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 VI 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 a limited number of print copies were issued.

April 2013
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 Accreditation of Allied Health Education Programs
Commission on Colleges of the Southern Association of Colleges and Schools
North American Wildlife Technology Association
Society of American Foresters

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

Member of:
American Association of Collegiate Registrars and AdmissionsOfficers
American Association of Community Colleges
American Association of Botanical Gardens and Arboreta
American Welding Society (AWS)-Education Institution Member
Association of Community College Trustees
Association of Community College Business Officers
Carolina Association of Collegiate Registrars and Admission Officers
Consortium for Manufacturing Competitiveness
Council of Eastern Forest Technician Schools
Council for Higher Education Accreditation
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
North Carolina Community College Adult Education Association
North Carolina Comprehensive Community College Student Government Association
North Carolina Trustees Association of Community Education Institutions, Inc.
North Carolina Association of Community College Presidents
North Carolina Association of Community College Instructional Administrators
North Carolina Association of Coordinators of Veterans Affairs
Public Relations, Information, & Marketing Association of the Carolinas
Service Members Opportunity College
Southern Association of Collegiate Registrars and Admissions Officers
Transatlantic Technology and Training Alliance
The Wildlife Society

Recognized by:
Consortium for Entrepreneurship Education
National Association of Community College Entrepreneurship

In Appreciation:
Industrialist A.L. Freedlander, whose generous gifts made the Haywood Community College campus possible.
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Message from the President

Welcome to Haywood Community College! It is the purpose of our catalog to offer you insight into the college. Hopefully, we can provide you with information that will help you achieve your goals.

Haywood Community College seeks to serve the people of the surrounding area. Programs are designed for helping you work toward a degree, upgrade your skills, enter the world of work, or simply take courses of interest.

A complete faculty and staff can assist you in choosing the appropriate direction. Faculty members will assist you as you explore a variety of options. In addition, Student Services can help you with admissions, financial aid, and counseling assistance.

Utilization of the college catalog is a great tool for answering your questions. A complete listing of course offerings by term is also on the website.

Please send us any questions or comments you may have. We look forward to hearing from you soon.

Sincerely,

William C. Aiken
Interim President
# Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Day</th>
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<tbody>
<tr>
<td>Fall Semester Advisement &amp; Registration</td>
<td></td>
<td>June 10-July 18 (By appointment)</td>
</tr>
<tr>
<td>The college will be closed on Fridays from May 13 to Aug. 9.</td>
<td></td>
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</tr>
<tr>
<td>Fall Tuition &amp; Fee Payment Period</td>
<td></td>
<td>August 1-13</td>
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<tr>
<td>Faculty return</td>
<td>Monday</td>
<td>August 12</td>
</tr>
<tr>
<td>College Wide Meeting (college closed to students)</td>
<td>Monday</td>
<td>August 12</td>
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<tr>
<td>8:00am-12:00pm</td>
<td></td>
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</tr>
<tr>
<td>Curriculum Planning Day</td>
<td>Tuesday</td>
<td>August 13</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Tuesday</td>
<td>August 13</td>
</tr>
<tr>
<td>9:00am &amp; 4:00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Payment Schedule Purge</td>
<td>Tuesday</td>
<td>August 13</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Thursday</td>
<td>August 15</td>
</tr>
<tr>
<td>Schedule Changes (Drop/Add)</td>
<td>Thurs.-Tues.</td>
<td>August 15-20</td>
</tr>
<tr>
<td>Short Semester Advisement &amp; Registration</td>
<td></td>
<td>Aug. 22-Sept. 6 (By appointment)</td>
</tr>
<tr>
<td>Last day to drop for a partial refund (10%)</td>
<td>Monday</td>
<td>August 26</td>
</tr>
<tr>
<td>Online HOP Due</td>
<td>Monday</td>
<td>August 26</td>
</tr>
<tr>
<td>Labor Day (All Campus Holiday)</td>
<td>Monday</td>
<td>September 2</td>
</tr>
<tr>
<td>College Night</td>
<td>Monday</td>
<td>September 9</td>
</tr>
<tr>
<td>6:00pm-7:30pm</td>
<td></td>
<td></td>
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<tr>
<td>Financial Aid Refund Day (Checks Mailed)</td>
<td>Monday</td>
<td>September 16</td>
</tr>
<tr>
<td>Student Activity, Constitution &amp; Citizenship Day</td>
<td>Tuesday</td>
<td>September 17</td>
</tr>
<tr>
<td>11:00am-2:30pm</td>
<td>(Classes on regular schedule)</td>
<td></td>
</tr>
<tr>
<td>New Student Orientation for Short Semester</td>
<td>Wednesday</td>
<td>October 2</td>
</tr>
<tr>
<td>9:00am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Thursday</td>
<td>October 10</td>
</tr>
<tr>
<td>Short Semester Instruction begins</td>
<td>Friday</td>
<td>October 11</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Thurs. &amp; Fri.</td>
<td>Oct. 17-18</td>
</tr>
<tr>
<td>Instruction resumes</td>
<td>Monday</td>
<td>October 21</td>
</tr>
<tr>
<td>Spring Semester Advisement &amp; Registration</td>
<td>Mon.-Fri.</td>
<td>Oct. 21-Nov. 22 (By appointment)</td>
</tr>
<tr>
<td>Spring tuition and fee payment period</td>
<td>Mon.-Thurs.</td>
<td>Oct. 21-Jan. 2</td>
</tr>
<tr>
<td>Veterans Day (All Campus Holiday)</td>
<td>Monday</td>
<td>November 11</td>
</tr>
<tr>
<td>Thanksgiving Recess (No Classes)</td>
<td>Wednesday</td>
<td>November 27</td>
</tr>
<tr>
<td>Thanksgiving Holidays (All Campus Holiday)</td>
<td>Thurs. &amp; Fri.</td>
<td>Nov. 28-29</td>
</tr>
<tr>
<td>Instruction resumes</td>
<td>Monday</td>
<td>December 2</td>
</tr>
<tr>
<td>Last day of instruction for all classes</td>
<td>Friday</td>
<td>December 13</td>
</tr>
<tr>
<td>Final grades due by noon</td>
<td>Tuesday</td>
<td>December 17</td>
</tr>
<tr>
<td>Campus Wide Meeting/Professional Development</td>
<td>Wednesday</td>
<td>December 18</td>
</tr>
</tbody>
</table>

**Note:** Tuesday, December 10th will serve as a meeting make up day for all Monday classes
<table>
<thead>
<tr>
<th><strong>Spring 2014</strong></th>
<th><strong>Day</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty return</td>
<td>Thursday</td>
<td>January 2</td>
</tr>
<tr>
<td>Curriculum Planning Day</td>
<td>Thursday</td>
<td>January 2</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Non-Payment Schedule Purge</td>
<td>Friday</td>
<td>January 3</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Monday</td>
<td>January 6</td>
</tr>
<tr>
<td>Schedule Changes (Drop/Add)</td>
<td>Mon.-Thurs.</td>
<td>Jan. 6-9</td>
</tr>
<tr>
<td>Last day to drop for a partial refund (10%)</td>
<td>Wednesday</td>
<td>January 15</td>
</tr>
<tr>
<td>Online HOP Due</td>
<td>Wednesday</td>
<td>January 15</td>
</tr>
<tr>
<td>Diversity Day</td>
<td>TBA 1:00pm-2:25pm</td>
<td>TBA (Classes on regular schedule)</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day (All Campus Holiday)</td>
<td>Monday</td>
<td>January 20</td>
</tr>
<tr>
<td>Financial Aid Refund Day (Checks Mailed)</td>
<td>Monday</td>
<td>February 10</td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Monday</td>
<td>March 3</td>
</tr>
<tr>
<td>2nd 8-week Session &amp; 3rd 4-week Session Instruction begins (Registration by appt. with advisor through Feb. 25, 2014)</td>
<td>Tuesday</td>
<td>March 4</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mon.-Sun.</td>
<td>March 10-16</td>
</tr>
<tr>
<td>Instruction resumes</td>
<td>Monday</td>
<td>March 17</td>
</tr>
<tr>
<td>Summer and/or Fall Semester Advisement &amp; Registration</td>
<td>March 24-April 25 (By appointment)</td>
<td></td>
</tr>
<tr>
<td>Summer tuition and fee payment period</td>
<td>March 24-May 20</td>
<td></td>
</tr>
<tr>
<td>Last day to apply for graduation in May</td>
<td>Thursday</td>
<td>March 27</td>
</tr>
<tr>
<td>4th 4-week Session Instruction begins (Registration by appt. with advisor through April 1, 2014)</td>
<td>Tuesday</td>
<td>April 8</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>Thursday</td>
<td>April 17</td>
</tr>
<tr>
<td>Good Friday (All Campus Holiday)</td>
<td>Friday</td>
<td>April 18</td>
</tr>
<tr>
<td>Job Fair</td>
<td>TBA 1:00pm-6:00pm</td>
<td>TBA</td>
</tr>
<tr>
<td>Eleventh Annual Honors Day Convocation</td>
<td>Thursday 1:00pm-2:30pm</td>
<td>April 24</td>
</tr>
<tr>
<td>GED and Adult High School Graduation</td>
<td>Friday 7:00pm</td>
<td>May 2</td>
</tr>
<tr>
<td>Last day of instruction for all classes</td>
<td>Tuesday</td>
<td>May 6</td>
</tr>
<tr>
<td><strong>Final grades due by noon</strong></td>
<td><strong>Thursday</strong></td>
<td><strong>May 8</strong></td>
</tr>
<tr>
<td>Graduation (attendance expected of all graduating students)</td>
<td>Friday Ceremonies at 5:00pm &amp; 7:30pm</td>
<td>May 9</td>
</tr>
</tbody>
</table>

**Note:** Tuesday, May 6th will serve as a meeting make up day for all Friday classes
### Summer 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Day</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction begins (10 week session)</td>
<td>Monday</td>
<td>May 19</td>
</tr>
<tr>
<td>Non-Payment Schedule Purge</td>
<td>Thursday</td>
<td>May 22</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Memorial Day (All Campus Holiday)</td>
<td>Monday</td>
<td>May 26</td>
</tr>
<tr>
<td>Instruction begins (8 week session)</td>
<td>Tuesday</td>
<td>May 27</td>
</tr>
<tr>
<td>Schedule Changes (Drop/Add)</td>
<td>Tues.-Thurs.</td>
<td>May 27-29</td>
</tr>
<tr>
<td>Last day to drop for a partial refund (10%)</td>
<td>Friday</td>
<td>May 30</td>
</tr>
<tr>
<td>Online HOP Due</td>
<td>Friday</td>
<td>May 30</td>
</tr>
<tr>
<td>Fall Semester Advisement &amp; Registration</td>
<td></td>
<td>June 2-July 10 (No registrations on Fridays)</td>
</tr>
<tr>
<td>Financial Aid Refund Day (Checks Mailed)</td>
<td>Monday</td>
<td>June 23</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>Thursday</td>
<td>July 3</td>
</tr>
<tr>
<td>Independence Day (All Campus Holiday)</td>
<td>Friday</td>
<td>July 4</td>
</tr>
<tr>
<td>Instruction resumes</td>
<td>Monday</td>
<td>July 7</td>
</tr>
<tr>
<td>Last day of instruction (8 week session)</td>
<td>Tuesday</td>
<td>July 22</td>
</tr>
<tr>
<td><strong>Final grades due by noon (8 week session)</strong></td>
<td><strong>Thursday</strong></td>
<td><strong>July 24</strong></td>
</tr>
<tr>
<td>Last day of instruction (10 week session)</td>
<td>Tuesday</td>
<td>July 29</td>
</tr>
<tr>
<td><strong>Final grades due by noon (10 week session)</strong></td>
<td><strong>Thursday</strong></td>
<td><strong>July 31</strong></td>
</tr>
</tbody>
</table>

Note: Tuesday, July 22nd will serve as a meeting make up day for all Friday classes

### Fall 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Day</th>
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<tbody>
<tr>
<td>Faculty return</td>
<td>Monday</td>
<td>August 11</td>
</tr>
<tr>
<td>Campus wide meeting (college closed to students)</td>
<td>Monday</td>
<td>August 11</td>
</tr>
<tr>
<td>Curriculum Planning Day</td>
<td>Tuesday</td>
<td>August 12</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>TBA</td>
<td>TBA</td>
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</table>

*Dates for Fall 2014 are tentative.*
### Planning Calendar

#### 2013

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
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<td>21 22 23 24 25 26 27</td>
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<thead>
<tr>
<th>May</th>
<th>June</th>
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<thead>
<tr>
<th>September</th>
<th>October</th>
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#### 2014

<table>
<thead>
<tr>
<th>January</th>
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<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
<th>July</th>
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<td>26 27 28 29 30 31</td>
<td>23 24 25 26 27 28 29</td>
<td>28 29 30 31</td>
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</tbody>
</table>

Notes:
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 7000
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: clcarroll@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

Academics (Building 200, Upper Level)
Location: Freedlander Learning Center
Hours: Mon.-Fri. 8a.m.-4p.m.
Telephone: (828) 565-4071
FAX: (828) 565-4074
Vice President: Milton 'Buddy' Tignor
E-mail Address: mtignor@haywood.edu
Administrative Assistant: Robin Gibson
E-mail Address: rgibson@haywood.edu

Adult Education
Location: 300 Building
Multiple locations on and off campus
AE Hours: Mon.-Fri. 8a.m.-4p.m.
Telephone: (828) 627-4648 (Main office)
FAX: (828) 627-0720
Coordinator: Patricia Smith
Email: psmith@haywood.edu
Telephone: (828) 627-4618
Assistant: Mike Gunter
Email: mgunter@haywood.edu
Telephone: (828) 627-4648

Bookstore
Location: Student Center
(1500 Bldg. Upper level, back entrance)
Normal operating hours: Mon.-Thurs. 8a.m.-6p.m., Fri. 8a.m.-5p.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 1557
Hours: Mon.-Fri. 6a.m.-12a.m., Sat. 8a.m.-5p.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: mgreenarch@haywood.edu or arosmith@haywood.edu or security@haywood.edu
Cashier
Location: Student Center
(1500 Bldg. Upper level, back entrance)
Normal Hours: Mon.-Thurs. 8a.m.-6p.m., Fri. 8a.m.-4p.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. 7:30a.m.-5:30p.m.
Telephone: (828) 565-4187
Email: rwilson@haywood.edu
Director: Rita Wilson

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

Adult Education
Location: 300 Building
Hours: Mon.-Fri. 8a.m.-4p.m.
Telephone: (828) 627-4648
FAX: (828) 627-0720

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

Corporate & Community Education:
Coordinator: Rinda Green
Email: rgreen@haywood.edu
Telephone: (828) 565-4248 or (828) 565-4243

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

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

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

Industry Training
Coordinator: Doug Burchfield
Email: ddburchfield@haywood.edu
Telephone: (828) 564-5128

Online Learning and Computer Training
Program Manager Rose Harrison
Email: rharrison@haywood.edu
Telephone: (828) 565-4241

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

Co-ops, Internships, Service Learning
Location: Freedlander Learning Center,
(200 Building, upper level, back entrance)
Hours: Mon.-Fri. 8a.m.-4p.m.
Telephone: (828) 627-3613
(toll free in NC 1-866-GO-TO-HCC)
Email: edechant@haywood.edu

