerequisites: NUR 111
- Corequisites: None

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, self, violence, health-wellness-illness, professional behaviors, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

**NUR 117 Pharmacology**

- Prerequisites: None
- Corequisites: None

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmocokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

**NUR 211: Health Care Concepts**

- Prerequisites: NUR 111
- Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

**NUR 212: Health System Concepts**

- Prerequisites: NUR 111
- Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

**NUR 213: Complex Health Concepts**

- Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212
- Corequisites: None

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, 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.

**Nutrition**

**NUT 110 Nutrition**

- Prerequisites: None
- Corequisites: None

This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with food selection. Upon completion, students should be able to apply basic nutritional concepts as they relate to health and well-being.
Office Administration

OST 131 Keyboarding  1 2 0 2
Prerequisites: None
Corequisites: None
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 132 Keyboard Skill Building  1 2 0 2
Prerequisites: None
Corequisites: None
This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

OST 134 Text Entry & Formatting  2 2 0 3
Prerequisites: None
Corequisites: None
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.

OST 135 Adv Text Entry & Format  3 2 0 4
Prerequisites: OST 134
Corequisites: None
This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.

OST 136 Word Processing  2 2 0 3
Prerequisites: None
Corequisites: None
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.

OST 137 Office Software Applications  2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students should be able to use software in a business environment.

OST 148 Med Coding Billing & Insurance  3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

OST 149 Medical Legal Issues  3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST 155 Legal Terminology  3 0 0 3
Prerequisites: None
Corequisites: None
This course covers the terminology appropriate to the legal profession. Topics include legal research, court systems, litigation, civil and criminal law, probate, real and personal property, contracts and leases, domestic relations, equity, and corporations. Upon completion, students should be able to spell, pronounce, define, and accurately use legal terms.

OST 156 Legal Office Procedures  2 2 0 3
Prerequisites: OST 134
Corequisites: None
This course covers legal office functions involved in the operation of a law office. Emphasis is placed on procedures in the law office involving the court system, legal research, litigation, probate, and real estate, personal injury, criminal, and civil law. Upon completion, students should be able to demonstrate a high level of competence in performing legal office duties.

OST 164 Text Editing Applications  3 0 0 3
Prerequisites: None
Corequisites: None
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 181 Intro to Office Systems  2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the skills and abilities needed in today’s office. Topics include effectively interacting with coworkers 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.

**OST 184 Records Management**  
Prerequisites: None  
Corequisites: None  
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

**OST 236 Adv Word/Information Proc**  
Prerequisites: OST 136  
Corequisites: None  
This course develops proficiency in the utilization of advanced word/information processing features. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

**OST 243 Medical Office Simulation**  
Prerequisites: OST 148  
Corequisites: None  
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

**OST 247 Procedure Coding**  
Prerequisites: MED 121  
Corequisites: None  
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

**OST 248 Diagnostic Coding**  
Prerequisites: MED 121  
Corequisites: None  
This course provides an in-depth study of diagnostic coding for the medical office. Emphasis is placed on ICD coding systems. Upon completion, students should be able to properly code diagnoses in a medical facility.

**OST 252 Legal Transcription I**  
Prerequisites: OST 134 and OST 155, or OST 155 and OST 136  
Corequisites: None  
This course provides experience in transcribing legal correspondence, forms and documents. Emphasis is placed on developing listening skills to transcribe documents. Upon completion, students should be able to transcribe documents with accuracy.

**OST 286 Professional Development**  
Prerequisites: None  
Corequisites: None  
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

**Professional Crafts : Clay**

**PCC 110 Intro to Pottery**  
Prerequisites: Admission to the Professional Craft program or department approval.  
Corequisites: None  
This course introduces pottery making for potters, including clay preparation, wheel throwing and trimming, surface decoration, and glazing and firing techniques. Topics include clay bodies and the mixing process, potter’s wheel basics, glazing, kiln loading and firing, and safety issues. Upon completion, students should be able to prepare clay; center and throw basic forms; trim, mix, and apply basic glazes; and load and fire bisque kilns.

**PCC 111 Functional Pottery I**  
Prerequisites: Admission to the Professional Craft program or department approval.  
Corequisites: None  
This course covers the important elements of designing and producing utilitarian pottery, including wall thickness, balance and proportion, surface decoration, and glazing and firing techniques. Topics include bowls, mugs, plates, casseroles, stemware, and bottles, with emphasis on safe glazing and supervised firing. Upon completion, students should be able to produce a variety of functional pots, apply a glaze, and load and assist firing a kiln.

**PCC 112 History of Pottery**  
Prerequisites: None  
Corequisites: None  
This course examines the historical development of ceramics and the contributions made by specific cultures or countries. Topics include potters from early societies, including the Mediterranean countries, China, Cyprus, and Crete with emphasis on design, technique, and firing methods. Upon completion, students should be able to identify numerous historical pottery types, discuss the societies which produced them, and demonstrate knowledge of their production methods.

**PCC 113 Contemporary Pottery**  
Prerequisites: None  
Corequisites: None  
This course surveys numerous 19th- and 20th-century potters and artists who have contributed to the contemporary ceramics movement. Topics include artists such as Leach, Cardew, and Hamada and the important design and technical contributions these potters have made to the ceramics movement. Upon completion, students should be able to identify numerous contemporary potters and their work.
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>PCC 114 Raku</td>
<td>Raku</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>Prerequisites: Admission to the Professional Craft program or department approval. Corequisites: None. This course introduces clay bodies, glazes, kilns, and firing techniques necessary for making and safely firing raku pottery. Topics include clay properties, glaze types, kiln design, firing techniques, and historical information and safety related to the raku process. Upon completion, students should be able to produce a body of raku projects integrating technique, form, and design.</td>
</tr>
<tr>
<td>PCC 115 Advanced Raku</td>
<td>Advanced Raku</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>Prerequisites: PCC 114. Corequisites: None. This course is a continuation of PCC 114 with emphasis on finished pots exhibiting greater control, surface decoration, and finishing techniques. Topics include glaze application techniques, surface decoration techniques, post-firing techniques, and safety equipment and practices. Upon completion, students should be able to produce clay projects integrating technique, form, and design.</td>
</tr>
<tr>
<td>PCC 116 Pottery Tool Making</td>
<td>Pottery Tool Making</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>Prerequisites: Admission to the Professional Craft program or department approval. Corequisites: None. This course covers design concepts and construction techniques for building simple personal studio equipment, including wedging tables, extruders, and kiln furniture. Emphasis is placed on skills and safe use of hand tools, design fundamentals, selection of needed materials, and construction methods. Upon completion, students should be able to identify appropriate projects, select materials and tools, obtain materials, and construct several small and one major project.</td>
</tr>
<tr>
<td>PCC 117 Glaze Testing</td>
<td>Glaze Testing</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>Prerequisites: Admission to the Professional Craft program or department approval. Corequisites: None. This course provides the opportunity to identify and test numerous glazes for a personal glaze inventory. Topics include firing temperature, color, texture, methods of adjustment, and methods of testing on sample tiles. Upon completion, students should be able to select glaze recipes; weigh out test batches; apply glazes to tile; and fire, adjust results, and refire.</td>
</tr>
<tr>
<td>PCC 118 Clay: Special Study</td>
<td>Clay: Special Study</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>Prerequisites: Admission to the Professional Craft program or department approval. Corequisites: None. This course provides a format in which to explore personal interests in clay with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete clay works as specified in student instructor-designed contractual agreements.</td>
</tr>
<tr>
<td>PCC 119 Clay Design: Special Study</td>
<td>Clay Design: Special Study</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>Prerequisites: Admission to the Professional Craft program or department approval. Corequisites: None. This course provides a format in which to explore personal interests in clay design with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete clay design projects as specified in student instructor-designed contractual agreements.</td>
</tr>
<tr>
<td>PCC 120 Clay Business: Special Study</td>
<td>Clay Business: Special Study</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>Prerequisites: Admission to the Professional Craft program or department approval. Corequisites: None. This course provides a format in which to explore a clay business opportunity with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete clay business work as specified in student instructor-designed contractual agreements.</td>
</tr>
<tr>
<td>PCC 130 Pottery Production</td>
<td>Pottery Production</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>5</td>
<td>Prerequisites: Admission to the Professional Craft program or departmental approval (local). Corequisites: None. This course covers the production of similar functional forms that have a harmony of form, function, and design. Emphasis is placed on producing similar pottery forms, such as mugs, pitchers, plates, lidded containers, bottles, stemware, and teapots. Upon completion, students should be able to produce on the wheel multiples of the same form that are similar in size, shape, and properties.</td>
</tr>
<tr>
<td>PCC 210 Functional Pottery II</td>
<td>Functional Pottery II</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>8</td>
<td>Prerequisites: PCC 111. Corequisites: None. This course expands previous wheel throwing skills and involves larger, more complicated forms, production skills, slip and glaze theory, kiln theory, and glaze firing. Topics include centering and throwing larger amounts of clay, production techniques, record keeping, studio layout, kiln design, and fuel systems. Upon completion, students should be able to produce pots with competent handles, proper lids, and matching multiple forms and identify kiln properties and burner types.</td>
</tr>
<tr>
<td>PCC 211 Decorative Pottery</td>
<td>Decorative Pottery</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>8</td>
<td>Prerequisites: PCC 111. Corequisites: None. This course continues previous functional skill development, including limited production and one-of-a-kind pieces with emphasis on forming techniques. Topics include multiple cylinder forms, thrown additions, production skills, glaze testing, surface decoration, and firing techniques. Upon completion, students should be able to produce entry-level professional work for show and sale using a variety of forming and finishing techniques.</td>
</tr>
</tbody>
</table>
Professional Crafts : Design

PCD 110 Intro to Craft Design  1  3  0  2
Prerequisites: None
Corequisites: None
This course introduces the basic principles, elements, vocabulary, and process of two-dimensional design within the context of professionally produced crafts. Emphasis is placed on general design concepts and vocabulary, conceptual thinking, design process application, and observational skills. Upon completion, students should be able to demonstrate enhanced observational skills and a working knowledge of design vocabulary, concepts, and processes.

PCD 111 Advanced Craft Design  1  3  0  2
Prerequisites: PCD 110 and admission to the Professional Craft program or department approval
Corequisites: None
This course explores the conceptual process of design as applied to the three-dimensional form. Emphasis is placed on solving three-dimensional design problems which are material, function, site, or client specific. Upon completion, students should be able to apply an enhanced understanding of the relationship between design concept, process, and product in three-dimensional form.

PCD 211 Prof Craft Design  1  3  0  2
Prerequisites: PCD 110 and admission to the Professional Craft program or department approval
Corequisites: None
This course covers the development of customer- or site-influenced design and the development and design of craft marketing promotional materials. Topics include customer-guided, site-specific, and other design influences and development and design of logos, hang tags, web sites, brochures, and related promotional materials. Upon completion, students should be able to design within site, customer, or other limitations and complete a design package for their personal marketing needs.

Professional Crafts : Fiber

PCF 110 Intro to Weaving  2  15  0  7
Prerequisites: Admission to the Professional Craft program or department approval
Corequisites: None
This course introduces weaving and the procedures for warping a loom and fiber identification as used in professional weaving. Emphasis is placed on tabby, twills, tapestry, laces, brocades, block theory, pattern drafting, and finishing techniques. Upon completion, students should be able to apply weaving procedures and technical skill to woven samples and some finished objects.

PCF 111 Intermediate Weaving  2  15  0  7
Prerequisites: PCF 110 and admission to the Professional Craft program or department approval
Corequisites: None
This course is a continuation of PCF 110 and covers further development of weaving and weaving theory, including structural design, the use of multi shafts, and computer drafting. Topics include tied structures such as summer and winter, double weave, overshot, supplementary warp, and loom-controlled laces. Upon completion, students should be able to explore the technical aspects of weaving and fibers through samples and apply that knowledge to finished pieces.

PCF 112 Weaving for Clothing  2  6  0  4
Prerequisites: Admission to the Professional Craft program or department approval
Corequisites: None
This course introduces hand-woven clothing, including designing fabrics for specific garments and sewing techniques for hand-woven cloth. Emphasis is placed on appropriate fibers, cloth weight, finishing techniques, sizing, prototype development, garment design, and pattern adaptation. Upon completion, students should be able to develop appropriate prototypes, weave cloth, and complete hand-woven garments that are suitably finished and sized.

PCF 120 Color and Pattern Design  1  0  0  1
Prerequisites: None
Corequisites: None
This course covers color theory and pattern specifically for use with fibers. Topics include color systems, value, palette development, color mixing, and repeating pattern as used in professional weaving. Upon completion, students should be able to identify hue, value, color systems, and pattern and demonstrate an understanding of their application to woven pieces.

PCF 121 History of Textiles  1  0  0  1
Prerequisites: None
Corequisites: None
This course is a cultural survey of the major weaving traditions of the world. Topics include weaving traditions of North and South America, Asia, Africa, and Europe. Upon completion, students should be able to recognize materials, design, and techniques of various cultures and demonstrate an understanding of social implications of the textile craft.

PCF 122 Fiber Dyeing  2  3  0  3
Prerequisites: Admission to the Professional Craft program or department approval
Corequisites: None
This course provides a practical application of dye theory including dye types, methods, and color development. Topics include fiber reactive dyes, acid dyes, vat dyes, pigments, ikat, warp painting, variegated dyeing, and dye sample record keeping. Upon completion, students should be able to accurately apply dye to yarns and reproduce colors using a variety of appropriate methods.

PCF 130 Spinning  1  2  0  2
Prerequisites: None
Corequisites: None
This course introduces spinning yarns using both drop spindles and the spinning wheel. Emphasis is placed on preparation and use of fibers including wool, cotton, flax, and hair in the production of

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single and plied yarns. Upon completion, students should be able to prepare and spin yarns of various fibers.