Counseling and Career Services
Location: Student Services, Student Center (1500 Bldg),
upper level
Hours: Mon.-Thurs. 8a.m.-6p.m., Fri. 8a.m.-4p.m.
Counselor: Angie Uhl-Kalev: (828) 627-4504
(General Counseling, Disability Services)
Email: auhl-kalev@haywood.edu
Career Specialist/Recruiter: Meg Conner
Telephone: (828) 565-4095
Developmental Education
Location: 300 Building, Room 335A
Hours: Mon.-Fri. 8a.m.-4p.m.
Telephone: (828) 627-4688
Email: mstudenc@haywood.edu
Department Chair: Margaret Studenc

Distance Learning
Location: 200 Building, Rooms 242, 210
Hours: Mon.-Fri. 7 a.m.-6 p.m. during fall and spring semesters, and Mon.-Fri. 8 a.m.-3 p.m. during summer sessions
Telephone: (828) 627-4619
Email: dl@haywood.edu
Program Manager: Cheryl Fulghum

Enrollment Management Office
Location: Student Services, Student Center
(1500 Bldg. Upper level)
Hours: Mon.-Thurs. 8a.m.-6p.m., Fri. 8a.m.-4p.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: Laura Simmons
Enrollment Management Technician: Landon Long

Financial Aid
Location: Student Services, Student Center
(1500 Bldg. Upper level)
Hours: Mon.-Thurs. 8a.m.-7p.m., Fri. 8a.m.-4p.m.
Telephone: (828) 627-4509
FAX: (828) 627-4513
Email: scabe@haywood.edu
Director/VA Certifying Official: Sayward Cabe
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. 7:45a.m.-1:45p.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. 8a.m.-4p.m.
Telephone: (828) 627-4544
FAX: (828) 627-1218
Email: symyers@haywood.edu
Director: Sherri Myers
Assistant: Erica Vaughan
Scholarship Manager: Laura Ammons
Grant Writer: Kathy Lovedahl

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

High School Transition Programs
Location: Building 300
Hours: Mon.-Fri. 8a.m.-4p.m.
Telephone: (828) 627-4579
Program Manager: Matt Heimburg (Haywood Early College, Career and College Promise, and Tech Prep)
Hours: Mon.-Thurs., 8a.m.-6p.m.; Fri. 8a.m.-4p.m.
Email: mheimburg@haywood.edu

Information Technology Services
Location: Support Services Building (Building 3500)
Hours: Mon.-Fri., 8a.m.-4p.m.
Telephone: (828) 565-4020
Coordinator: Jeff Carpenter
Email: jcarpenter@haywood.edu
Administrative Assistant: Renee Javens
Email: rsjavens@haywood.edu

Learning Resource Center (Library)
Location: Freedlander Learning Center
(Building 200 Front Entrance)
Hours: Mon.-Thurs. 8a.m.-9p.m., Fri. 8a.m.-4p.m. (Unless otherwise posted)
Telephone: (828) 627-4550
FAX: (828) 627-4553
Email: library@haywood.edu
Online Services: www.haywood.edu/library
Director: William R. Kinyon
Marketing and Communications
Location: Frazell Administration Building (Building 100)
Hours: Mon.-Fri., 8a.m.-4p.m.
Telephone: (828) 627-4521
FAX: (828) 627-1218
Director: Debra Davis
Email: davis@haywood.edu
Marketing & Communications Technician: Diana Conard
Email: deonard@haywood.edu
Telephone: (828) 627-4679

President’s Office
Location: Frazell Administration Building (Building 100)
Hours: Mon.-Fri. 8a.m.-4p.m.
Telephone: (828) 627-4516
FAX: (828) 627-1218
President: Dr. William Aiken
Email: wcainken@haywood.edu
Executive Administrative Assistant to the President: Tammy Goodson
Email: tgoodson@haywood.edu

Research and Institutional Effectiveness
Location: Frazell Administration Building (Building 100)
Hours: Mon.-Fri. 8:00a.m.-4:00p.m.
Telephone: (828) 565-4077
Email: research@haywood.edu
Coordinator: Marlowe Mager

Small Business Center
Director: Sharron Donnahoe
Email: sdonnahoe@haywood.edu
Telephone: (828) 627-4512
Assistant: Tina Brown
Email: tibrown@haywood.edu
Telephone: (828) 627-4606

Student Activities
Location: Student Services, Student Center (1500 Bldg., Upper level)
Hours: Mon.-Fri. 8:00a.m.-4:00p.m.
Telephone: (828) 627-4607
FAX: (828) 627-4513
Email: sga@haywood.edu
Student Activities Advisor/Coordinator: Paul Denkenberger

Student Government Association Office
Location: Student Services, Student Center (1500 Bldg., Upper level)
Email: sga@haywood.edu
Telephone: (828) 627-4692

Student and Workforce Development Services
Location: Student Services, Student Center (1500 Bldg., Upper level, back entrance)
Hours: Mon.-Thurs. 8a.m.-6p.m., Fri. 8a.m.-4p.m.
Telephone: (828) 565-4220
FAX: (828) 627-4513
Vice President: Dr. Laura B. Leatherwood
Email: lbleatherwood@haywood.edu
Administrative Assistant: Debbie Carpenter
Email: dcarpenter@haywood.edu

Teaching and Learning Center (TLC)
Location: Arts & Sciences, Building 300, Room 339B
Hours: Mon.-Thurs. 8a.m.-6p.m., Fri. 8a.m.-4p.m.
Telephone: (828) 627-4696
TLC Technician: Francine Popular
Email: fpopular@haywood.edu
TLC Technician: Kimberly Carver
Email: kcarver@haywood.edu

TLC Faculty member and Online Information:
Susan Roberts Email: sroberts@haywood.edu
Coordinator: Margaret Studenc
Email: mstudenc@haywood.edu

Testing
Location: Student Services, Student Center (1500 Bldg., Upper level)
Hours: Mon.-Thurs. 9a.m.-4p.m., Fri. 9a.m.-1p.m. (Must call for appointment)
Telephone: (828) 627-627-4607
FAX: (828) 627-4513

Tuition Payment
Location: Student Center (1500 Bldg. Upper level, back entrance, Business Office)
Normal Hours: Mon.-Thurs. 8a.m.-6p.m., Fri. 8a.m.-4p.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)
Information about Haywood Community College

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 post-secondary 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

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

**General Competencies**

*Approved August 2010*

**Collaboration**

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

The Student will:

1. Respect group members' individual viewpoints and roles.
2. Develop group ideas, goals, and consensus.
3. Meet deadlines and goals responsibly.

**Communication**

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

The Student will:

1. Communicate, verbally and nonverbally, in relation to his/her course of study.
2. Communicate with a diverse audience.
3. Use appropriate mediums for communication.
4. 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:

1. Raise vital questions and issues.
2. Gather and evaluate information from a variety of sources.
3. Compare and contrast different points of view.
4. 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 and Bernice Fowler, known as the 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.

Documents pertaining to the history of the college 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
- Student ambassadors
- Student emergency needs
- Student experiential learning opportunities
- Student transportation
- Mini-grants for student impact, staff & faculty
- Staff and faculty professional development
- College events and marketing development
- 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 the HCC Foundation, 185 Freedlander Drive, Clyde, NC 28721; telephone (828) 627-4544 or symyers@haywood.edu.

Critical Success Factors

Each year the North Carolina Community College System Office issues a Critical Success Factors (CSF) report. First mandated by the NC General Assembly in 1999, these reports provide performance data on the community college system and individual colleges using a number of predefined performance factors.

The results for 2010-2011 System summary data on each measure are presented in the 2012 Critical Success Factors Report.

<table>
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<th>Measure</th>
<th>Standard</th>
<th>System Average</th>
<th>HCC</th>
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<tr>
<td>Passing Rates on Licensure/Certification Exams</td>
<td>80%</td>
<td>87%</td>
<td>89%</td>
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<tr>
<td>Performance of College Transfer Students</td>
<td>83%</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>Passing Rates in Developmental Courses</td>
<td>75%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>Success Rate of Developmental Students in College-Level Courses</td>
<td>80%</td>
<td>87%</td>
<td>93%</td>
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<tr>
<td>Student Satisfaction of Completer and Non-completer</td>
<td>90%</td>
<td>96%</td>
<td>97%</td>
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<tr>
<td>Curriculum Student Retention, Graduation and Transfer</td>
<td>65%</td>
<td>67%</td>
<td>66%</td>
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<tr>
<td>Client Satisfaction with Customized Training</td>
<td>90%</td>
<td>95%</td>
<td>93%</td>
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</table>
**General Admissions/Enrollment**

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) qualifying students in grades 11 and 12 through the Career and College Promise program or (b) students in grades 9 – 13 through Haywood Early College. See Admission/Enrollment of High School students for more information on the Career and College Promise program.

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 Procedures**

Online registration is available for current or continuing students by logging into Haywired.

**Diploma- & Associate Degree-Seeking Students**

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 online 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.
  - Current applicants who are high school seniors should submit a transcript showing work through the end of the first semester of the senior year. A final official transcript must then be submitted upon high school graduation and before enrollment to be fully accepted.
  - Applicants graduating from a homeschool or private high school must provide transcripts that include the date the diploma was awarded, the type of diploma, and have the official seal of the school. The homeschool or private school must be registered with the state in which it resides at the time of the applicant’s graduation date.
  - 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.
  - Online high schools must be accredited by a recognized accrediting agency at the time of the applicant’s graduation date. A list of recognized accrediting agencies may be found on the following websites - http://www.chea.org/ or http://ope.ed.gov/accreditation/
• 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 scores 18 or higher on Writing/English, 21 or higher on Reading, and 22 or higher on Mathematics of 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: Professional Crafts-Clay, Fiber, Jewelry, and Wood.
• Admission into the Nursing program is based on a competitive process. Students may not enroll in NUR courses until they are accepted into the Nursing program. Additional admission requirements for Nursing applicants are listed in the Academic Program of Study.

Certificate-Seeking 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.

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).

Non-Degree-Seeking 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.
• 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.

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.

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.

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.

It is the intent of the College that entering students will be successful. Time limitations may restrict the acceptance of credits from both internal and external sources if it is determined that course material or content is outdated. The Department Chair over the program of study in which the course resides will make the decision regarding the acceptance of credit for such courses.

Department chairs are responsible for approving transfer credit within the major. Transcript evaluation will be completed by Enrollment Management staff 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 approved by the Arts and General Education Department Chair.

All degree-seeking students must complete either ACA 111, 115, or 122 (depending on individual program requirements) by the end of their second semester of attendance at HCC. Students with an earned 2-year degree, or higher, will be exempt from ACA 111 or 115. Students, without an earned 2-year degree or higher, with more than 29 hours of approved transfer credit from an outside institution will be exempt from taking ACA 111 or ACA 122.

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).

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 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 Vice President of Student and Workforce Development 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.

Change of Major

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 Services and/or the Veteran’s Administration. A new academic advisor will be assigned for the new major.

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. Transcripts written in a language other than English must be translated. A certified copy of the English translation and evaluation should be submitted with the transcript. The College does not provide translation services. Applicants may contact the World Education Services (International Academic Credential Evaluation) website at www.wes.org for information.

Criminal Background Checks and Drug Screens

Criminal background checks and drug screens are not required for admissions to the Health Sciences programs. However, students can expect to submit to criminal background checks (state and/or federal) and drug screens in order to meet regulatory criteria of facilities participating in the clinical education component of the Health Sciences program once admitted to the program. The Health Sciences faculty recognizes and is fully supportive of clinical facilities mandating criminal background checks and/or drug screens on students in the program.

If a clinical facility prohibits a Health Sciences student from participating at the facility based on the results of the criminal background check and/or drug screen, the student will be dismissed from the respective Health Sciences program. No alternative clinical experience will be arranged on behalf of the students, resulting in the inability of the student to meet the curriculum requirements of the program. Students are encouraged to follow due process if they should feel ineligibility was determined as a result of false or inaccurate information. Student can expect to absorb all costs related to criminal background checks and/or drug screens. Specific procedures will be provided to students in the Health Sciences program upon acceptance and enrollment.

Students should also expect to submit to a criminal background check at their own cost, when seeking eligibility for state licensure or national certification.

For curriculum program technical standard requirements, see website and advisor if you have questions.
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 Statute 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 a sub-committee of the Enrollment Management Committee, which has been established by the college. The appeal must be made in writing within ten days to the Vice President of Student and Workforce Development.

Waiver of Non-Resident Tuition Rates

When a North Carolina employer (other than armed services) pays tuition for an employee to attend a community college and when the employer 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.

Submit the Request For Waiver of Non-Resident Tuition Rates and all necessary documentation to the Academic & Career Counselor prior to the first day of classes for the intended semester.

Military Tuition Benefit

Under North Carolina General Statues Section 116-143.3, certain members of the armed services and their dependent relative(s) may be eligible to be charged less than the out-of-state tuition rate even if they do not qualify as residents for tuition
purposes under G.S. 116-143.3. The member of the armed services must be on active duty and stationed in NC on permanent change of station orders. In order for a dependent relative of the service member to be considered for this benefit, the dependent relative must live with, and claim the benefit through, the service member. To qualify for this benefit, the dependent must submit the military tuition benefit application and all required affidavits to the Academic & Career Counselor prior to the first day of classes of the first term of enrollment. Please submit documentation to the Education & Career Development office at the college.

**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.

**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 the Career and College Promise program 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.)

**Placement Testing**

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

The Accuplacer test is given Monday - Friday. Applicants must make an appointment to take Accuplacer and can do so by calling (828) 627-4607. There is no fee for the test. An on-line study guide is available on the HCC website. Tutoring is available to prepare for the placement tests in the Teaching and Learning Center and Adult Education Department.

Practice questions are available at www.testprepreview.com/accuplacer_practice.htm.

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

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 Disability Counselor located in Student Services in advance if accommodations are required.

**Due to the Developmental Education Re-Design Initiative and the new Accuplacer Math Diagnostic Assessment and Placement Exam, further information on Placement Testing will not be available until April 2013.**

Prerequisite Placement Testing for Biology and Chemistry
If required, students must also complete BIO 094 and/or CHM 090 prior to enrolling in college levels courses. Students who wish to take BIO 163, BIO 168, or CHM 151 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. Students who score between 55-59% are eligible to retest after two weeks.

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

Call (828) 627-4607 for an appointment for the biology and chemistry placement tests.

**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 Disability Counselor. Reasonable accommodations can be provided after the submission of appropriate documentation. Please contact the Disability Counselor in Student Services for more information, call (828) 627-4504.
## Minimum Computer, Internet Connection & Software Recommendations

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<th>Apple Macintosh</th>
<th>Microsoft Windows</th>
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<tr>
<td><strong>Operating System</strong></td>
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<td>MacOS 10.5 or higher</td>
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<td><strong>Internet Connection</strong></td>
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<td><strong>Free Hard Disk Space</strong></td>
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<td>60 GB</td>
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<td><strong>Pop-up Blocker</strong></td>
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<th>Software</th>
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Most courses do not require special software, but if you are in a program that requires extensive computer skills (CIS, NET, GIS, etc.), you may need to purchase special software and/or upgrade your computer's capabilities.
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.