**PCF 131 Shibori**  
Prerequisites: None  
Corequisites: None  
This course introduces traditional and non-traditional methods of tied, folded, and stitched resists for dyeing on cloth. Emphasis is placed on developing methods of resist and the use of appropriate dyes and fabrics. Upon completion, students should be able to produce a variety of resist dye effects on hand-woven and commercially woven fabric.

**PCF 132 Vegetable Dyeing**  
Prerequisites: None  
Corequisites: None  
This course introduces mordanting and dyeing yarns and fibers with natural plant materials. Emphasis is placed on developing a basic palette of natural dye sources, color variation through mordants, and gathering and processing plant materials. Upon completion, students should be able to obtain a varied palette of color on yarns and fibers using natural plant materials and mordants.

**PCF 133 Off-Loom Techniques**  
Prerequisites: None  
Corequisites: None  
This course introduces off-loom fiber techniques. Topics include card weaving, felting, plaiting, and braiding. Upon completion, students should be able to produce samples of designated applications as well as finished objects.

**PCF 210 20th-Century Textiles**  
Prerequisites: None  
Corequisites: None  
This course provides a survey of twentieth-century weaving and textile traditions and their background including current trends and critical analysis. Topics include the Arts and Crafts Movement, the Bauhans, the influence of contemporary fiber on industry, and contemporary fiber art and artists. Upon completion, students should be able to recognize the work of contemporary fiber artists and be able to critically analyze their work.

**PCF 211 Production Weaving**  
Prerequisites: Admission to the Professional Craft program or department approval  
Corequisites: None  
This course provides a format for designing prototypes for professional work. Topics include designing for specific price categories, production procedures, equipment and supply needs, studio organization, cost analysis, and record keeping. Upon completion, students should be able to develop prototypes and finished pieces suitable for sale with a plan for production in their own studio.

**PCF 212 Professional Weaving**  
Prerequisites: Admission to the Professional Craft program or department approval  
Corequisites: None  
This course provides an opportunity to focus on an aspect of weaving. Emphasis is placed on development of prototypes, finished work, presentation, and portfolio. Upon completion, students should be able to produce a coherent body of work suitable for professional presentation such as show, commission, wholesale order, and craft show.

**PCF 230 Fiber: Special Study**  
Prerequisites: Admission to the Professional Craft program or department approval  
Corequisites: None  
This course provides a format in which to explore personal interests in fiber with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete fiber work as specified in student-instructor-developed contractual agreements.

**PCF 231 Fiber Business: Spec Study**  
Prerequisites: Admission to the Professional Craft program or department approval  
Corequisites: None  
This course provides a format in which to explore a fiber business opportunity with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be complete fiber business work as specified in student-instructor-developed contractual agreements.

**PCF 232 Fiber Design: Spec Study**  
Prerequisites: Admission to the Professional Craft program or department approval  
Corequisites: None  
This course provides a format in which to explore personal fiber design interests with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete fiber design work as specified in the contractual agreements.

**Professional Crafts : Jewelry**

**PCJ 111 Intro to Jewelry**  
Prerequisites: Admission to the Professional Craft program or department approval  
Corequisites: None  
This course introduces jewelry construction for professional jewelry design and production. Topics include fabrication techniques, basic tool usage, mechanisms, finishing techniques, and studio safety. Upon completion, students should be able to safely solder and rivet to construct and finish jewelry and hollowware.
**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
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</thead>
<tbody>
<tr>
<td>PCJ 112 Jewelry Forming Tech</td>
<td>2 15 0 7</td>
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</tbody>
</table>
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course introduces forming techniques. Emphasis is placed on developing skills to form jewelry and hollowware by raising, forging, shell forming, die forming, and casting. Upon completion, students should be able to produce objects that utilize forming techniques.

| PCJ 113 Jewelry Decorative Tech | 3 9 0 6 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course introduces decorative techniques. Emphasis is placed on producing objects incorporating repoussé granulation, reticulation, inlay, stone setting, patinas, anodizing, and etching. Upon completion, students should be able to demonstrate decorative techniques to enhance the surface of jewelry and hollowware.

| PCJ 121 Jewelry Design I | 2 0 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course introduces two- and three-dimensional jewelry and hollowware design. Emphasis is placed on applying principles, elements, and relationships of design to jewelry and hollowware. Upon completion, students should be able to design jewelry and hollowware and demonstrate visual problem-solving skills.

| PCJ 122 Jewelry Design II | 2 0 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course introduces rendering jewelry and hollowware. Topics include two-point perspective, shading, and rendering metals and stones. Upon completion, students should be able to demonstrate visual presentation skills for jewelry and hollowware.

| PCJ 123 Jewelry Design III | 2 0 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course is a continuation of PCJ 122. Emphasis is placed on producing renderings and/or models of original designs of jewelry and hollowware. Upon completion, students should be able to demonstrate visual presentation skills and apply the principles, elements, and relationships of design.

| PCJ 214 Jewelry Production Tech | 2 15 0 7 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course covers production techniques and development of a production and studio plan. Topics include making and cutting rubber molds, wax injection, multiple spruing, and applying jigs for production. Upon completion, students should be able to develop a production and studio plan and produce multiple jewelry and hollowware.

| PCJ 215 Advanced Jewelry | 2 15 0 7 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course covers basic jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 241 Jewelry: Special Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete jewelry/hollowware as specified in student-instructor-developed contractual agreements.

| PCJ 242 Jewelry Design: Special Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry design with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete jewelry design as specified in student-instructor-developed contractual agreements.

| PCJ 243 Jewelry Bus: Spec Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in designing, producing, and presenting objects for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 243 Jewelry Bus: Spec Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 243 Jewelry Bus: Spec Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 243 Jewelry Bus: Spec Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 243 Jewelry Bus: Spec Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 243 Jewelry Bus: Spec Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 243 Jewelry Bus: Spec Study | 0 4 0 2 |         |     |          |
| Prerequisites: Admission to the Professional Craft program or department approval Corequisites: None
This course provides a format in which to explore personal interests in jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

| PCJ 261 Enameling | 1 3 0 2 |         |     |          |
| Prerequisites: None Corequisites: None
This course introduces materials, equipment, procedures, and health hazards involved in producing enamelware. Emphasis is placed on producing enamelware incorporating limoge, basse taille, and
cloisonné techniques. Upon completion, students should be able to demonstrate skills needed to safely produce enamelware by preparing the metal and enamel, applying the enamel, firing, and finishing.

**PCJ 262 Hand Wrought Metals**  
Prerequisites: None  
Corequisites: None  
This course covers the fundamental processes, techniques and tools for heating and forging ferrous and non-ferrous metals. Topics include fire control, use of hammers, tools and traditional techniques for metal shaping. Upon completion, students should be able to heat and use a variety of metals to create tools and shape basic metal projects.

**PCJ 263 Advanced Wrought Metals**  
Prerequisites: PCJ 262  
Corequisites: None  
This course covers ideas and techniques for designing, heating and shaping metals. Topics include hammer control, use of power tools and advanced techniques such as metal lamination. Upon completion, students should be able to use traditional and contemporary techniques to make objects such as buckles, vessels, pendants, and blades.

**PCJ 264 Basic Knife Making**  
Prerequisites: PCJ 262  
Corequisites: None  
This course introduces fundamental design and technical skills for knife making. Topics include blade processes of forging and stock removal as well as handle materials and attachment methods. Upon completion, students should be able to select appropriate techniques, materials, and designs to produce a basic functional or decorative knife.

**PCJ 265 Advanced Knife Making**  
Prerequisites: PCJ 264  
Corequisites: None  
This course expands upon the basic skills and knowledge of blade making, handle attachment and ornamentation. Topics include techniques such as laminated blades, ground blades, advanced handle attachment and decorative elements (inlay, carving, riveting and stone setting). Upon completion, students should be able to design and finish professional quality functional and decorative hand-made knives.

**PCJ 266 Jewelry Tool Making**  
Prerequisites: PCJ 262  
Corequisites: None  
This course introduces the fundamental design and technical skills for producing tools used in a jewelry studio. Topics include steel selection, tool design, introduction of hardening and tempering processes with emphasis placed on tools for chasing and repousse. Upon completion, students should be able to select proper steel, design and produce tools for decorative techniques used in the jewelry profession.

**PCJ 267 Hand Wrought Joinery**  
Prerequisites: PCJ 262  
Corequisites: None  
This course introduces the use of traditional joinery techniques used in the hand wrought metal profession. Emphasis is placed on the history and processes of the traditional joinery using tenons, mortises, collars, rivets, and forge welded joints. Upon completion, students should be able to create joints for hand wrought metal work using mortise and tenon, collars, and hot wraps.

**Professional Crafts**

**PCR 112 20th-Century Crafts**  
Prerequisites: None  
Corequisites: None  
This course surveys the origins and influences of American craft from the late 19th century to the present. Emphasis is placed on the relationship between period stylistic trends in craft, the arts, and architecture and larger societal influences. Upon completion, students should be able to demonstrate an understanding of design movements and social events of the 20th century and their influence on American craft.

**PCR 115 Lab I– Beginning Lab**  
Prerequisites: None  
Corequisites: None  
This course provides a format which would allow Professional Crafts students to develop technical skills as related to their specific area of concentration. Emphasis is placed on developing media specific skills for Professional Crafts students through independent exploration of creative ideas. Upon completion, students will produce works in their area of concentration.

**PCR 116 Lab II – Intermediate Lab**  
Prerequisites: None  
Corequisites: PCR 115  
This course provides a format which would allow Professional Crafts students to further develop advanced technical skills as related to their specific area of concentration. Emphasis is placed on developing media specific skills for Professional Crafts students through independent exploration of creative ideas. Upon completion, students will produce intermediate works in their area of concentration.

**PCR 125 Lab III – Advanced Lab**  
Prerequisites: PCR 115  
Corequisites: None  
This course provides a format which would allow Professional Crafts students to develop advanced technical skills as related to their specific area of concentration. Emphasis is placed on developing media specific skills for Professional Crafts students through independent exploration of creative ideas. Upon completion, students will produce advanced works in their area of concentration.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCW 111</td>
<td>Framing Joinery/Design</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>8</td>
<td>8</td>
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<td>PCW 112</td>
<td>Production Design</td>
<td>2</td>
<td>6</td>
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<td>PCW 120</td>
<td>Drafting for Woodworkers</td>
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<td>PCW 121</td>
<td>Rendering for Woodworkers</td>
<td>1</td>
<td>2</td>
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**PCR 126 Lab IV – Advanced Design**

Prerequisites: PCR 115
Corequisites: PCR 125

This course provides a format which would allow Professional Crafts students to develop gallery ready works related to their specific area of concentration. Emphasis is placed on developing media specific skills for Professional Crafts students through independent exploration of creative ideas. Upon completion, students will design and produce advanced works in their area of concentration.

**PCR 210 Studio Craft Photo**

Prerequisites: None
Corequisites: None

This course introduces the concepts and processes of 35mm studio photography for the professional crafter. Topics include the 35mm camera and related equipment, basic studio lighting theory, simple to advanced lighting techniques, composition, print and slide evaluation, and marketing applications. Upon completion, students should be able to demonstrate knowledge of the 35mm camera and related equipment, studio lighting, and composition and complete an entry-level portfolio.

**PCR 212 Craft Marketing**

Prerequisites: None
Corequisites: None

This course introduces marketing and business planning as applied to hand crafts and development of a written marketing plan. Emphasis is placed on self-evaluation, goal setting, development of a business idea, presentation skills, professional image, and organizing and writing a marketing plan. Upon completion, students should be able to demonstrate realistic craft marketing goals, individual presentation skills, and professional image and organize, write, and present a marketing plan.

**PCR 213 Craft Enterprise**

Prerequisites: PCR 212
Corequisites: None

This course covers financial information and small business skills needed to develop a written business plan combining a craft marketing plan and studio planning. Topics include business plan analysis, break-even point, cash flow, filing systems, operations, policies, manual and computerized bookkeeping, writing, and presentation skills. Upon completion, students should be able to write a craft business plan, project a cash flow statement, explain break-even point, and establish filing and record systems.

**Professional Crafts : Wood**

**PCW 110 Intro to Woodworking**

Prerequisites: Admission to the Professional Craft program or department approval
Corequisites: None

This course introduces the properties of wood, basic machine and tool use and safety, box design and construction, and various furniture joinery for woodworkers. Topics include the technical study of wood, hand woodworking methods of box making, assorted box and framing joinery, and hand finishing methods. Upon completion, students should be able to demonstrate woodworking joinery, box design and construction techniques, and knowledge of wood properties and their effect on furniture design.

**PCW 111 Framing Joinery/Design**

Prerequisites: PCW 110 and admission to the Professional Craft program or department approval
Corequisites: None

This course introduces design embellishment techniques and design and construction of various furniture functions through the use of framing structures. Topics include designing and making mirror frames, stools, benches, coffee tables, and dining tables, with emphasis on specialty techniques such as wood bending, veneering, and finishing. Upon completion, students should be able to design and make furniture and accessories utilizing framing construction and specialty design techniques.

**PCW 112 Production Design**

Prerequisites: Admission to the Professional Craft program or department approval
Corequisites: None

This course covers the design, construction, and cost analysis of small-scale production items targeting various price points. Topics include basic market research, production, jigs and fixtures, time studies, and the making of various production prototypes such as lamps, cutting boards, and boxes. Upon completion, students should be able to design, make, and cost out production items for various price points.