Each student is responsible for the proper completion of his academic program. It is the responsibility of the student to know the academic regulations of Haywood Community College for maintaining academic standing, and for meeting all graduation requirements. Advisors will provide counsel, but the final responsibility rests with the student.

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 Services. 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 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.
High School Student Information

Enrollment of High School Students (non-degree seeking)

The College provides seamless opportunities for high school students to get a head start with their college education by enrolling in eligible pathways through Career and College Promise (CCP). Enrollment in identified courses is 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/high_school_programs.

Career and College Promise Program

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Haywood Community College offers the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

- A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
- A Career and Technical Education Pathway leading to a certificate, diploma or degree;

Tuition is waived for Career and College Promise students; however, all Career and College Promise students, except for those in Cooperative Innovative High School Programs, must purchase their own textbooks and supplies required for their classes. Career and College Promise students must obtain a student ID in the bookstore.

Core 44 College Transfer Pathways

Humanities and Social Science Pathway (1012A)
Business and Economics Pathway (1012B)
Life and Health Sciences Pathway (1042A)
Engineering and Mathematics Pathway (1042B)

See the College Transfer program of study for more information on each College Transfer Pathway.

The Career and College Promise Core 44 College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics. To be eligible for enrollment, a high school student must meet the following criteria:

a. Be a high school junior or senior;
b. Have a weighted GPA of 3.0 on high school courses; and
c. Demonstrate college readiness on an assessment or placement test (See chart below). A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a Core 44 College Transfer Pathway.

A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:

a. Have a cumulative weighted GPA of 3.5;
b. Have completed two years of high school English with a grade of ‘C’ or higher;
c. Have completed high school Algebra II (or a higher level math class) with a grade of ‘C’ of higher;
d. Obtain the written approval of the high school principal or his/her designee; and,
e. Obtain the written approval of the community college president or his/her designee.

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

To maintain eligibility for continued enrollment, a student must

a. Continue to make progress toward high school graduation, and
b. Maintain a 2.0 GPA in college coursework after completing two courses.

A student must enroll in one Core 44 College Transfer Pathway program of study and may not substitute courses in one program for courses in another. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college’s Vice President of Student and Workforce Development. With approval of the high school principal or his/her designee and the college’s Vice President of Student and Workforce Development, a student who completes a Core 44 College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core. With approval of the high school principal or his/her designee and the Vice President of Student and Workforce Development, a student may enroll in both a Core 44 College Transfer Pathway program of study and a Career Technical Education program of study.

**Student Application Procedures**

A high school student meeting the criteria described above must complete the following requirements to enroll in a Core 44 College Transfer Pathway:

- Submit the Career and College Promise Admission form (CCP Application and CCP Approval).
- Submit appropriate test scores showing college readiness. Refer to the Placement Test section of the catalog for approved tests and cut scores. (see below)
- Home school students must submit a high school transcript and a copy of their NC registration card. Home school transcripts must include the name and address of the school, principal’s name, student’s name, SSN, date of birth, curriculum and courses taken each year with grades, cumulative grade point average, diploma awarded with graduation date, notarized seal and official signature.

Forms and CCP information is available online at [http://www.haywood.edu/high_school_programs](http://www.haywood.edu/high_school_programs)

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

**PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

**Parking**

Public high school students enrolled in the Career and College Promise program may park in college parking lots provided they have on display a valid parking decal from his or her high school. Haywood Early College students, or their parents or guardians, must display a current HCC parking decal. The parking decals are available in the College Bookstore.

**Career Technical Education Pathways**

Automotive Systems Technology (C60160CP)
Automotive Systems Technology - Introduction (C60160IN)
Automotive Systems Technology - Intermediate (C60160IM)
Business Exploration Certificate (C25120CP)
Collision Repair and Refinishing Technology - Introduction (C60130IN)
Collision Repair and Refinishing Technology - Special Finishes (C60130SP)
Collision Repair and Refinishing Technology - Welding (C60130WE)
Computer-Integrated Machining (C50210CP)
Advanced Computer-Integrated Machining (C50210AD)
Criminal Justice Technology Certificate (C55180CP)
Early Childhood Education (C55220CP)
Electronics Engineering Technology (C40200CP)
Forest Management Technology Certificate (C15200)
Manicuring Nail Technology (C55400CP)

See the program of study associated with each pathway for more information on each Career Technical Education Pathway.

The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster. To be eligible for enrollment, a high school student must meet the following criteria:

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

To maintain eligibility for continued enrollment, a student must:

a. Continue to make progress toward high school graduation, and
b. Maintain a 2.0 in college coursework after completing two courses.

A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college’s Vice President of Student and Workforce Development.

Cooperative Innovative High School Programs

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.

This program is designed for motivated students who desire to enter both high school and college as a rising freshman in a non-traditional high school setting. Students have the opportunity to earn both their high school diploma and Associates in Arts degree. Students begin taking college courses as soon as ninth grade with the goal of students graduating with both their high school diploma and an Associate in Arts degree in five years. 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.

This opportunity for students is made possible through an articulation agreement between Haywood Community College and Haywood County Schools. For more information on the Early College program visit http://earlycolleges.org/. To enroll, students complete an application provided by Haywood County Schools. Applications are available at the Haywood County Schools Central Office or the Haywood Early College Principal’s office. For applications or more information, call 828-565-4000 or visit http://www.hec.haywood.k12.nc.us/.

Intellectually Gifted and Mature Program

Effective January 2012, community colleges will no longer be permitted to enroll students under the age of 16 as part of the Intellectually or Academically Gifted (AIG) program. On July 1, 2011, in Section 7.1A.(f) of Senate Law 2011-145 and
House Bill 200, the North Carolina General Assembly repealed G.S. 115D-1.1 and G.S. 115D-1.2 which previously allowed students under the age of 16 who met specific academic criteria to enroll in community college courses. In effect, community colleges are no longer able to offer enrollment options for students who are under the age of 16 unless they have earned a high school diploma or unless they are participating in one of the three Career and College Promise pathways.

To review the listing of repeal, please visit http://www.ncga.state.nc.us/Sessions/2011/Bills/House/PDF/H200v9.pdf.

**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
- Notarized seal and official signature

Students must also complete and submit the Career and College Promise admission form.

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.
Tuition and Institutional Fees

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.

2013 - 2014 tuition for 16 semester credit hours or more is charged at the rate of:

• $1,144.00 per semester for full-time in-state students
• $4,216.00 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 General Admissions, Enrollment Management section.

Resident students carrying less than 16 credit hours are charged $71.50* per semester hour and out-of-state students are charged $263.50 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.

* This value is for estimating purposes only. It may change dependent on final state budget approval. 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.

Student Activity Fees

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

• 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.

Access Fee

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

Graduation Fee

$20.00. The 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 Services to obtain an Application for Graduation. Students can purchase the appropriate cap, gown and tassel in the bookstore.
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).

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.

General Tuition for Continuing Education Courses

Tuition rates for North Carolina Community Colleges are established by the State Board as set by the NC Legislature for continuing education students per class 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.

Tuition for Continuing Education

Cost varies by course.

Technology Fee

The Technology Fee is charged as follows:
• Continuing Education Students - $5.00 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.

Obligation for Payment

Tuition and fees are payable in full by the published deadlines. Refer to the Academic Calendar for tuition payment periods.

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) should have formal authorization filed in the Business Office prior to the tuition payment deadline.

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.

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. 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 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 at 911 to assist individuals. Please call Campus Security (Office: 828-627-4514 or Cell: 828-734-8410) 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 Services. Urgent Care facilities are located a few miles from the campus in Hazelwood, near Exit 100 off Hwy 19-23 and in Canton at Exit 31 off I-40.
Student Handbook

Academic Policies and Procedures

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.

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. 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/instructor sanction form” to the Vice President of Student and Workforce Development and submit any evidence of academic dishonesty for further investigation and recommendation for appropriate action. Upon reviewing the case, the Vice President of Student and Workforce Development 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 can be made up at the discretion of the instructor. Special consideration may be given for certain conditions, e.g. Post-traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI), if appropriate documentation has been submitted and approved through the Counselor’s office in Student Success Services. Students absent from classes due to participation in college-sponsored groups may also be given special consideration. At the instructor’s discretion a student with absences, related to the above categories, 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.

It is the responsibility of faculty to ensure that students are made aware of the minimum attendance regulations for courses offered. 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.

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.

On-Site Course

Students registered in an on-site course are expected to be in regular attendance beginning with the first scheduled class session. Immediately following the census (10%) date, faculty members are responsible for reporting attendance for the course through Web-Advisor by accessing their Haywired accounts. Students who did not attend any class meetings prior to the census date are reported as "No Shows." This impacts any financial aid award 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 Academics.

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.

On-Line Course

Students registered in an online course must complete the HOP assignment in the course prior to the census (10%) date. To complete this assignment, students should follow the guidelines for logging on 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. Immediately following the census (10%) date, faculty members are responsible for reporting attendance/participation for the course through WebAdvisor by accessing their Haywired account. Students who do not complete the course's HOP assignment prior to the census date are reported as "No Shows." This impacts any financial aid award 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 Academics.

Students who fall behind in an online course and fail to complete 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.

Other Course Types

Students enrolled in a hybrid course (a combination of on-line and traditional course), practicum, internship co-op, or any other curriculum course, are to participate regularly. 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 Academics 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.

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

Grades

At the end of each term, faculty members are responsible for reporting grades for each course through WebAdvisor by accessing their Haywired account. Students can access their unofficial transcripts and grades on-line by logging into their Haywired account.
Grading System: Grades are given with the following significance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>(not computed in GPA, see section on Incomplete Grades)</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Official Withdrawal</td>
<td>(not computed in GPA)</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
<td>(computed in GPA)</td>
</tr>
<tr>
<td>CE</td>
<td>Credit by Exam</td>
<td>0</td>
</tr>
<tr>
<td>NS</td>
<td>Never Attended Class</td>
<td>(not computed in GPA)</td>
</tr>
<tr>
<td>P</td>
<td>Satisfactory Completion of course</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>Repeat. Student must register and pay fees (for developmental courses/modules only; students cannot earn a letter grade of D, F or WF in a developmental course.)</td>
<td>0</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported by Instructor</td>
<td>(not computed in GPA)</td>
</tr>
</tbody>
</table>

* 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’.

**Note:** Grades earned in Developmental courses are not computed in the student’s GPA.

### Computing 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 (Quality Points)</th>
<th>Credit Hours</th>
<th>Quality Points Earned</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>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>42</strong></td>
<td></td>
</tr>
</tbody>
</table>

42 earned points divided by 15 credit hours equals 2.8 GPA
Auditing Courses

Students who seek to audit courses must have approval from 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.

Course Repetition

A student may attempt a course three times. Courses with an earned grade of “C” or better may be repeated only by permission of the Department Chairperson in the department the course is offered. Consideration, when seeking permission, will be given for students attempting to be more competitive for college transfer. Additionally, grades of W and WF, count as course attempts. An academic program may have a more restrictive policy regarding the number of permissible attempts to fulfill a program requirement. Any additional program-specific restrictions will be published in the college catalog. Exception to the 3-attempt maximum may be granted if the student has not completed the course with a grade of A, B, or C and the student provides approved documented evidence of mitigating circumstances. Students wishing to petition for an exception must complete the Permission to Repeat/Audit form and direct it to the Vice President of Academics for approval.

Students failing prerequisite/co-requisite courses must repeat and pass the prerequisite/co-requisite prior to undertaking the next course in the sequence (see HCC Policy 4.9 for prerequisite/co-requisite information). Students must pass all required courses in their curriculum prior to graduation.

When a course is repeated, the highest grade is recorded as the grade of record with the grades of other attempts remaining on the transcript, but not being calculated in the student’s grade point average. Upon completion of the repeated course, the student must notify the Director of Enrollment Management if a higher grade was earned.

Students receiving Veteran’s Education benefits and/or federal financial aid should refer to the college financial aid policies and procedures before considering repeating a course.

Credit by Examination

A student may petition the course instructor by written application 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 until the student successfully challenges the exam. 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. By the end of the drop/add period, the student must petition in writing to his/her instructor the request to take the exam. Approval must be granted from the 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 complete the course with a passing grade to earn credit.

Credit hours will be recorded in the Total Hours Earned and will count towards hours for graduation; however, there will be no Quality Points assigned, the grade will not affect your GPA, and Financial Aid nor Veteran’s Benefits will pay for courses in which a grade of “CE” is earned.
Grade Corrections

Grades for completed work may not be changed after they have been submitted in WebAdvisor. To correct a grade, the faculty member should follow the college's Change of Grade procedure by emailing the Enrollment Manager the following information: the Student Name, ID #, course/section, original grade and the new grade to be assigned.

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 Academics. 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.

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 Services counselor before completing the Drop/Withdrawal form. To complete the official withdrawal process, students must submit the completed form to the Enrollment Management Office.

Withdrawal from a Course 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 complete a Drop/Withdrawal Form. 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)

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 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.
Standards for Academic Progress

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. This plan must be signed by the student, adviser and department chair.
2. Students must present a signed plan of corrective action form to the Vice President of Academics.

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 who remain on academic probation for more than 3 consecutive semesters will be suspended for one semester. Students must meet with the Vice President of Academics.

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 (see Student Grievance Procedure). Contact the Vice President of Student and Workforce Development 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 Academics and then to the President of the College. (See Student Grievance in Student Rights and Responsibilities Section)

Academic Forgiveness

Academic progress is an important part of any student’s academic record. 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.

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.

Honors and Achievements

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.

Honors Program

The Honors Program at Haywood Community College is intended to accomplish several goals. First, the program provides an opportunity for qualified students to pursue a more rigorous and rich curriculum than is necessary to meet the standard graduation requirements as established by the college for each of its regular degree programs. The honors program challenges students in a way that promotes their personal and professional growth including enhanced development of Haywood Community College’s general education competencies: collaboration, critical thinking, and communication. Honors students are encouraged to incorporate service learning into their educational experiences. Participation in the HCC Honors Program promotes student engagement in academic pursuits and provides formal recognition of the additional academic investment and achievement of the students who successfully complete the honors curriculum. Students who are actively pursuing the honors curriculum and graduates who successfully complete the honors curriculum are provided special opportunities including field trips and articulation with honors programs at senior institutions.

Curriculum: The honors curriculum consists of regularly scheduled courses which are enriched by activities that are completed by the honors student and which are beyond the normal requirements of the class. A student seeking honors credit for a course will work in conjunction with the instructor for that course to develop a proposal for activities that will enrich the class and that will warrant award of honors credit. Students can initiate an honors proposal by approaching the instructor with an idea for enriching the course. Instructors must confirm that the student is eligible for honors coursework. Instructors may invite honors proposals by announcing that opportunity to his or her class. Honors proposals must be approved by an honors committee appointed by the Vice President of Academics. The honors contract must include specific, measurable learning outcomes that are related to the topic of the course. Students are encouraged to develop activities that specifically relate to Haywood Community College’s general education competencies of collaboration, communication, and critical thinking. All honors contracts will include a two page written reflection on what was learned as a result of the activities. The course instructor will supervise the honors contract and determine if the contract has been satisfied in such a way that awarding honors credit is warranted.
Program Requirements: Students wishing to enter the HCC Honors Program during their first semester at the college must be graduates of a NC high school college prep curriculum and must meet one of four requirements: 1) high school GPA of 4.0 or higher (weighted), 2) high school class rank of 10% or higher, 3) An SAT score of 1875 or higher, or 4) An ACT score of 30 or higher. Students wishing to enter the HCC Honors Program after their first semester must have a cumulative GPA of 3.5 or higher with at least 12 college credit hours complete. If at any time an honors student’s GPA drops below 3.5, that student will be ineligible for additional honors credit until such a time that the GPA is raised to at least a 3.5.

Graduation Requirements: The student must complete the requirements of one of HCC’s approved degree programs with a cumulative GPA of 3.5 or higher. The student must complete 12 credit hours of honors coursework in at least three different classes with a grade of A or B for all honors classes.

Receiving Honors Credit: Honors proposals must be submitted to the Honors Committee by the census date (10% date as established by the office of Enrollment Management) of each semester. The Honors Committee will review all eligible proposals and will judge the proposals to be rejected, accepted, or accepted with revisions. Accepted honors proposals (including those ultimately accepted after revision) serve as the basis for honors contracts which outline the specific activities that a student will complete in order to earn honors credit for the class. Honors contracts must be satisfied by the time of submission of final grades for the semester for which the proposal was written. Students may still earn regular credit for a class in which the honors contract was not successfully completed. Honors contracts cannot be submitted for short semester courses or courses completed during summer semesters. The instructor supervising the honors contract must certify successful completion of honors contract. The student must receive a grade of an A or a B for the class within which the honors contract was completed. A student who does not receive honors credit for a contract that was deemed not satisfied by the supervising instructor may appeal that decision to the honors committee by submitting a typed explanation of how the student’s work satisfied the honors contract. The appeal must be submitted to the honors committee on or before the fifth day of classes in the subsequent semester - including summer semester for spring honors classes. (See Student Academic Appeal Procedure)

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.
Drug and Alcohol Policy and Purpose

Policy 6.1: Alcohol and Drug Free Campus

Effective Date: Sat, May 19, 1990
Amended Date: Tue, May 13, 2008

It is the policy of Haywood Community College that the unlawful manufacture, distribution, dispensation, possession or use of alcohol or a controlled substance 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 referral for prosecution.

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.

Procedure 6.1.1: Alcohol and Drug Free Campus

The use and abuse 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 may impair the well-being of all employees, the public at large, and result in damage to College property. Therefore, it is a policy of this 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 referral for prosecution. The specifics of this policy are as follows:

1. Haywood Community College does not differentiate between drug users and 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 CFR 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:
   1. Heroin
   2. Marijuana
   3. Cocaine
   4. PCP
   5. "Crack"

   They also include - "legal drugs" which are not prescribed by a licensed physician.

3. Each employee or student 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 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 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 federal or state court.

5. Conviction of employees working under federal grants, for violating drug laws in the workplace, on College premises, or as a part of any College sponsored event, 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 violation of a criminal drug statute occurring in the workplace. The College shall take appropriate action within 30 calendar days from receipt of notice.
As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

6. Any employee or student who unlawfully possesses, uses, sells, or transfers alcoholic beverages 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.

7. If an employee or student is convicted of violating any alcohol beverage control statute criminal 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 alcohol rehabilitation program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the College.

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

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

Listed below are the possible sanctions that may be imposed on students and employees. Each case will be reviewed on an individual basis and the disciplinary sanctions imposed will be determined by the appropriate administrator, consistent with College policy.

**Students**

- admonition
- censure
- probation
- expulsion
- refer for prosecution

- denial of participation in College activities
- denial of opportunity to represent College
- denial of permission to drive or park on campus
- successful completion of a drug or alcohol rehabilitation program

**Employees**

- admonition
- censure
- leave with pay pending investigation
- leave without pay pending investigation
- reprimand
- probation
- suspension

- relocation or reassignment
- denial of promotion
- demotion
- successful completion of a drug or alcohol rehabilitation program
- termination
- refer for prosecution

**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 Career and College Promise 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.
Tobacco Use on Campus

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.
**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 Services.

**Students’ Rights in regard to Official Academic Records & FERPA**

Haywood Community College is committed to providing accurate and secure management of student academic records. Student records consist of, but are not limited to, admission and demographic information, registration, student transcripts, and graduation.

Under the Federal Educational Rights and Privacy Act, you are afforded certain rights when it comes to your education records. Haywood Community College is dedicated to maintaining the integrity of all student records. HCC complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 which provides students access to review their records and restricts the disclosure of such records without written permission from the student with the exception of those parties otherwise identified by FERPA.

FERPA authorizes disclosure without consent to the following individuals/parties:

1. To the student
2. To the parents of a dependent student (with appropriate documentation – read below)
3. To college officials
4. To a party seeking directory information
5. To a party receiving the information pursuant to a judicial order or lawfully issued subpoena
6. Regarding student disciplinary proceedings as expressly permitted by FERPA

Your education records are not accessible to a parent or guardian without your written consent, unless they provide a copy of the most recent Federal income tax return confirming that you are a dependent. In lieu of submitting copies of the parents’ tax returns or to release information to a third party, students may also contact the Enrollment Management office at 828-627-4500 to request a Student Authorization to Release Information form.

**Directory Information**

FERPA Guidelines: PART 99-FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

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 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 Services Office. Students questioning the content of their record(s) shall first review the record(s) with the Director of Enrollment Management or the Vice President of Student and Workforce Development. 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.

Additional information regarding FERPA may be found at the US Department of Education FERPA website. http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
Policy 5.4: Student Rights and Code of Conduct

Effective Date: Tue, Aug 09, 1994
Amended Date: Tue, Apr 17, 2012

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.

These actions and the process for implementing them are described in HCC Policy 5.7: Student Discipline Policy and Procedures.

Likewise, employees of the Colleges are expected to treat students with all the rights to which they are duly entitled. The College provides students with a process to file complaints against a college employee as defined in HCC Procedure 6.34.1: Student Grievance Procedure.

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, with the exception of FERPA Guidelines of Disclosing Education Records, without consent. FERPA Guidelines for disclosing student information can be found on the HCC Web site.

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, individually or using any college resources for such purposes, 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 campus practices, teaching, research, administrative 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, or individual activity 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; and/or 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.

Policy 5.7: Student Discipline Policy Related Policies & Procedures

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) quarters.

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) quarters. 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 Executive Director 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 quarter in which the offense occurred or for a longer period (usually not more than one other quarter). 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 Executive Director of Student Success Services.

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 Executive Director, 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.”
Procedure 5.7.1: Student Discipline Procedures

Effective Date: Tue, Aug 09, 1994

Amended Date: Fri, Mar 16, 2012

Disciplinary Procedures

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)

For purpose of brevity, the title of “Vice President” will refer to the Chief Student Development Officer throughout this document. If the Vice President is unavailable, his/her designee will assume the duties of the Vice President.

1. Immediate Suspension

If an act of misconduct threatens the health or well-being of any member of the academic community or seriously disrupts the function and good order of the College, an instructor or administrative officer may direct student(s) involved to cease and desist such conduct and advise them that failing to cease and desist will result in immediate suspension. If the student(s) fail to cease and desist, the instructor may then suspend the student(s) from the class. An administrative officer may suspend the student(s) from either the class or the College until a resolution of the matter can be made.

The instructor or administrative officer invoking such suspension shall notify the Vice President of Student and Workforce Development in writing of the individual(s) involved and the nature of the infraction as soon as possible, but no more than two days following the incident. The Vice President of Student and Workforce Development shall resolve the matter in a timely fashion utilizing the steps outlined below.

2. Responsibility for Implementation

The Vice President is responsible for implementing student discipline procedures.

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:

Step 1: Charges

Any administrative official, faculty member, or student may file charges with the Vice President 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.

The completed Charge form should be forwarded directly to the Vice President within five (5) working days of the incident. The Vice President will notify the student of the charge within five (5) working days of receipt of the charge form. (Phone Call/Notification Letter/Electronic Notification) The student must schedule an appointment to meet with the Vice President within five (5) working days after receiving notification of the charge. The notification will include the following:

1. Name of the student(s) involved.
2. The alleged violation of the specific Code of Conduct
3. The time, place, and date of the incident
4. Names of person(s) directly involved or witnesses to the infractions
5. Any action taken that relates to the matter
6. Desired solution(s)

Step 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:

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

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.

Step 3: Notification/Sanction

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 governing the appeal process.

Step 4: Appeals

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** will serve 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, two students, and 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

Review Committee Meeting: 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 known address providing the student with the following information:

   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. Names of committee members

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.

2. Student Rights: 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.

3. Committee Responsibility: 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. Counsel
      3. Witnesses who shall:
         i. Give testimony singularly and in the absence of other witnesses
         ii. Leave the committee meeting room immediately upon the completion of the testimony.
   b. The hearing will be recorded.
   c. Recordings 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 recordings will be filed in the Office of the Vice President.
d. The Committee shall have the authority to adopt supplementary rules of procedures consistent with this code. 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. Decisions of the Committee shall be made by majority vote.

f. 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 after 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. 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.

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 reason(s) for the appeal, i.e. why he/she feels 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. 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 of Student and Workforce Development. 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.
B. Procedures

Step 1: Student Resolution

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.

Step 2: Supervisor Resolution

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.

Step 3: Student Grievance Request

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.

Step 4: Student Grievance Committee Organization

The Vice President shall immediately notify the President, who shall ensure that the Committee is organized in a manner consistent with 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.

Step 5: Appeal of Decision to the President

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 of receipt of the appeal.

Step 6: Appeal of Decision to the Board of Trustees

Either party involved may file an appeal with the Board of Trustees, if he/she feels 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 of the parties of the Grievance Committee/Discipline Review hearing before them, 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.

I. 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.

J. 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.

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 Executive Director of Student Success Services.
2. The Executive Director of Student Success Services 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 Executive Director of Student Success Services 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 Executive Director of Student Success Services (EDSSS) 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 EDSSS 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 EDSSS 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 EDSSS 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 EDSSS 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 EDSSS 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 EDSSS 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 EDSSS 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 Executive Director will also consult with the Academic Vice President 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 EDSSS 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 EDSSS 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 EDSSS may determine to be appropriate.

Policy 8.2.2: Information Technology Usage Policy and Procedure Purpose

Personnel who use Haywood Community College technology resources including computers, peripheral equipment, mobile devices such as laptop computers, software, and information management and instructional online resources shall ensure that the technology resources and the information it contains are suitably protected and used according to HCC policy and procedures at all times.

Procedure 8.2.2: Information Technology Usage Procedure

Effective Date: Mon, May 19, 2008
Amended Date: Mon, Oct 11, 2010

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

Each HCC employee 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.
Authorized Usage

Every employee is responsible for 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.

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 by employees to intercept data, monitor user accounts, gain unauthorized access to restricted data, or for any purpose that violates federal, state or local regulations. All HCC Faculty and staff are expected to:

- Access data only to conduct college business.
- Access the minimum Confidential data or Restricted data necessary to perform college business.
- Respect the confidentiality and privacy of individual records.
- Observe any ethical restrictions that apply to data to which an employee has access to college information in performance of his/her job.

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.

Remote Access and off-campus access

It is the responsibility of all HCC employees with remote access privileges to the college information systems and college data to assure that their remote access connection adheres to all HCC policies and procedures regarding security of data and confidential information. Remote access will only be granted to authorized users by the ITS office.

All employees with remote access privileges or authentication credentials from off-campus are expected to operate in accordance with all HCC technology security policies and procedures as if he or she was working on campus. All employees are responsible for maintaining security practices in the retrieving and management of data on HCC information systems. Remote access users who violate Information Technology Services usage policies and procedures will be subject to one or more of the following disciplinary sanctions: admonition, temporary or permanent suspension of information technology access privileges.

Data storage

It is recommended that all Confidential data and Restricted data types be electronically stored or accessed from the one of the following list of devices: HCC managed servers, HCC managed desktop computer, HCC encrypted laptop, HCC encrypted mobile storage device. Any encrypted device must be encrypted using a process documented approved by ITS.

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 security measures in the operability and integrity of the college Local Area Network (LAN), including e-mail, Internet, and other related resources. All employees are responsible for maintaining security practices in the retrieving and management of data on HCC information systems.

Morals, Ethics, and Audits

Freedom of expression is a constitutional right afforded to individuals. However, HCC information systems are for the purpose of conducting college business. HCC 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. HCC information systems are for the purpose of conducting college business. Therefore, 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 HCC information technology resources owned or leased by the college. 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 (Urofsky, et al. v. Gilmore (4th Cir., 2000) or on privately owned computers used on the campus network (U.S. v. Simmons, 206 F.3d 392 (4th Cir., 2000).

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. The Information Technology Services staff controls physical access to the information technology center. Students and staff are not allowed to enter the data center unless authorized by one of the Information Technology Services staff members.

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.

Policy 8.4: ID and Password Authentication

Effective Date: Wed, Dec 16, 2009

Amended Date: Wed, Mar 21, 2012

Haywood Community College recognizes faculty, staff, and students’ ID and password as authentication in electronic transfer of information. Any ID and password provided to faculty and staff to access HCC information systems and network and conduct college business such as the submission of grades, or payroll is authentication in the electronic transfer of information.
information. The Student authentication is designated as the student’s Haywired ID and password. Curriculum students not yet enrolled at Haywood Community College will receive an account with a unique login and password upon enrollment in the student’s first course if the student has completed and submitted an online application. Continuing education students will receive a Haywired ID and password upon registration in a continuing education course. This will serve as the student online authentication.
Student Services

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

Counseling Services

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.

Career Counseling

HCC provides free career planning services through the Counseling Office located in Student 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 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.

College Transfer Counseling

HCC counselors are available to assist students who wish to transfer to a four year university. Call (828) 627-4646 for an appointment.

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.

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 disability 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 disability 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.

Some accommodations require a minimum two week notice to implement. Some can take longer, therefore students should contact the disability 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.

**Campus Tours (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.

**Individual Campus Tours**

Campus tours are available daily. We encourage you to call ahead so that we are able to create a visit that matches your specific interests.

Meg Conner: 828.565.4095  
In-state toll free: 1.866.GO.TO.HCC  
Email: mbconner@haywood.edu

Comfortable shoes are recommended. Parents are welcome to attend.

**Group Campus Tours**

Please let us know if you have a group of 10 or more students that would like to visit campus. Contact Meg Conner at 828.565.4095. Advance notice for group tours is greatly appreciated.

**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 and reading, math, 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, staff and faculty in the Teaching and Learning Center and on the college 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 and staff, professional development workshops provide additional resources to take back to the classroom and office.
Developmental Course List

(see Course Descriptions for further details on these courses.):

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<th>Course Code</th>
<th>Course Title</th>
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<td>Integrated Reading and Writing III</td>
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Enrollment Management

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.

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 department, earns the student the right to have his or her name on the graduation program. Payment for the degree/diploma/certificate entitles the student to receive his or her degree/diploma/certificate via US Mail within 7 - 10 days following the graduation 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 or her plans to participate no less than 10 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 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.