**PCW 120 Drafting for Woodworkers**

Prerequisites: None
Corequisites: None

This course introduces the concepts, techniques, and tools of freehand and mechanical drawing as applied to furniture design and construction. Emphasis is placed on basic drafting conventions and techniques, freehand drawing skills, orthographic and isometric drawing, conceptual drawing, and working and presentation drawings. Upon completion, students should be able to utilize the design process beginning with an idea and progressing through conceptual, working, and presentation drawings.

**PCW 121 Rendering for Woodworkers**

Prerequisites: None
Corequisites: None

This course introduces the concepts and techniques of graph-generated perspective drawing and basic pencil rendering techniques as applied to furniture design. Emphasis is placed on basic concepts of perspective and freehand perspective drawing, use of various perspective grids, perspective shadowing, and basic pencil rendering techniques. Upon completion, students should be able to produce both freehand and mechanical perspective drawings from the conceptual stage through finished pencil rendering.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCW 122</td>
<td>Furniture Design History</td>
<td>2 0 0 2</td>
<td></td>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
<td>This course covers the historical development of furniture design of western civilization from ancient Egyptian society through the twentieth century. Topics include design themes, styles, and furniture functions of major historical periods from King Tut to late twentieth-century independent designer craftsmen. Upon completion, students should be able to recognize sources of historical design themes and contemporary applications of design in woodworking.</td>
</tr>
<tr>
<td>PCW 130</td>
<td>Veneer, Marquetry &amp; Inlay</td>
<td>1 3 0 2</td>
<td></td>
<td>Prerequisites: Admission to the Professional Craft program or department approval</td>
<td>Corequisites: None</td>
<td>This course introduces veneering, marquetry, and inlay techniques as means of decorating surfaces in wood design. Emphasis is placed on hands-on experience in veneering, marquetry, and inlay techniques using tools, materials, process, and design applications. Upon completion, students should be able to design and produce a sample of various techniques and develop design applications.</td>
</tr>
<tr>
<td>PCW 131</td>
<td>Woodbending</td>
<td>1 3 0 2</td>
<td></td>
<td>Prerequisites: Admission to the Professional Craft program or department approval</td>
<td>Corequisites: None</td>
<td>This course covers various types of wood bending methods used in furniture design. Topics include bent lamination, steam bending, and molded plywood methods with emphasis on mold making, clamping systems, and design applications. Upon completion, students should be able to demonstrate mold making, clamping systems, and design applications for laminating, steam bending, and molding plywood.</td>
</tr>
<tr>
<td>PCW 132</td>
<td>Composite Materials Const</td>
<td>1 3 0 2</td>
<td></td>
<td>Prerequisites: Admission to the Professional Craft program or department approval</td>
<td>Corequisites: None</td>
<td>This course covers the design and methods of using composite materials in woodworking. Topics include the use of composite materials such as plywood, m.d.f., particle board, and plastic laminate and their design and construction methods. Upon completion, students should be able to demonstrate a series of technical exercises and designs and make an object utilizing composite materials.</td>
</tr>
<tr>
<td>PCW 133</td>
<td>Tool &amp; Accessory Making</td>
<td>1 3 0 2</td>
<td></td>
<td>Prerequisites: Admission to the Professional Craft program or department approval</td>
<td>Corequisites: None</td>
<td>This course covers the design and making of various tools, machines, and woodworking shop accessories. Topics include the design and making of router tables, hand planes, clamping devices and machine accessories that involve the use of existing tools. Upon completion, students should be able to design and make accessories that will enhance their woodworking skills.</td>
</tr>
<tr>
<td>PCW 134</td>
<td>Woodcarving</td>
<td>1 3 0 2</td>
<td></td>
<td>Prerequisites: Admission to the Professional Craft program or department approval</td>
<td>Corequisites: None</td>
<td>This course covers both hand and machine methods of carving, including applications for furniture design and sculptured objects. Topics include the use of hand carving tools, gouges, rasps, spoke shaves, and machines (rotary carvers, grinders, chain saws) and design applications of carving. Upon completion, students should be able to demonstrate the care and use of carving tools and their application to furniture design.</td>
</tr>
<tr>
<td>PCW 135</td>
<td>Wood Lathe Work</td>
<td>1 3 0 2</td>
<td></td>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
<td>This course covers the use of the wood lathe for both furniture and accessory design applications. Topics include spindle and face plate turning with emphasis on tools, sharpening, sanding, and projects including candle holders, furniture parts, and bowls. Upon completion, students should be able to demonstrate wood lathe skills through various turning samples and finished objects.</td>
</tr>
<tr>
<td>PCW 136</td>
<td>Wood Finishing</td>
<td>1 3 0 2</td>
<td></td>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
<td>This course covers wood finishing options with hand, brush, and spray applications, including special finishing effects. Topics include finish compositions, including oils, varnish, lacquer, paint, dyes, and stains, and special techniques such as fuming, bleaching, and pickling. Upon completion, students should be able to demonstrate various special finishing techniques and skills through samples and completed projects.</td>
</tr>
<tr>
<td>PCW 210</td>
<td>Chair Design &amp; Const</td>
<td>2 15 0 7</td>
<td></td>
<td>Prerequisites: Admission to the Professional Craft program or department approval</td>
<td>Corequisites: None</td>
<td>This course covers the design and construction of various seating functions and the associated woodworking technology for chair-making. Topics include design of chair prototypes, testing of structures, advanced woodbending, carving, jigs and fixtures, and coloring methods of finishing. Upon completion, students should be able to design, test, and make a chair and demonstrate various advanced specialty woodworking techniques.</td>
</tr>
<tr>
<td>PCW 211</td>
<td>Casework Design &amp; Const</td>
<td>2 15 0 7</td>
<td></td>
<td>Prerequisites: Admission to the Professional Craft program or department approval</td>
<td>Corequisites: None</td>
<td>This course covers case goods design and construction through an independent project that demonstrates professionalism in a craft business. Topics include the study of various case goods’ functions such as dressers, desks, and cabinets and the independent development of a professional quality project. Upon completion, students should be able to design and make a casework piece of furniture and demonstrate professionalism in a project of their choice.</td>
</tr>
</tbody>
</table>
PCW 212 Wood Studio Planning 1 0 0 1
Prerequisites: Admission to the Professional Crafts program or department approval
Corequisites: None
This course covers the daily operations and management of a woodworking business and the design, planning, and cost analysis of a woodworking shop. Topics include record keeping, time studies, estimating, cost analysis, and overhead and the design, organization, and cost of setting up a woodworking business. Upon completion, students should be able to keep appropriate operations records related to developing overhead and plan and cost out a woodworking shop.

PCW 230 Wood Design: Special Study 0 4 0 2
Prerequisites: Admission to the Professional Crafts program or department approval
Corequisites: None
This course provides a format in which to explore personal interests in wood design with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete a design project as specified in student-instructor-approved contractual agreement.

PCW 231 Wood Business: Spec Study 0 4 0 2
Prerequisites: Admission to the Professional Crafts program or department approval
Corequisites: None
This course provides a format in which to explore a woodworking business opportunity with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete woodworking business project as specified in student-instructor-approved contractual agreement.

PCW 232 Woodworking: Spec Study 0 4 0 2
Prerequisites: Admission to the Professional Crafts program or department approval
Corequisites: None
This course provides a format in which to explore personal interests in woodworking with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete a woodworking project as specified in student-instructor-approved contractual agreement.

Physical Education

PED 110 Fitness and Wellness for Life 1 2 0 2
Prerequisites: None
Corequisites: None
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 111 Physical Fitness I 0 3 0 1
Prerequisites: None
Corequisites: None
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 112 Physical Fitness II 0 3 0 1
Prerequisites: PED 111
Corequisites: None
This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 113 Aerobics I 0 3 0 1
Prerequisites: None
Corequisites: None
This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 114 Aerobics II 0 3 0 1
Prerequisites: PED 113
Corequisites: None
This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 116 Aerobics III 0 3 0 1
Prerequisites: PED 114
Corequisites: None
This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.
PED 115 Step Aerobics I 0 3 0 1
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 116 Step Aerobics II 0 3 0 1
Prerequisites: PED 115
Corequisites: None
This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 120 Walking for Fitness 0 3 0 1
Prerequisites: None
Corequisites: None
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 121 Walk, Jog, Run 0 3 0 1
Prerequisites: None
Corequisites: None
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 122 Yoga I 0 2 0 1
Prerequisites: None
Corequisites: None
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 123 Yoga II 0 2 0 1
Prerequisites: PED 122
Corequisites: None
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 125 Self-Defense-Beginning 0 2 0 1
Prerequisites: None
Corequisites: None
This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 128 Golf-Beginning 0 2 0 1
Prerequisites: None
Corequisites: None
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 130 Tennis-Beginning 0 2 0 1
Prerequisites: None
Corequisites: None
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 132 Racquetball-Beginning 0 2 0 1
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of racquetball. Emphasis is placed on rules, fundamentals, and strategies of beginning racquetball. Upon completion, students should be able to play recreational racquetball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 137 Badminton 0 2 0 1
Prerequisites: None
Corequisites: None
This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations.
### Course Descriptions

This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

**PED 138 Archery**

**Prerequisites:** None  
**Corequisites:** None  
This course introduces basic archery safety and skills. Topics include proper techniques of stance, bracing, drawing, and releasing as well as terminology and scoring. Upon completion, students should be able to participate safely in target archery. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 142 Lifetime Sports for Fitness**

**Prerequisites:** None  
**Corequisites:** None  
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 143 Volleyball-Beginning**

**Prerequisites:** None  
**Corequisites:** None  
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 144 Volleyball-Intermediate**

**Prerequisites:** PED 143  
**Corequisites:** None  
This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 145 Basketball-Beginning**

**Prerequisites:** None  
**Corequisites:** None  
This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 146 Basketball-Intermediate**

**Prerequisites:** PED 145  
**Corequisites:** None  
This course covers more advanced basketball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play basketball at a competitive level. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 147 Soccer**

**Prerequisites:** None  
**Corequisites:** None  
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 has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 148 Softball**

**Prerequisites:** None  
**Corequisites:** None  
This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 152 Swimming—Beginning**

**Prerequisites:** None  
**Corequisites:** None  
This course introduces lap swimming, aquacises, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 153 Swimming—Intermediate**

**Prerequisites:** PED 152  
**Corequisites:** None  
This course is designed for those who have mastered basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes, the scissors kick, the underwater swim, and other related skills. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 154 Swimming for Fitness**

**Prerequisites:** PED 152  
**Corequisites:** None  
This course introduces lap swimming, aquacises, water activities, and games. Emphasis is placed on increasing cardiovascular...
efficiency through aquatic ex-cercise. Upon completion, students should be able to develop an individualized aquatic fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 155 Water Aerobics 0 3 0 1
Prerequisites: None
Corequisites: None
This course introduces rhythmic aerobic activities performed in water. Emphasis is placed on increasing cardiovascular fitness levels, muscular strength, muscular endurance, and flexibility. Upon completion, students should be able to participate in an individually-paced exercise program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 156 Scuba Diving 0 2 0 1
Prerequisites: PED 153
Corequisites: None
This course provides basic instruction in fundamental skills and safety procedures for scuba diving. Emphasis is placed on the history, theory, and principles of diving; development of diving skills; safety; and maintenance of equipment. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of scuba diving in preparation for diver certification. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 169 Orienteering 0 2 0 1
Prerequisites: None
Corequisites: None
This course introduces the various types of orienteering and proper orienteering techniques. Emphasis is placed on defining various types of orienteering and recognizing and drawing topographic map symbols. Upon completion, students should be able to draw topographic map symbols and negotiate a 3-5 km cross-country orienteering course in a specified time period. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 171 Nature Hiking 0 2 0 1
Prerequisites: None
Corequisites: None
This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 173 Rock Climbing 0 2 0 1
Prerequisites: None
Corequisites: None
This course teaches the fundamental skills and safety of rock climbing. Topics include rock climbing, bouldering, repelling, the correct method of belaying for climbing and repelling, and knowledge of equipment. Upon completion, students should be able to demonstrate strong and skillful techniques in climbing and repelling. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 175 Horseback Riding I 0 2 0 1
Prerequisites: None
Corequisites: None
This course introduces beginning and non-riders to recreational horseback riding. Topics include riding skills, equipment, handling of horses, mounting, care of the horse, and coordinated horse-rider balance. Upon completion, students should be able to demonstrate riding, safety, and horse management skills. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 186 Dancing for Fitness 0 2 0 1
Prerequisites: None
Corequisites: None
This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 210 Team Sports 0 3 0 1
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of popular American team sports. Emphasis is placed on rules, equipment, and motor skills used in various sports. Upon completion, students should be able to demonstrate knowledge of the sports covered. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 219 Disc Golf 0 2 0 1
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting, distance driving, scoring, and single and doubles play. Upon completion, students should be able to perform the skills required in playing situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Philosophy

PHI 210 History of Philosophy 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

PHI 215 Philosophical Issues 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

PHI 220 Western Philosophy I 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

PHI 221 Western Philosophy II 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course covers Western intellectual and philosophic thought from post-medievalists through recent thinkers. Emphasis is placed on such figures as Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Mill, and representatives of pragmatism, logical positivism, and existentialism. Upon completion, students should be able to trace the development of leading ideas concerning knowledge, reality, science, society, and the limits of reason. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

PHI 230 Introduction to Logic 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

Physics

PHY 131 Physics-Mechanics 3 2 0 4
Prerequisites: MAT 121, MAT 171, or MAT 175
Corequisites: None
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

PHY 251 General Physics I 3 3 0 4
Prerequisites: MAT 271
Corequisites: MAT 272
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 252 General Physics II 3 3 0 4
Prerequisites: MAT 272 and PHY 251
Corequisites: None
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

Plastics

PLA 110 Introduction to Plastics 2 0 0 2
Prerequisites: None
Corequisites: None
This course introduces the plastics processing industry, including thermoplastics and thermosets. Emphasis is placed on the description, classification, and properties of common plastics and processes and current trends in the industry. Upon completion, students should be able to describe the differences between thermoplastics and thermosets and recognize the basics of the different plastic processes.