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. The College charges $5.00 for each official transcript. There is no charge for unofficial copies. To request a transcript (official and unofficial copies), written authorization is required. Students may complete the Transcript Request form in Enrollment Management or order transcripts online at http://www.haywood.edu/transcript_request. Students currently enrolled may view/print unofficial transcripts by accessing their Haywired account.

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.
Financial Aid, Scholarships, Grants

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. Complete the Free Application For Federal Student Aid (FAFSA) in one of three ways:
   a. Submit FAFSA online at www.fafsa.ed.gov
   b. Complete paper FAFSA and submit to FAO for electronic filing.
   c. Complete paper FAFSA and mail to Department of Education (DOE). Request a paper FAFSA by visiting http://www.fafsa.ed.gov/options.htm, calling us at 1-800-4-FED-AID, or at www.haywood.edu/financial_aid

2. FAFSA is processed by DOE. DOE determines Expected Family Contribution (EFC) using Federal Methodology. EFC determines student eligibility. HCC receives product of FAFSA called SAR/ISIR (Student Aid Report)

3. Student must apply for admission to HCC and must be accepted into a qualified program of study - associate degree, or diploma program.

4. FAO notifies student that SAR/ISIR has been received and is being processed. This notification includes information on how to apply for scholarships and the Federal Work Study program.

5. Students with eligibility for grants(federal and/or state) who are selected for the process called Verification or who are missing information necessary to complete processing their application are sent a Communication Tracking letter and email listing the information required to complete their file.

6. When the student’s "file" is complete, i.e., all supporting information received, verification completed, and the student is fully accepted into a qualified degree-seeking program, an award letter is mailed to the student.
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 (NCCCG):
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.

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 annually funded. 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.

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 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 July 6. The majority of HCC’s scholarships are awarded by August 1. Students may continue to apply for scholarships throughout the academic year and are considered for other scholarships as they become available.

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
• Dan W. Moore Endowed Scholarship
• Elaine Hudson Memorial Endowed Student Aid Fund
• Frazell Family Scholarship
• Haywood Scholarship Trust Fund
• John and Virginia McNair Endowed Scholarship
• Joseph H. Nanney Student Financial Aid Fund
• Pop and Marj Kelly Scholarship
• Reimar Steffen Scholarship
• Rickards Family Scholarship
• Robert Cecil Roberts Endowed Scholarship
• Robert E. and Viola Forga 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
• W. W. Garrett Scholarship
• Waynesville Rotary Club Scholarship
• Waynesville Township High School Class of 1960 Scholarship

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

Scholarships for Health-Related and Human Services programs :
• B’s or 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)
• Harold and Mary Pupkar Hansen Scholarship Fund (Nursing only)
• Haywood Medwest Volunteers 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)
• Waynesville Garden Club Scholarship (Horticulture)
• Welch and Lou Singleton Scholarship (Any Natural Resources)
• William K. Medford Endowed Scholarship (Horticulture and Forestry/Vet. Med. Tech.)

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)

Scholarships for Business Education-related programs:
• HCC Scholarship for Entrepreneurship (Entrepreneurship)
• Mary Medford McElroy Endowed Scholarship (Medical Office Administration)
• 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
• ECU Foundation Two – Year Scholarship Program

Loans
HCC participates in the William D. Ford Direct Loan Program. Students must be enrolled in at least 6 credit hours to receive a Federal Loan. The Free Application for Federal Student Aid (FAFSA: http://www.fafsa.ed.gov/) should be filed and eligibility determined before pursuing student loans. The Financial Aid Office provides information regarding student loans to interested individuals.

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, P, 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.

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 must complete an application and be recommended by a faculty or staff member. Students are interviewed as part of the selection process. Duties include assisting with student orientation, conducting campus tours, completing recruitment tasks, gathering alumni information, and serving as hosts for special events held at the College. Students should contact the Foundation Office at (828) 627-4522 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.financialaid.org
- www.ncseaa.edu
- www.studentloanlistings.com
- www.finaid.org/loans/privatestudentloans.phtml
- www.ed.gov/studentaid
- www.fastweb.com/fastweb
- www.nasfaa.org
- www.cfnc.org

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 and state regulations require students receiving financial aid to maintain satisfactory academic progress (SAP) as defined by the institution to receive financial assistance. At HCC, federal student aid includes the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Work Study, the William D. Ford Direct Loan Program, the North Carolina Education Lottery Scholarship, and the North Carolina Community College Grant. According to federal regulations, the school’s SAP Policy must include (1) a qualitative measure (2) a quantitative measure and (3) a maximum time frame for completion of program. These measures are cumulative and include all periods of
enrollment, including transfer hours from other schools, and periods for which the student did not receive funds from Title IV programs.

HCC’s Institutional Satisfactory Academic Progress Policy for Financial Aid: The Financial Aid Office (FAO) evaluates the student’s SAP at the time of financial aid application, and at the end of each semester. A student is considered to be making SAP when the following three conditions are met:

1. Student has a cumulative GPA of 2.0 or higher. (Qualitative Standard)
2. Student has completed at least 67% of all credit hours attempted at the end of the designated increment of the academic year. (Quantitative Standard)
3. Student has completed his/her program of study within the maximum time frame. (Maximum Time Frame)

SAP Status:

• Students will be notified of their SAP status, based on these three standards, at the end of each semester or when they apply for financial aid.

• Status definitions:
  • Satisfactory- Student has met or exceeded SAP standards or is in their first term at HCC.
  • Warning- Student failed to meet one or more of the SAP standards and will be placed on financial aid warning for the following term in which they are enrolled. The student will receive a notification from the FAO notifying him/her of his/her SAP status. The student is eligible to receive financial aid for the warning semester, but will be required to earn a minimum GPA of 2.0 and complete all classes attempted during that period. If the student fails to meet these requirements, the student will be placed on financial aid termination.
  • Termination- If the student failed to meet the SAP standards for a second consecutive term (warning period), his/her financial aid will be terminated. Termination will remain in effect until 1) the student meets SAP requirements and notifies the FAO of their eligibility or 2) the student submits a SAP appeal and the appeal is granted. (See Appeal Policy and Procedures)
  • Probation-by-Appeal- If a student is granted a SAP appeal, the student is placed on probation-by-appeal status. The director will outline the terms of probation in an Academic Success Plan. During the probationary period, the student will receive one semester of financial aid and cannot withdraw from or fail any classes, and must not be reported as a no-show. At the end of the probationary semester, the student must meet the SAP requirement for aid to be reinstated. If the student fails to meet SAP standards or the Academic Success Plan requirements by the end of the probationary period, the student’s financial aid will be terminated. Financial aid will not be awarded to a student on termination until academic progress deficiencies have been corrected. Students who do not meet the SAP requirements for financial aid eligibility can enroll at HCC at the student’s expense in order to improve academic progress. No further appeals will be considered at this point.

Maximum Time Frame:

Federal regulations require students receiving financial aid to complete their program of study within a maximum time frame, not to exceed 150% of the published length of the program. Once that time frame is exceeded, the student’s financial aid will be terminated. The student can submit a SAP appeal to the Financial Aid Director, if there are extenuating circumstances (See Appeal Policy & Procedures). Maximum time frame is measured in terms of credit hours attempted:

Example: The program requires 75 credit hours to complete.

\[ 75 \times 1.50 = 112 \]

112 is the maximum number of credit hours that may be attempted.

Grades of A, B, C, D, CE, or P count toward hours earned. Grades of F, I, W, WF, and CT count toward hours attempted, but not earned hours.
Financial Aid Appeal Policy and Procedures

To appeal financial aid termination, a student must be able to demonstrate unusual/mitigating circumstances. Circumstances are defined as but not limited to: illness of the student or immediate family member, death of an immediate family member, and serious traumatic and/or life-altering events that affected the student’s ability to complete the required classes for the semester.

1. A student must complete the Request for SAP Appeal Form. Attached should be a written explanation why he/she did not make SAP and why financial aid should not be terminated.

2. The appeal must be returned to the Financial Aid Director, accompanied by supporting documentation (e.g. hospital/doctor verification, death certificate, etc.), within two weeks of termination notification.

3. The director will review the appeal to determine, on a case-by-case basis, whether or not the appeal is justified and will notify the student of the appeal decision in writing within two weeks of receiving the appeal.

Please note, academic issues are considered to be within the student’s control and are not generally considered grounds for appeal.

A student, who wishes to appeal the decision of the Financial Aid Director, must submit a written appeal to the Financial Aid Office within five working days after receiving the appeal decision. The Student Financial Aid Committee, which is established by the college, will review the request and make a decision within two weeks. Additional appeals may be made to the Vice-President of Student Services, and then to the HCC President, if deemed necessary by the student.

Other Information Regarding SAP:

Early Registration: Students who are on financial aid warning or probation-by-appeal status that choose to register early for classes may not use federal student aid until grades have been posted for the current term. The student will be responsible for payment of tuition, fees, and any other expenses until eligibility is determined.

Return of Federal Title IV Funds Policy: The federal government has established the Return of Title IV Funds Policy Regulation (R2T4) which impacts federal financial aid recipients. Federal financial aid at Haywood Community College includes: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant and/or Federal Loans. Students receiving federal aid will be required to repay a portion of that aid if they withdraw from all classes prior to the 60% point of the semester. This policy is not the same as the Haywood Community College’s refund policy.

Financial aid is awarded to students contingent upon completion of the semester. Federal financial aid recipients who withdraw from class, stop attending, drop out, or are dismissed/suspended from class prior to completing 60% of the semester may owe back a portion of their financial aid he/she received. R2T4 calculations are based on the student’s last date of recorded attendance and/or class participation. The student will be sent a letter detailing any amounts due to HCC and/or to the United States Department of Education. Students will not be allowed to register in courses or receive an official transcript until his/her account is cleared. If a student owes money to the Department of Education, the student must repay the amount or make satisfactory payment arrangements with the Department of Education to remain eligible for federal financial aid. Students are given 45 days from the date of notification to make payment arrangements. After the 45-day period, HCC will follow the Collection of Accounts Receivable procedure.

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.

Further Information and Assistance: Students desiring further information about scholarships may contact the Foundation Office at (828) 627-4170. Additional financial aid information regarding grants, and workstudy may be obtained by contacting the Financial Aid Office at (828) 627-4756.

Financial aid information is based on current federal, state and institutional guidelines and is subject to change without notice.

**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.
2. Increase awareness of professional job search techniques and tools.
3. Provide additional support for Workforce Development initiatives.
4. Improve 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 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).

**Teaching and Learning Center (TLC)**

The services provided by the Teaching & Learning Center, located in the 300 Building, include the following: free peer tutoring, free math and writing labs, academic skills workshops, distance learning testing, make-up testing, learning styles assessment, Read Out Loud Software, and supplemental course software.

The TLC Peer Tutoring Program helps students improve academic success through tutoring.

If a student is struggling academically in a class, that student can receive up to five hours of free tutoring per week per subject area during any one semester. If a student successfully completes a course with a B or better, 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 and writing drop-in labs. 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.
Student Life/Activities

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 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. SGA is comprised of student representatives from all academic programs and clubs at the College. Meetings are open to everyone.

The SGA offers students an opportunity to get involved in extracurricular activities to complement classroom experiences by sponsoring social, educational, cultural and community service activities. The SGA provides services and programs to assist HCC students in becoming more broadly educated and in developing more meaningful interpersonal relationships. 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.

Why should I participate?

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

The SGA assists in 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 Vice President of Student and Workforce Development 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. If you are interested in getting more information about one of the following clubs, contact the club's advisor(s).

<table>
<thead>
<tr>
<th>Club</th>
<th>Advisor</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Criminal Justice Association – Lambda Alpha Epsilon</td>
<td>Chris Wyatt</td>
<td>627.4032</td>
<td>903</td>
</tr>
<tr>
<td>Archery Club</td>
<td>Chris Graves, Paul Denkenberger</td>
<td>627.4565, 627.4607</td>
<td>306, 1500</td>
</tr>
<tr>
<td>Criminal Justice Club</td>
<td>Barbara Wolfe</td>
<td>627.3615</td>
<td>902</td>
</tr>
<tr>
<td>Film &amp; Video Club</td>
<td>Cheryl Fulghum</td>
<td>565.4280</td>
<td></td>
</tr>
<tr>
<td>Future Cosmetologists Association</td>
<td>Sandra Laney, Denise Finger</td>
<td><a href="mailto:slaney@haywood.edu">slaney@haywood.edu</a>, <a href="mailto:dfinger@haywood.edu">dfinger@haywood.edu</a></td>
<td>3200 Building</td>
</tr>
<tr>
<td>Health Business Informatics / Medical Office Administration Club</td>
<td>Jodi Wijewickrama, Donna White</td>
<td>565.4016, 565.4034</td>
<td>234, 236</td>
</tr>
<tr>
<td>HCC Automotive Club</td>
<td>Darrell Honeycutt</td>
<td>627.4582</td>
<td>1600 Building</td>
</tr>
<tr>
<td>HCC Book Club</td>
<td>Gerry Kelly, Pam Davis</td>
<td>565.4231, 565.4233</td>
<td>323, 336</td>
</tr>
<tr>
<td>Soc. of Amer. Foresters/ Timbersports</td>
<td>Blair Bishop, Kesi Stoneking</td>
<td>627.4566, 565.4273</td>
<td>308, 307</td>
</tr>
<tr>
<td>HCC Disc Golf Club</td>
<td>Matt Heimburg</td>
<td>627.4579</td>
<td>329</td>
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<tr>
<td>HCC Technology Club</td>
<td>Marc Lehman</td>
<td>565.4025</td>
<td>210</td>
</tr>
<tr>
<td>HCC Veterans Club</td>
<td>Sayward Cabe</td>
<td>627.4509</td>
<td>1528</td>
</tr>
<tr>
<td>Haywood Studios</td>
<td>Robert Blanton</td>
<td>627.4674</td>
<td>7000 Building</td>
</tr>
<tr>
<td>Horticulture Club</td>
<td>George Thomas</td>
<td>627.4625</td>
<td>1103</td>
</tr>
<tr>
<td>National Society for Leadership &amp; Success</td>
<td>Paul Denkenberger</td>
<td>627.4607</td>
<td>1500 Building</td>
</tr>
<tr>
<td>Phi Theta Kappa</td>
<td>Stephanie Wampler, Greg McLamb</td>
<td>565.4209, 627.4659</td>
<td>322, 334</td>
</tr>
<tr>
<td>Student Association of Medical Assistants</td>
<td>Glenn Grady</td>
<td>627.4658</td>
<td>905</td>
</tr>
<tr>
<td>Sustainability Club</td>
<td>Sara Martin, Preston Jacobsen</td>
<td>627.4687, 565.4033</td>
<td>343, 3527</td>
</tr>
<tr>
<td>Forest Ecology Club</td>
<td>Brian Schneider</td>
<td>627.4563</td>
<td>307</td>
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<tr>
<td>Investment Club</td>
<td>David Forester, Clay Couch</td>
<td>627.4594, 565.4229</td>
<td>241, 371</td>
</tr>
<tr>
<td>Photography Club</td>
<td>Lori Johnson</td>
<td>565.4223</td>
<td></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 by-laws to the Student Government Association, the SGA Advisor, the Vice President of Student and Workforce Development, and the HCC Administrative Council. For more information about clubs contact the SGA Advisor (627-4607).
Continuing Education, Workforce Development and Adult Education

Continuing Education

Continuing 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 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 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 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, 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's Continuing 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 are 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.

Enrollment Procedure for Continuing Education (Non-credit) Programs

• Complete a Continuing Education Enrollment Form available in Student Services in the Student Center and online.
• Submit the form to Enrollment Management staff to complete the registration process.
• Pay tuition, institutional fees, and purchase books in the Student Center.

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 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:

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<tr>
<th>Hours</th>
<th>Costs</th>
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<tr>
<td>0–24 Hours</td>
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<tr>
<td>25–50 Hours</td>
<td>$120</td>
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<td>50+ Hours</td>
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*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 through the Enrollment Management Office. 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

• 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

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.

The State of North Carolina maintains a number of licensure programs for trade, industry, and professions.

Continuing Education credits are required in order to maintain a valid license in many of these programs. Haywood Community College routinely offers continuing education classes for electrical, plumbing, auto safety, and other trades licensure programs. For information on scheduled classes or to sign up for continuing education credit classes, contact: 828-627-4500.

Corporate and Community Education offers to individuals 18 years of age (16 years old with a completed Minor Permission Form and all required signatures) 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.

Haywood Community College’s partnership with the American Bladesmith Society (ABS) brings the art and science of hand forged bladesmithing to our campus. Master Bladesmiths from across the country come to attend our semi-annual Hammer In and Knife Show and to serve as skilled instructors in ABS sanctioned bladesmithing courses.

Corporate training provides specialized courses specifically designed to meet the needs of corporations, groups, non-profits, and other entities.

Contact Continuing Education

For information on scheduled classes or to sign up for classes contact: 828-627-4500.

Human Resources Development (Career Works) Program

The mission of Haywood Community College’s Human Resources Development Program is to strengthen the employability skills of the county’s residents who are unemployed or underemployed. HRD courses may be fee waived for the underemployed or unemployed. 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
• computer skills
• job search
• résumé development
• interviewing skills

HRD programs are currently offered by Haywood Community College through the CareerWorks centers in three distinct venues:

• West Waynesville Campus – Career Connections – 828-246-9233
• NC Employment Security Commission/JobLink – eLab – 828-456-6061
• LifeWorks/Christian Women and Christian Men Job Corps

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 HCC Computer Training is to help all students improve their knowledge of computer technology, whether for career advancement or personal improvement.

Business & Industry

Services provided through HCC’s Business and Industry Division includes: Occupational Continuing Education, Workforce Training, and specialized industry training provided through the North Carolina Community College System, Customized Training Program.

For over 40 years, HCC has been offering these specialized training programs to citizens as they assess and build upon their work-related skills. Through our Business and Industry Training Division, participants can upgrade skills, develop new skills, and prepare for licensures and certification, by participating in any of our wide range of training support -- from Machine Operator to Management level courses. HCC can provide employee training tailored for very specific job skills at area businesses and industry.

HCC’s Business & Industry Division provides:

• Safety & Environmental Training
• Customer Service Training
• Recertification Classes
• Manufacturing Training Courses
• Strategic Planning
• Corporate Level Management Training
• Professional Development

Customized Training Program

The Customized Training Program provides education, training and support services for new, expanding and existing business and industry in Haywood County. The goal of this program is to foster and support three key aspects of a company's well-being:

• Job Growth
• Technology Investment
• Productivity Enhancement

What We Do

The Customized Training Program is designed to make a difference in a company’s bottom line, whether the organization is creating jobs, investing in new machinery and equipment, or streamlining processes for efficiency.

Customized Training Program resources may support training needs assessment, instructional design, development and delivery. With our team of experts, we develop and create customized media, including process manuals, orientation and
process DVDs, and interactive learning solutions. We offer a proven design process that is repeatable and ensures the
development of high-quality learning solutions including classroom, lab and on-the-job training, and computer-based
interactive programs and immersive 3-D simulation.

The greatest asset that North Carolina Community Colleges have is flexibility. In a rapidly changing global economy in
which innovation means the difference between business success and failure, the skills industries require of their employees
evolve more rapidly than ever before. In North Carolina, our world-renowned Customized Training Program will create
success for our companies and their employees by quickly responding to industry's changing skills needs.

How We Do It

Our services range from job profiling, pre-employment training and assessment, to post-hire technical and critical soft skills
training. The overall focus of pre-employment training is to provide a mutual opportunity for both candidate and company to
assess each other to determine if there is a good match for a long-term relationship. This is an opportunity to focus on your
organization's philosophy, values, vision, practices and demands on the job, as well as to hear from the candidates and
observe them in structured exercises that will bring out some of the challenges of daily work.

To initiate the design and development of your customized training plan, the Customized Training Program Coordinator from
your local community college will collaborate with you to provide an instruction method tailored to your needs.

We will work with you to get your workforce up and running at the speed of business. The road map we follow will be
relevant and unique to your company.

Why We Do It

We recognize that the availability of a well-trained workforce is critical consideration in your decision to locate, expand or
remain in Haywood County. Working with our local and regional economic and workforce development partners, HCC will
assist you through the initial recruitment, personalized screening and customized training processes. By preparing a
workforce with the skills essential for success, we enhance your company's competitiveness.

Allow us to guide you through a customer-focused process with an end result of a qualified, motivated and productive
workforce that will ensure both the initial and continued success of your organization.

Health and Emergency Services Training encompasses many disciplines. This includes Emergency Medical Services
Certifications from Medical Responder through Paramedic level, and American Heart Association Courses (CPR/First Aid,
AED, ACLS, and PALS). 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 such as AMLS, PEPP,
EPC, PHTLS, and GEMS.

Allied Health Training includes Nurse Aide I, 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 800 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 sbc.haywood.edu to view Upcoming Seminars, New Business Guide, Success Stories, Resources, other business-related news, and events to help grow your business.

**Online Learning** is available in most disciplines. 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.

**Career Readiness Certificate (CRC)**

The Career Readiness Certificate is a nationally recognized credential which certifies that the holder is ready for the workplace. 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 that are common in today’s workplace: finding information, reading instructions and directions, and working with figures.

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.

Currently four levels of CRC assessment certifications are awarded based on the student’s scores on the assessment. The levels are as follows:

- **Bronze (Level 3):** Individual possesses the necessary foundational skills for 16% of jobs in the WorkKeys database
- **Silver (Level 4):** Individual possesses the necessary foundational skills for 67% of jobs in the WorkKeys database
- **Gold (Level 5):** Individual possesses the necessary foundational skills for 93% of jobs in the WorkKeys database
- **Platinum (at least a Level 6):** Individual possesses the necessary foundational skills for 99% of jobs in the WorkKeys database (Although this is not one of the certificates we can award, they would have to apply on a national level.)

Haywood Community College offers an interactive on-line assessment and training tool as a means of preparing for the CRC assessment and is available to HCC students at no charge. Students can register for unlimited access at the West Waynesville. The assessment costs $30.00. It can be taken as often as desired. Grant funds may be available to cover the first-time cost of taking the CRC. The CRC assessment can be taken by appointment at the West Waynesville Campus.

For more information or to schedule the CRC assessment contact: Rachael Clark at 828-564-5093.

**Adult Education**

North Carolina’s adult education and literacy program, Basic Skills, supports the mission of the North Carolina Community College System which is “to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals.”

There are **no tuition costs** for Adult Education programs. A fee is applied for GED testing.
North Carolina’s Basic Skills program assists adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. North Carolina’s purpose is in line with federal legislation which governs the program, The Adult Education and Family Literacy Act, Title 2, of the Workforce Investment Act of 1998 which states as its purpose the creation of “a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy services, in order to:

• Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency

• Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children

• Assist adults in the completion of a secondary school education.”

**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 community colleges, most private colleges, many universities, and by employers across the nation.

**The General Educational Development (GED)** is a program that provides instruction to prepare for the official GED® tests. To obtain a GED® diploma, students must take a battery of five tests: Language Arts-Writing, Social Studies, Science, Language Arts – Reading, and Mathematics. Each student is required to pay a test fee of $35.00. A General Educational Development Diploma is awarded to students by the State Board of the North Carolina Community College System. Those students scoring 2,250 or higher are eligible for the diploma.

Requirements: Student must be at least 18 years old (16- and 17-year olds may enroll and test with special permission), be a current North Carolina resident, be certified to test through the GED Preparation, and pay the $35.00 testing fee.

**English as a Second Language (ESL)** is a program of instruction designed for adults who are limited English proficient and whose primary language is not English. American culture, history and life skills are embedded in the program. Students will be able to improve their speaking, reading, writing, and understanding of the English language to enable them to further their education or obtain employment.

**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. 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 and completing an orientation session. Students may call 828-627-4648 or 828-565-4182 to register for orientation.

**Adult Education Enrollment for Minors**

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

i. 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. After the form is notarized, it is signed by the principal of the last school attended and by the superintendent if it has been less than six months since the student last attended.

ii. Upon enrolling in Adult Education programs, students agree to adhere to the HCC Student Code of Conduct as stated in this catalog.
Experiential Learning

Experiential Learning at HCC is comprised of three educational programs designed to enhance student learning, promote civic responsibility, clarify and validate career goals, and encourage professional growth and development of job skills through practical work experience outside the classroom. Experiential learning programs include cooperative education, internships and service learning.

Students should meet with the Experiential Learning Coordinator and/or their advisors before registering for an experiential learning course. Cooperative education courses require an orientation session before students can begin their work experiences and all experiential learning courses require completion of a workbook or other written activities that track student progress throughout the course.

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, and academic motivation
- **Professional**: workplace competencies, understanding of workplace culture, responsible for work habits, clarity about career goals, professional network, after graduation employment opportunities
- **Personal**: lifelong learning skills, job readiness, maturity, determination of strengths and weaknesses, earnings to defray college expenses

Cooperative education is required for some programs (like Medical Office Administration and Healthcare Business Informatics), and is offered as a technical elective in most other programs. Students will receive academic credit, as well as work experience in their field of study. Students must have a GPA of 2.0 or higher and have completed at least 9 semester credit hours of core credits toward graduation.

*Medical Office Administration and Healthcare Business Informatics programs require students to complete Student Medical Forms (including submitting shot records) and background checks, which carry additional costs. Please see Experiential Learning Office for more information.*

Internships

Internships combine practical work experience with academic coursework to develop student job skills, encourage professional growth, and establish professional relationships in the student’s field of study. Internship requirements vary by program. Please contact the Experiential Learning Coordinator for specific internship opportunities.

Service Learning

Service learning combines positive and meaningful community service with academic coursework to reinforce classroom concepts, promote civic responsibility, and meet the needs of the community. Service learning opportunities vary by course, and are approved at the discretion of the instructor and/or Experiential Learning Coordinator. Please contact the Experiential Learning Coordinator for more information about service learning opportunities.
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 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.

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
  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
  Electronics Engineering Technology
  Entrepreneurship
  Fish and Wildlife Management Technology
  Forest Management Technology
  Healthcare Business Informatics
  Industrial Systems Technology
  Low Impact Development
  Medical Assisting
  Medical Office Administration
  Networking Technology
  Nursing
  RN Completer Program
  Professional Crafts - Clay
  Professional Crafts - Fiber

Professional Crafts - Jewelry
Professional Crafts - Wood
Welding Technology

Diploma Programs

Accounting
Automotive Systems Technology
Building Construction Technology - Green Building
Business Administration
Collision Repair and Refinishing Technology
Computer Information Technology
Computer-Integrated Machining
Cosmetic Arts
Electrical Systems Technology
Entrepreneurship
Healthcare Business Informatics
Horticulture Technology
Industrial Systems Technology
Medical Office Administration - Electronic Health Records
Networking Technology
Professional Crafts - Clay
Professional Crafts - Fiber
Professional Crafts - Jewelry
Professional Crafts - Wood
Therapeutic Massage
Welding Technology
Certificate Programs

Accounting
Automotive Systems Technology - Diesel
Automotive Technology - Alternative Fuel Transportation Technology
Automotive Technology - Basic
Automotive Technology - Mobile Equipment and Repair
Building Construction Technology - Basic
Building Construction Technology - Intermediate
Business Administration
Business Administration - Office Software Certificate
CISCO CCNA Preparation
Collision Repair and Refinishing - Basic
Collision Repair and Refinishing - Intermediate
Collision Repair and Refinishing - Mobile Equipment Maintenance Repair
Computer Information Technology
Computer-Integrated Machining - Basic
Computer-Integrated Machining - Intermediate
Cosmetology Instructor
Criminal Justice Investigations Certificate
Criminal Justice Technology
Criminal Justice Technology - Emergency Management
Early Childhood
Early Childhood Administration Certificate
Early Childhood Special Education Certificate

Career & College Promise (CCP)

Through Career & College Promise (CCP), qualified high-school-age students in North Carolina have the opportunity to pursue college credit, tuition free, while they are in high school.

College Transfer Pathways

- Humanities and Social Science Pathway (P1012A)
- Business and Economics Pathway (P1012B)
- Life and Health Sciences Pathway (P1042A)
- Engineering and Mathematics Pathway (P1042B)

College Transfer Pathways - College transfer pathways provide up to 34 hours of tuition-free course credits toward the Core 44 that will transfer seamlessly to any public or participating private college or university, saving successful students time and money in pursuing four-year degrees.

Career Technical Education Pathways

- Automotive System Technology (C60160CP)
- Automotive Systems Technology - Introduction (C60160IN)
- Automotive Systems Technology - Intermediate (C60160IM)
- Business Administration - Business Exploration (C25120BE)

- Collision Repair & Refinishing - Introductory (C60130IN)
- Collision Repair & Refinishing - Intermediate (C60130IM)
- Collision Repair and Refinishing - Special Finishes (C60130SP)
- Collision Repair and Refinishing - Welding (C60130WE)
- Electrical Systems Technology
- Electronics Engineering - Basic
- Electronics Engineering - Intermediate
- Engineering Design
- Entrepreneurship
- Entrepreneurship: Start-up Focus
- Forest Management Technology - Natural Resource Specialist
- Healthcare Business Informatics for Computer Technology Professionals
- Healthcare Business Informatics for Health Professionals
- Horticulture Technology
- Horticulture Technology - Advanced
- Industrial Systems Technology - Basic
- Industrial Systems Technology - Intermediate
- Infant Toddler Certificate
- Low Impact Development Certificate - Design
- Low Impact Development Certificate - GIS Specialist
- Low Impact Development Certificate - LID Specialist
- Manicuring Instructor
- Manicuring/Nail Technology
- Medical Office Administration
- Networking Technology
- School - Age Education
- Welding Certificate - Basic
- Welding Certificate - Intermediate
Career Technical Education Pathways - Students earn course credits toward a job credential, certificate or diploma in a technical career.