**Plumbing**

**PLU 111 Intro to Basic Plumbing**

Prerequisites: None  
Corequisites: None

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

**PLU 160 Plumbing Estimates**

Prerequisites: None  
Corequisites: None

This course covers techniques for estimating quantities of materials and cost of installation for various types of plumbing systems. Topics include design of systems, codes, material take-offs, pricing, and public relations. Upon completion, students should be able to order materials needed for installation from a designed system.

**PLU 211 Commercial/Ind Plumbing**

Prerequisites: None  
Corequisites: None

This course covers the installation of various commercial and industrial piping. Topics include piping in steam, gas, air, fire sprinklers, and other related topics. Upon completion, students should be able to select and install various piping systems for a variety of applications.

**Political Science**

**POL 120 American Government**

Prerequisites: None  
Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

**Psychology**

**PSY 150 General Psychology**

Prerequisites: None  
Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

**PSY 211 Psychology of Adjustment**

Prerequisites: PSY 150  
Corequisites: None

This course introduces the study of the adjustment process focusing on contemporary challenges individuals must deal with in everyday life. Topics include theories of behavior, career choices, self-understanding, coping mechanisms, human relationships, intimacy, sociocultural factors influencing healthy personal adjustment, and other related topics. Upon completion, students should be able to demonstrate an awareness of the processes of adjustment. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PSY 237 Social Psychology**

Prerequisites: PSY 150 or SOC 210  
Corequisites: None

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

**PSY 241 Developmental Psych**

Prerequisites: PSY 150  
Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

**PSY 243 Child Psychology**

Prerequisites: PSY 150  
Corequisites: None

This course provides an overview of physical, cognitive, and
psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PSY 275 Health Psychology 3 0 0 3
Prerequisites: PSY 150
Corequisites: None
This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, lifestyle choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PSY 281 Abnormal Psychology 3 0 0 3
Prerequisites: PSY 150
Corequisites: None
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

Reading

RED 090 Improved College Reading 3 2 0 4
Prerequisites: RED 080 or ENG 085
Corequisites: None
This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author’s purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.

Religion

REL 110 World Religions 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the world’s major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

REL 111 Eastern Religions 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

REL 112 Western Religions 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.

REL 211 Intro to Old Testament 3 0 0 3
Prerequisites: None
Corequisites: None
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

REL 212 Intro to New Testament 3 0 0 3
Prerequisites: None
Corequisites: None
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

REL 221 Religion in America 3 0 0 3
Prerequisites: None
Corequisites: None
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral
letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

**Information Systems Security**

**SEC 110 Security Concepts**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

**SEC 160 Secure Admin I**  
2 2 0 3  
Prerequisites: SEC 110 and NET 125  
Corequisites: None  
This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

**Sociology**

**SOC 210 Introduction to Sociology**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

**SOC 213 Sociology of the Family**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

**SOC 215 Group Processes**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces group processes and dynamics. Emphasis is placed on small group experiences, roles and relationships within groups, communication, cooperation and conflict resolution, and managing diversity within and among groups. Upon completion, students should be able to demonstrate knowledge and skills essential to analyze group interaction and to work effectively in a group context. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

**SOC 230 Race and Ethnic Relations**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

**SOC 240 Social Psychology**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

**Spanish**

**SPA 111 Elementary Spanish I**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Course Descriptions

SPA 112 Elementary Spanish II  
**Credits:** 3 0 0 3  
**Prerequisites:** SPA 111  
**Corequisites:** None  
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

SPA 141 Culture and Civilization  
**Credits:** 3 0 0 3  
**Prerequisites:** None  
**Corequisites:** None  
This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

SPA 181 Spanish Lab 1  
**Credits:** 0 2 0 1  
**Prerequisites:** None  
**Corequisites:** None  
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

SPA 182 Spanish Lab 2  
**Credits:** 0 2 0 1  
**Prerequisites:** SPA 181  
**Corequisites:** None  
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

SPA 211 Intermediate Spanish I  
**Credits:** 3 0 0 3  
**Prerequisites:** SPA 112  
**Corequisites:** None  
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

SPA 212 Intermediate Spanish II  
**Credits:** 3 0 0 3  
**Prerequisites:** SPA 211  
**Corequisites:** None  
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities.

SPA 221 Spanish Conversation  
**Credits:** 3 0 0 3  
**Prerequisites:** SPA 212  
**Corequisites:** None  
This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

SPA 281 Spanish Lab 3  
**Credits:** 0 2 0 1  
**Prerequisites:** SPA 182  
**Corequisites:** None  
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

SPA 282 Spanish Lab 4  
**Credits:** 0 2 0 1  
**Prerequisites:** SPA 281  
**Corequisites:** None  
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to
satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

Telecommunications and Network Engineering Technology

TNE 111 Campus Networks I  2  3  0  3
Prerequisites: None
Corequisites: None
This course is designed to introduce the fundamentals of data/computer networks. Topics include an overview of data communication standards, protocols, equipment, and how they are integrating into network topologies and systems. Upon completion, students should be able to demonstrate an understanding of telecommunications and networking.

TNE 121 Campus Networks II  2  3  0  3
Prerequisites: None
Corequisites: None
This course covers the operating systems and topologies associated with networking. Topics include the various operating systems used in networking and the topologies explained on a network-to-network level. Upon completion, students should be able to use and explain operating systems and topologies.

Web Technologies

WEB 180 Active Server Pages  2  2  0  3
Prerequisites: CIS 115
Corequisites: DBA 120 (local)
This course introduces active server programming. Topics include HTML forms processing and other issues related to developing active web applications. Upon completion, students should be able to create and maintain a dynamic website.

WEB 210 Web Design  2  2  0  3
Prerequisites: None
Corequisites: None
This course introduces intermediate to advanced web page design techniques. Topics include effective use of graphics, fonts, colors, navigation tools, advanced markup language elements, as well as a study of bad design techniques. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web pages.

Welding

WLD 110 Cutting Processes  1  3  0  2
Prerequisites: None
Corequisites: None
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 112 Basic Welding Processes  1  3  0  2
Prerequisites: None
Corequisites: None
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate  2  9  0  5
Prerequisites: WLD 115
Corequisites: None
This course introduces 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 SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 116 SMAW (Stick) Plate/Pipe  1  9  0  4
Prerequisites: WLD 115
Corequisites: None
This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD 117 Industrial SMAW  1  4  0  3
Prerequisites: None
Corequisites: None
This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to safely perform SMAW fillet and groove welds on carbon steel plate with prescribed electrodes.