For more information contact: Matt Heimburg, High School Programs Coordinator
mheimburg@haywood.edu
(828) 627-4579
### Applied Science - Social Behavioral Sciences and Humanities Electives

#### Social & Behavioral Choices for AAS Degree Programs Unless Otherwise Noted:

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### Humanities & Fine Arts Choices for AAS 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

**Fall Semester 1**

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HCC 2013-2014 - 83 - www.haywood.edu
**Spring Semester 2**

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

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**Diploma in Accounting D25100**

**Fall Semester 1**

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**Spring Semester 1**

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**Total: 19**

**Total Credit Hours: 71-73**

**Certificate in Accounting C25100**

**Fall Semester 1**

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**Total: 15**

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

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

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

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

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

Associate In Applied Science Degree (AAS) A60160

Fall Semester 1

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### Diploma in Automotive Systems Technology D60160

#### Spring Semester 2

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* For Diploma Only

**Total Credit Hours: 70**

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

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* For Diploma Only

#### Total: 17

#### Fall Semester 1

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**Total: 20**

#### Spring Semester 1

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**Total: 17**

**Total Credit Hours: 37**
Automotive Technology - Mobile Equipment and Repair C60160MR

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Total Credit Hours: 14

Automotive Technology - Basic C60160B

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Total Credit Hours: 14

Automotive Technology - Alternative Fuel Transportation Technology C60160AT

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Total Credit Hours: 12

Certificate in Automotive Systems Technology - Diesel C606160D

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Automotive Systems Technology - Introduction CCP C60160IN

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Automotive Systems Technology - Intermediate CCP C60160IM

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Automotive System Technology CCP C60160CP

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Building Construction Technology - Green Building

Curriculums in the Architecture and Construction Technology pathway are designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

Course work includes instruction in sustainable building and design, print reading, building codes, estimating, construction materials and methods, and other topics related to design and construction occupations.

Graduates of this pathway should qualify for entry-level jobs in architectural, engineering, construction and trades professions, as well as positions in industry and government.

Building Construction Technology: A program that prepares individuals to apply technical knowledge and skills to residential and commercial building construction and remodeling. Includes instruction in construction equipment and safety; site preparation and layout; construction estimating; print reading; building codes; framing; masonry; heating, ventilation and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing.

Associate In Applied Science Degree (AAS) A35140

<table>
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## Diploma in Building Construction Technology - Green Building D35140

### Fall Semester 1
- **ACA-111**  College Student Success  
  - Lec: 1  
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  - Clin: 0  
  - Cred: 1  
- **BPR-130**  Print Reading-Construction  
  - Lec: 3  
  - Lab: 0  
  - Clin: 0  
  - Cred: 3  
- **CMT-120**  Codes and Inspections  
  - Lec: 3  
  - Lab: 0  
  - Clin: 0  
  - Cred: 3  
- **CST-111**  Construction I  
  - Lec: 3  
  - Lab: 3  
  - Clin: 0  
  - Cred: 4  
- **MAS-140**  Introduction to Masonry  
  - Lec: 1  
  - Lab: 2  
  - Clin: 0  
  - Cred: 2  
- **ENG-111**  Expository Writing  
  - Lec: 3  
  - Lab: 0  
  - Clin: 0  
  - Cred: 3  

**Total: 16**

### Spring Semester 1
- **CST-112**  Construction II  
  - Lec: 3  
  - Lab: 3  
  - Clin: 0  
  - Cred: 4  
- **CST-131**  OSHA/Safety/Certification  
  - Lec: 2  
  - Lab: 2  
  - Clin: 0  
  - Cred: 3  
- **ELC-113**  Residential Wiring  
  - Lec: 2  
  - Lab: 6  
  - Clin: 0  
  - Cred: 4  
- **SST-140**  Green Building and Design Concepts  
  - Lec: 3  
  - Lab: 0  
  - Clin: 0  
  - Cred: 3  

**Total: 17**

### Summer Semester 1
- **Communications**  
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  - Lab: 0  
  - Clin: 0  
  - Cred: 3  

**Total: 3**

**Total Credit Hours: 36**

## Certificate in Building Construction Technology - Basic C35140B

### Courses
- **BPR-130**  Print Reading-Construction  
  - Lec: 3  
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  - Clin: 0  
  - Cred: 3  
- **CMT-120**  Codes and Inspections  
  - Lec: 3  
  - Lab: 0  
  - Clin: 0  
  - Cred: 3  
- **CST-111**  Construction I  
  - Lec: 3  
  - Lab: 3  
  - Clin: 0  
  - Cred: 4  
- **MAS-140**  Introduction to Masonry  
  - Lec: 1  
  - Lab: 2  
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**Total: 12**

**Total Credit Hours: 12**
Certificate in Building Construction Technology - Intermediate C35140IM

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Total: 14

Total Credit Hours: 14
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

Fall Semester 1

<table>
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<tr>
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<th>Course Title</th>
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Spring Semester 1

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Fall Semester 2

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Total: 15-17
### Diploma in Business Administration D25120

#### Fall Semester 1

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#### Spring Semester 1

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Total: 18

### Certificate in Business Administration C25120

#### Fall Semester 1

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Total: 16

Total Credit Hours: 69-72
### Business Administration - Office Software Certificate C25120OS

#### Fall Semester 1

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**Total: 8**

**Total Credit Hours: 18**

### Business Administration - Business Exploration CCP C25120BE

#### Courses

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**Total: 16**
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 Transfer Core 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.

At the end of each student's course of study, he or she will be required to complete a Capstone Project as part of the HUM 220 course. This project-based course is designed to help students make connections between different disciplines and will give them the opportunity to demonstrate the progress they have made on their personal academic journeys.

Associate in Arts Degree A10100

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**

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<td>ENG-113</td>
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<tr>
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**Humanities: 12 semester hours from 3 disciplines; at least one course must be a literature**

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<td>ENG-233</td>
<td>Major American Writers</td>
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**Choose three courses from at least two different disciplines.**

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<td>Critical Thinking</td>
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**Social/Behavioral Sciences: 12 semester hours from 3 disciplines; at least one course must be a history**

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**Mathematics: 6 semester hours required**

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

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<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO-140</td>
<td>Environmental Biology</td>
<td>3</td>
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</tbody>
</table>
BIO-140A  Environmental Biology Lab  1
OR
CHM-151  General Chemistry I  4
CHM-152  General Chemistry II  4

**Required Classes:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>HUM-220</td>
<td>Human Values and Meaning</td>
<td>3</td>
</tr>
<tr>
<td>MAT-171A*</td>
<td>Precalculus Algebra Lab</td>
<td>1</td>
</tr>
<tr>
<td>MAT-172A*</td>
<td>Precalculus Trig Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>1-2</td>
</tr>
</tbody>
</table>

*MAT 171A if MAT 171 is selected from the 6 hour math requirement;
*MAT 172A if MAT 172 is selected.

**General Electives: 13 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 Degree A10400**

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 Code</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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
</tr>
</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>
</tr>
<tr>
<td>ENG-242</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG-251</td>
<td>Western World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG-252</td>
<td>Western World Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ART-111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<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>
</tbody>
</table>
| COM-120     | Intro to Interpersonal
Communication | 3    |
<p>| DRA-111     | Theatre Appreciation          | 3        |
| HUM-110     | Technology and Society        | 3        |
| HUM-120     | Cultural Studies              | 3        |
| HUM-121     | The Nature of America         | 3        |
| HUM-122     | Southern Culture              | 3        |
| HUM-130     | Myth in Human Culture         | 3        |
| HUM-160     | Introduction to Film          | 3        |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
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<tbody>
<tr>
<td>MUS-110</td>
<td>Music Appreciation</td>
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<tr>
<td>PHI-210</td>
<td>History of Philosophy</td>
<td>3</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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<tr>
<td>PHI-221</td>
<td>Western Philosophy II</td>
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<tr>
<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>
</tr>
<tr>
<td>REL-211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL-212</td>
<td>Introduction to New Testament</td>
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<tr>
<td>REL-221</td>
<td>Religion in America</td>
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<td>SPA-111</td>
<td>Elementary Spanish I</td>
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Social/Behavioral Sciences: 9 semester hours from 3 disciplines; at least one course must be a history

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Sem Hrs.</th>
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<tbody>
<tr>
<td>ANT-210</td>
<td>General Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT-220</td>
<td>Cultural Anthropology</td>
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</tr>
<tr>
<td>ANT-230</td>
<td>Physical Anthropology</td>
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<tr>
<td>ANT-240</td>
<td>Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Principles of Microeconomics</td>
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<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>
<td>3</td>
</tr>
<tr>
<td>HIS-131</td>
<td>American History I</td>
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<tr>
<td>HIS-132</td>
<td>American History II</td>
<td>3</td>
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<tr>
<td>POL-120</td>
<td>American Government</td>
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<tr>
<td>PSY-150</td>
<td>General Psychology</td>
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<td>PSY-237</td>
<td>Social Psychology</td>
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<td>PSY-241</td>
<td>Developmental Psychology</td>
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<td>PSY-281</td>
<td>Abnormal Psychology</td>
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<td>SOC-210</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SOC-213</td>
<td>Sociology of the Family</td>
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</table>

Mathematics: 6 semester hours required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
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</thead>
<tbody>
<tr>
<td>MAT-171</td>
<td>Precalculus Algebra</td>
<td>3</td>
</tr>
<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>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
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</thead>
<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM-151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM-152</td>
<td>General Chemistry II</td>
<td>4</td>
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</tbody>
</table>

Natural Sciences and Mathematics: 6 semester hours required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem Hrs.</th>
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</thead>
<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<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>Course</td>
<td>Title</td>
<td>Sem Hrs.</td>
</tr>
<tr>
<td>----------</td>
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<tr>
<td>BIO-140</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO-140A</td>
<td>Environmental Biology Lab</td>
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<tr>
<td>CHM-132</td>
<td>Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM-151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM-152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CIS-115</td>
<td>Intro to Programming &amp; Logic</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>
</tr>
<tr>
<td>MAT-273</td>
<td>Calculus III</td>
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<tr>
<td>PHY-251</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY-252</td>
<td>General Physics II</td>
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</table>

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem Hrs.</th>
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</thead>
<tbody>
<tr>
<td>ACA-122</td>
<td>College Transfer Success</td>
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</tr>
<tr>
<td>COM-231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>HUM-220</td>
<td>Human Values and Meaning</td>
<td>3</td>
</tr>
<tr>
<td>MAT-171A*</td>
<td>Precalculus Algebra Lab</td>
<td>1</td>
</tr>
<tr>
<td>MAT-172A*</td>
<td>Precalculus Trig Lab</td>
<td>1</td>
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</tbody>
</table>

**Technical Electives: 11 semester hours from the following list**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<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>
</tr>
<tr>
<td>BIO-140A</td>
<td>Environmental Biology Lab</td>
<td>1</td>
</tr>
<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 and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO-169</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO-175</td>
<td>General Microbiology</td>
<td>3</td>
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<tr>
<td>CHM-132</td>
<td>Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM-151</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>CHM-152</td>
<td>General Chemistry II</td>
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<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
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<tr>
<td>CIS-115</td>
<td>Intro to Programming &amp; Logic</td>
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<tr>
<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>
<td>3</td>
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<tr>
<td>MAT-271</td>
<td>Calculus I</td>
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<tr>
<td>MAT-272</td>
<td>Calculus II</td>
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<td>MAT-273</td>
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<td>MAT-285</td>
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<tr>
<td>PHY-251</td>
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<tr>
<td>PHY-252</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>
44 Hour General Education Core:
Courses should be selected from the categories listed under the Associate in Arts or Associate in Sciences.

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 at least 3 different disciplines; at least 1 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.G.E. 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.

Humanities:

Natural Science and Mathematics:
Either MAT 115, 140, 151, 171 and 171A, or 175; and either BIO 111, 168, or CHM 151.
Social and Behavioral Sciences:
Six semester hours selected from ANT 210, 220, 230, 240, ECO 251, 252, HIS 121, 122, 131, 132, POL 120, PSY 150, SOC 210.

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 7 SHC in health, physical education, college orientation and/or study skills may 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.

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 MAT 171 and 171A or MAT 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, 230, 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
AGE Option 3 - Agriculture Education - Horticulture Emphasis:

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 agricultural education in the public school systems in North Carolina. Students enrolled in the AGE program should let their adviser 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 successfully.

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:
   MAT 140, MAT 151, BIO 111, BIO 112, and BIO 120

Social and Behavioral Sciences:
   SOC 213.

Professional Study:
   HOR 162, HOR 160, HOR 168, FOR 173,
Suggested Schedule

First Year

Fall Semester: 18 semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>BIO 111</td>
<td>General Biology I</td>
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<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
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<tr>
<td>COM 231</td>
<td>Public Speaking</td>
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<td>MAT 140</td>
<td>Survey of Mathematics</td>
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<td>CIS 110</td>
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<tr>
<td>PED</td>
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Total: 18

Spring Semester: 17 semester hours

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<tr>
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<tr>
<td>ENG 114</td>
<td>Prof. Research &amp; Reporting</td>
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</tr>
<tr>
<td>MAT 151</td>
<td>Statistics I</td>
<td>3</td>
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<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
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<tr>
<td>REL 110</td>
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Total: 17

Second Year

Fall Semester: 16 semester hours

<table>
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<th>Course</th>
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<td>HOR 160</td>
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<td>ENG 231</td>
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Total: 16

Spring Semester: 15 semester hours

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Total Program Hours: 66

Core 44 College Transfer Pathway Business and Economics (Career and College Promise Pathway) P1012B

English Composition

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**Total Credit Hours: 33**

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**Core 44 College Transfer Pathway Engineering and Mathematics (Career and College Promise Pathway) P1040B**

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**Total Credit Hours: 32**

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**Core 44 College Transfer Pathway Humanities and Social Science (Career and College Promise Pathway) P1012A**

**English Composition**

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**Total Credit Hours: 33**

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### Core 44 College Transfer Pathway Life and Health Sciences (Career and College Promise Pathway) P1040A

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#### Natural Sciences/Mathematics

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**Total Credit Hours: 33**
Collision Repair and Refinishing Technology

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

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

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

Collision Repair and Refinishing Technology: A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

Associate In Applied Science Degree (AAS) A60130

Fall Semester 1

<table>
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Spring Semester 1

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Fall Semester 2

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**Total: 16**

## Diploma in Collision Repair and Refinishing Technology D60130

### Fall Semester 1

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### Spring Semester 1

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**Total: 17**

## Collision Repair and Refinishing - Mobile Equipment Maintenance Repair C60130MR

### Courses

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**Total Credit Hours: 72**
## Collision Repair and Refinishing - Basic C60130B

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**Total Credit Hours: 14**

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**Total Credit Hours: 15**

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**Total Credit Hours: 15**

## Collision Repair and Refinishing - Special Finishes CCP C60130SP

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**Total Credit Hours: 18**
### Certificate in Collision Repair & Refinishing - Introductory CCP C60130IN

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**Total Credit Hours: 13**

### Certificate in Collision Repair & Refinishing - Intermediate CCP C60130IM

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**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

Fall Semester 1

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Total: 16-17

Spring Semester 1

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Summer Semester 1

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Fall Semester 1

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Spring Semester 2

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Mathematics: Choose at least 3 Hours from the following courses:

- MAT-140 Survey of Mathematics: 3 Lec, 0 Lab, 0 Clin, 3 Cred
- or MAT-151 Statistics I: 3 Lec, 0 Lab, 0 Clin, 3 Cred
- or MAT-171 Precalculus Algebra: 3 Lec, 0 Lab, 0 Clin, 3 Cred
- and MAT-171A Precalculus Algebra Lab: 0 Lec, 2 Lab, 0 Clin, 1 Cred

Total Credit Hours: 67-68

Diploma in Computer Information Technology D25260

Fall Semester 1

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Spring Semester 1

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Summer Semester 1

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Total Credit Hours: 36

Certificate in Computer Information Technology C25260

Fall Semester 1

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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.