WLD 121 GMAW (MIG) FCAW/Plate  2  6  0  4
Prerequisites: None
Corequisites: None
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 122 GMAW (MIG) Plate/Pipe  1  6  0  3
Prerequisites: WLD 121
Corequisites: None
This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able
Course Descriptions

WLD 131 GTAW (TIG) Plate  
Prerequisites: None  
Corequisites: None  
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 132 GTAW (TIG) Plate/Pipe  
Prerequisites: WLD 131  
Corequisites: None  
This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WLD 141 Symbols & Specifications  
Prerequisites: None  
Corequisites: None  
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 143 Welding Metallurgy  
Prerequisites: None  
Corequisites: None  
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

WLD 151 Fabrication I  
Prerequisites: WLD 110, WLD 115, WLD 116, and WLD 131  
Corequisites: None  
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

WLD 212 Inert Gas Welding  
Prerequisites: None  
Corequisites: None  
This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

WLD 215 SMAW (Stick) Pipe  
Prerequisites: WLD 115 or WLD 116  
Corequisites: None  
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.

WLD 221 GMAW (MIG) Pipe  
Prerequisites: WLD 122  
Corequisites: None  
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 GMAW welds to applicable codes on pipe with prescribed electrodes in various positions.

WLD 231 GTAW (TIG) Pipe  
Prerequisites: WLD 132  
Corequisites: None  
This course covers gas tungsten arc welding on pipe. Topics include joint preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion, students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler materials in various pipe positions.

WLD 251 Fabrication II  
Prerequisites: WLD 151  
Corequisites: None  
This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings.

WLD 261 Certification Practices  
Prerequisites: WLD 115, WLD 121, and WLD 131  
Corequisites: None  
This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.
WLD 262 Inspection & Testing  2  2  0  3
Prerequisites: None
Corequisites: None
This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.
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President, SGA.................................By Action of the 1977
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Teresa Starrs, Secretary

Trustees for Haywood Community College are selected for four-year terms, four each by the Haywood County Board of Commissioners, the Governor of North Carolina, and the Haywood County Board of Education. Under state law, the duly-elected President of the HCC Student Government Association is a non-voting trustee for a term of one year. New appointments occur in July each year and at other times as needed. For a current listing, please contact the Office of the President.

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Dr. Rose H. Johnson, HCC President
Karen Denney, Treasurer
Sherri Myers, HCC Foundation Director
Erica Vaughn, Foundation Assistant
Faculty and Staff

College Administration

Rose Johnson, Ed. D. .................President of the College
B.A. (1980), Mars Hill College; M.A. (1984),
Ed.S (1992), Appalachian State University;

Karen J. Denney ......................... Executive Director of Business Operations
B.S. (1986), Western Carolina University.

Laura B. Leatherwood, Ed. D. .... Vice President of Student and Workforce Development
B.S. (1993), M.S. (1996), Western Carolina University,

Annemarie Timmerman, Ph. D. .............Executive Director of Technology and Instructional Support Services
East Carolina University; Ph.D. (2007),
NC State University.

Full Time Faculty and Staff

Laura Ammons .........................Scholarship Manager
B.A. (2004), Wake Forest

Joyce A. Banks .........................Facility Services Technician

Rudranath Beharringsingh .................. Instructor in Math
B.S. (1984), McGill University; M.A. (2002), Western Carolina University

Carita A. Bird .........................Instructor in Nursing (1990)
B.S.N. (1970), Cornell University; M.S.N. (1984),
Russell Sage College.

Cynthia Bird .........................Instructor in Nursing (2010)
M.S.N. (2009), Gardner Webb University.

Blair B. Bishop .........................Instructor in Forest Management
A.A.S. (1999), Haywood Community College; B.S.

A.A. (1978), Mitchell Community College; B.A.
(1981), University of North Carolina Charlotte;

Shelley A. Bleyl .........................Technician, Basic Skills
B.S. (1975), Appalachian State University.

John Bradley .........................Web Master
B.S. (2006), Mississippi State University; M.S. (2008)
Mississippi State University.

Kathy S. Brooks .......................Department Assistant, Business & Entrepreneurship and Small Business Center

Beverly B. Brown .................Instructor in Developmental Educational Mathematics

Timothy J. Burke .......................Instructor in Networking Technology (2004)
A.A.S. (1991), Community College of the Air Force;
B.S. (1996), Hawaii Pacific University; M.A. (1999),
Webster University.

David A. Burnette ..................Instructor in Wrought Iron Metals
(1983)

Sayward J. Cabe ...................Enrollment Management Specialist
B.A. (2006), McKendree College.

Linda C. Caldwell ..................Instructor in Office Administration

Nancy A. Caldwell ...................RCAC Assistant Teacher

Bruce A. Campbell ..................Instructor in Automotive Systems

Deborah G. Carpenter ...........Administrative Assistant, Student Success Services

Jeffery D. Carpenter ..................Lead Computer Technician

Meredith G. Carpenter ............Instructor in Entrepreneurship
B.S.B.A. (2005), Appalachian State University;
M.B.A. (2007), Western Carolina University; M.E.
(2008), Western Carolina University.

Debbie L. Carver .............Department Assistant, Cosmetology, and Professional Crafts

Jenny L. Carver ............Department Assistant, Natural Resources
Facility and Staff

Felicia Chambers ... Assistant Teacher, Regional Center for the Advancement of Children


Tonya Clark ......................... Coordinator of Emergency Medical Services


Diana S. Conard ........................ Marketing and Communications Technician
B.A. (1996), Western Carolina University.

Joan Corbin ............. Lead Teacher, Regional Center for the Advancement of Children

Clayton Couch ......................... Instructor in English

Michael J. Craig ........ Facilities Maintenance Technician

Debra M. Davis ................. Director of Marketing and Communications
A.A.S. (1986), Southwestern Community College.

Sharon D. Davis .... Program Manager of Early Childhood Education and Instructor in Education (2000)
B.S. (1973), University of Tennessee; M.S. (1999), Western Carolina University.

Emma Dechant ...................... Career Specialist and Co-op Coordinator
B.A. (2009) Appalachian State University

Donna T. De Luca ..................... Department Assistant, Advanced Technologies
A.A.S. (1986), Haywood Community College

Amanda Dendy .................... Student Services Technician

Sandra Dillingham ............... Instructor in English
B.A. University of NC at Asheville (1972); M.A. Western Carolina University (1985).

Regina Donlin .......... Assistant Teacher, Regional Center for the Advancement of Children

Sharron S. Donnahoe ........ Director, Small Business Center

Linda G. Duckett ................. Facility Services Technician
Diploma (1967), Western Academy of Hair Design.

James J. Falbo ............ Instructor of Electronic Engineering

Brenda Fannon .................... HCC Bookstore Technician

Cheryl G. Farrell ................ Enrollment Manager

Lori Farrell ................... Accounts Receivable Technician

Renee Finsterwalder ........... Human Resources Assistant
A.A.S. (1985), Prince George’s Community College

Sandra Fischer ............... Coordinator of Allied Health and Instructor in Nursing

David L. Forester ................. Chair, Department of Business and Entrepreneurship and Instructor in Business Administration and Accounting (1998)

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