Course work 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

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Total: 3

Total: 16
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**Electives:** Choose at least 2 credits from the following courses:

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**Total Credit Hours: 68**

### Diploma in Computer-Integrated Machining D50210

#### Fall Semester 1

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### Summer Semester 1

#### English
- **Total Credit Hours:** 3

#### Mathematics
- **Total Credit Hours:** 3

**Total Credit Hours:** 6

### Computer-Integrated Machining - Basic C50210B

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**Total Credit Hours:** 14

### Computer-Integrated Machining - Intermediate C50210IM

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**Total Credit Hours:** 13

### Computer-Integrated Machining CCP C50210CP

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**Total Credit Hours:** 18
## Computer-Integrated Machining - Advanced CCP C50210AD

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**Total: 14**

**Total Credit Hours: 14**
**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**

**Fall Semester 1**

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**Total Credit Hours: 67-68**
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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**Total Credit Hours: 71**

### Criminal Justice Technology C55180

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**Total Credit Hours: 18**

### Criminal Justice Technology - Emergency Management C55180EM

#### Courses

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**Total Credit Hours: 15**

### Criminal Justice Investigations Certificate C55180IN

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<td>CJC-231</td>
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**Total: 18**

Total Credit Hours: 16

Total Credit Hours: 18
**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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-115</td>
<td>Success &amp; Study Skills</td>
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<td>Introduction to Early Childhood Education</td>
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<tr>
<td>EDU-131</td>
<td>Child, Family, and Community</td>
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<td>Child Development I</td>
<td>3</td>
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<tr>
<td>ENG-111</td>
<td>Expository Writing</td>
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Total: 17

### Spring Semester 1

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<th>Lab</th>
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<tbody>
<tr>
<td>EDU-145</td>
<td>Child Development II</td>
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<td>EDU-146</td>
<td>Child Guidance</td>
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<td>EDU-151</td>
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<tr>
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<td>ENG-113</td>
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<tr>
<td>or ENG-114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
<td>or COM-120</td>
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<td>or COM-231</td>
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Total: 15

### Summer Semester 1

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<th>Cred</th>
</tr>
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<tbody>
<tr>
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<td>Infants, Toddlers, &amp; Twos</td>
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<tr>
<td>EDU-259</td>
<td>Curriculum Planning</td>
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<tr>
<td>EDU-280</td>
<td>Language and Literacy Experiences</td>
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Total: 9

### Fall Semester 2

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<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-221</td>
<td>Children With Exceptionalities</td>
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</tr>
<tr>
<td>EDU-261</td>
<td>Early Childhood Administration I</td>
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<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU-271</td>
<td>Educational Technology</td>
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<td>2</td>
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<td>3</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Natural Science and Mathematics</td>
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</table>

Total: 15-16

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.

**Social and Behavioral Sciences**

**Natural Science and Mathematics**
### Spring Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
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<tbody>
<tr>
<td>EDU-235</td>
<td>School-Age Development and Programs</td>
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<tr>
<td>EDU-254</td>
<td>Music and Movement for Children</td>
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<td>2</td>
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<tr>
<td>EDU-262</td>
<td>Early Childhood Administration II</td>
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<td>0</td>
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<td>3</td>
</tr>
<tr>
<td>EDU-284</td>
<td>Early Childhood Capstone Practicum</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities/Fine Arts</td>
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Total: 15

### Total Credit Hours: 71-72

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-221</td>
<td>Children With Exceptionalities</td>
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<tr>
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<td>Infants, Toddlers, &amp; Twos</td>
<td>3</td>
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<tr>
<td>EDU-280</td>
<td>Language and Literacy Experiences</td>
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Total: 9

### Fall Semester 2

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<tr>
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<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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<td>BUS-137</td>
<td>Principles of Management</td>
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<tr>
<td>EDU-261</td>
<td>Early Childhood Administration I</td>
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<td>0</td>
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<tr>
<td>EDU-271</td>
<td>Educational Technology</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
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<td>Natural Science and Mathematics</td>
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<td>0</td>
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Total: 15-16

### Spring Semester 2

<table>
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<tr>
<th>Course</th>
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<th>Lab</th>
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<td>EDU-284</td>
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Total: 17

### Total Credit Hours: 73-74

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
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<tbody>
<tr>
<td>EDU-221</td>
<td>Children With Exceptionalities</td>
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<tr>
<td>EDU-234</td>
<td>Infants, Toddlers, &amp; Twos</td>
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<td>0</td>
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<tr>
<td>EDU-280</td>
<td>Language and Literacy Experiences</td>
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Total: 9
Total Credit Hours: 69-70

**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.

### Summer Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
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<tbody>
<tr>
<td>EDU-280</td>
<td>Language and Literacy Experiences</td>
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<tr>
<td>HIS-131</td>
<td>American History I</td>
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<td>MAT-140</td>
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### Fall Semester 2

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<th>Cred</th>
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<tr>
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<tr>
<td>EDU-271</td>
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<td>HEA-110</td>
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### Spring Semester 2

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**Total Credit Hours: 74**

---

**Certificate in Early Childhood C55220**

Admission to this certificate requires that students satisfy the course prerequisite requirements. Students may satisfy the requirements by successful completion of the Accuplacer exam or completion of the following courses: ENG 080 and RED 080.
**Fall Semester 1**

<table>
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<th>Course</th>
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<th>Lec</th>
<th>Lab</th>
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<th>Cred</th>
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<tbody>
<tr>
<td>ACA-115</td>
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<td>EDU-119</td>
<td>Introduction to Early Childhood Education</td>
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<td>0</td>
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<td>EDU-144</td>
<td>Child Development I</td>
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<tr>
<td>EDU-146</td>
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**Total:** 11

**Spring Semester 1**

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<td>EDU-151</td>
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**Total:** 6

**Total Credit Hours:** 17

**Early Childhood Administration Certificate C55220AD**

Admission to this certificate requires that students satisfy the course prerequisite requirements. Students may satisfy the requirements by successful completion of the Accuplacer exam or completion of the following courses: ENG 080, ENG 090, RED 080 and RED 090.

**Courses**

<table>
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<th>Course</th>
<th>Title</th>
<th>Lec</th>
<th>Lab</th>
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<tr>
<td>ACA-115</td>
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<td>BUS-110</td>
<td>Introduction to Business</td>
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</tr>
<tr>
<td>EDU-119</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
<td>0</td>
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<td>EDU-261</td>
<td>Early Childhood Administration I</td>
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**Total:** 14

**Total Credit Hours:** 14

**Early Childhood Special Education Certificate C55220SE**

Admission to this certificate requires that students satisfy the course prerequisite requirements. Students may satisfy the requirements by successful completion of the Accuplacer exam or completion of the following courses: ENG 080, ENG 090, RED 080 and RED 090.

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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</thead>
<tbody>
<tr>
<td>EDU-144</td>
<td>Child Development I</td>
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</tr>
<tr>
<td>EDU-145</td>
<td>Child Development II</td>
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<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU-221</td>
<td>Children With Exceptionalities</td>
<td>3</td>
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<td>3</td>
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<td>EDU-222</td>
<td>Learners with Behavior Disorders</td>
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<td>Specific Learning Disabilities</td>
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<td>EDU-248</td>
<td>Developmental Delays</td>
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**Total:** 18

**Total Credit Hours:** 18
**Early Childhood Education Certificate CCP C55220CP**

Admission to this certificate requires that students satisfy the course prerequisite requirements of ENG 080 and RED 080. Students may satisfy the requirements by demonstrating college readiness on the Accuplacer exam or other approved diagnostic assessment test.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
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<tbody>
<tr>
<td>ACA-115 Success &amp; Study Skills</td>
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**Total: 17**

**Total Credit Hours: 17**
**Electrical Systems Technology**

Architecture and Construction programs prepare individuals to apply technical knowledge and skills related to the fields of architecture, construction, and associated professions. Includes instruction that can be applied to a variety of careers in the design-construction industry, including employment with architectural and engineering firms, residential and commercial builders/contractors, and other construction-related occupations.

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

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

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

---

**Diploma in Electrical Systems Technology D35130**

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
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**Total: 15**

**Spring Semester 1**

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<td>or COM-231</td>
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**Total: 10**

**Total Credit Hours: 40**
## Certificate in Electrical Systems Technology C35130

### Fall Semester 1

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**Total: 15**

**Total Credit Hours: 15**
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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Total: 15

Total: 16

Total: 3

Total: 16-18
## Spring Semester 2

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**Total: 16**

### Electives: Choose 1-3 hours from the following courses

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### Certificate in Engineering Design C40200ED

#### Fall Semester 1

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**Total: 6**

#### Spring Semester 1

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**Total: 6**

### Total Credit Hours: 12

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## Certificate in Electronics Engineering - Basic C40200B

### Courses

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### Total Credit Hours: 12
## Certificate in Electronics Engineering - Intermediate C40200IM

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**Total: 13**

## Electronics Engineering Technology CCP C40200CP

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**Total: 13**

## Total Credit Hours: 13
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

**Fall Semester 1**

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**Spring Semester 1**

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**Summer Semester 1**

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**Total: 6-7**

**Fall Semester 2**

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**Spring Semester 2**

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or ECM-210  Introduction to E-Commerce  Lec 2  Lab 2  Clin 0  Cred 3
ETR-270  Entrepreneurship Issues  Lec 3  Lab 0  Clin 0  Cred 3
Social & Behavioral Science  Lec 3  Lab 0  Clin 0  Cred 3

Total: 13-15

Total Credit Hours: 69-72

Mathematics: Choose at least 3 hours from the following courses
MAT-140  Survey of Mathematics  Lec 3  Lab 0  Clin 0  Cred 3
or MAT-151  Statistics I  Lec 3  Lab 0  Clin 0  Cred 3
or MAT-171  Precalculus Algebra  Lec 3  Lab 0  Clin 0  Cred 3
and MAT-171A  Precalculus Algebra Lab  Lec 0  Lab 2  Clin 0  Cred 1

Diploma in Entrepreneurship D25490

Fall Semester 1
ACC-120  Principles of Financial Accounting  Lec 3  Lab 2  Clin 0  Cred 4
BUS-280  REAL Small Business  Lec 4  Lab 0  Clin 0  Cred 4
CIS-110  Introduction to Computers  Lec 2  Lab 2  Clin 0  Cred 3
ENG-111  Expository Writing  Lec 3  Lab 0  Clin 0  Cred 3
ETR-220  Innovation and Creativity  Lec 3  Lab 0  Clin 0  Cred 3
ETR-230  Entrepreneur Marketing  Lec 3  Lab 0  Clin 0  Cred 3

Total: 20

Spring Semester 1
BUS-110  Introduction to Business  Lec 3  Lab 0  Clin 0  Cred 3
BUS-115  Business Law I  Lec 3  Lab 0  Clin 0  Cred 3
CTS-130  Spreadsheet  Lec 2  Lab 2  Clin 0  Cred 3
ENG-114  Professional Research & Reporting  Lec 3  Lab 0  Clin 0  Cred 3
ETR-210  Introduction to Entrepreneurship  Lec 3  Lab 0  Clin 0  Cred 3
ETR-270  Entrepreneurship Issues  Lec 3  Lab 0  Clin 0  Cred 3

Total: 18

Total Credit Hours: 38

Certificate in Entrepreneurship C25490

Fall Semester 1
ACC-120  Principles of Financial Accounting  Lec 3  Lab 2  Clin 0  Cred 4
or BUS-110  Introduction to Business  Lec 3  Lab 0  Clin 0  Cred 3
or CIS-110  Introduction to Computers  Lec 2  Lab 2  Clin 0  Cred 3
BUS-280  REAL Small Business  Lec 4  Lab 0  Clin 0  Cred 4
ETR-220  Innovation and Creativity  Lec 3  Lab 0  Clin 0  Cred 3
ETR-230  Entrepreneur Marketing  Lec 3  Lab 0  Clin 0  Cred 3

Total: 13-14

Total Credit Hours: 13-14
Certificate in Entrepreneurship: Start-up Focus C25490SF

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Total Credit Hours: 16
Fish and Wildlife Management Technology

The Natural Resources System curriculum is designed to provide the practice and academic skills essential for success in Natural Resource Management.

Students will gain an understanding of the principles and develop competencies and technical skills in the production, utilization and conservation of natural resources. Students will also learn many technical and conservation skills.

Graduates qualify for positions in natural resources technician positions in a wide range of outdoor national venues.

Fish and Wildlife Management Technology:  A program that prepares individuals to conserve and manage wilderness areas and the life therein, and manage wildlife reservations and zoological/aquarium facilities for recreational, commercial and ecological purposes. Potential course work includes instruction in wildlife biology, marine aquatic biology, environmental science, freshwater and saltwater ecosystems, natural resource management and policy, outdoor recreation and parks management, the design and operation of natural and artificial wildlife habitats, applicable law and regulations, and related administrative and communication skills.

Scheduling: Beginning fall semester of 2013, students seeking the Fish and Wildlife Technology AAS degree cannot register for general education courses during day hours for the final year. Day hours are from 7 a.m. to 4 p.m. FOR and FWL courses will largely be offered on a block scheduling system. To prevent scheduling conflicts, students should register with their Fish and Wildlife Technology advisor. Any scheduling conflicts must be corrected before the 10% point of the semester.

Associate In Applied Science Degree (AAS) A15160

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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Total Credit Hours: 75
Forest Management Technology

The Natural Resources System curriculum is designed to provide the practice and academic skills essential for success in Natural Resource Management.

Students will gain an understanding of the principles and develop competencies and technical skills in the production, utilization and conservation of natural resources. Students will also learn many technical and conservation skills.

Graduates qualify for positions in natural resources technician positions in a wide range of outdoor national venues.

Forest Management Technology: A program that prepares individuals to manage and produce forest resources. Potential course work includes instruction in woods and field skills, tree identification, timber measurement, logging and timber harvesting, forest propagation and regeneration, forest fire-fighting, resource management, equipment operation and maintenance, record-keeping, sales and purchasing, operations and personnel supervision.

Scheduling: Beginning fall semester of 2013, students seeking the Forest Management Technology AAS degree cannot register for general education courses during day hours for the final year. Day hours are from 7 a.m. to 4 p.m. FOR and FWL courses will largely be offered on a block scheduling system. To prevent scheduling conflicts, students should register with their Forest Management Technology advisor. Any scheduling conflicts must be corrected before the 10% point of the semester.

Associate In Applied Science Degree (AAS) A15200

**Fall Semester 1**

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**Total:** 10-13

**Fall Semester 2**

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**Total:** 16
Certificate in Forest Management Technology - Natural Resource Specialist 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.

<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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<tr>
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<td>FOR-173</td>
<td>Soils &amp; Hydrology</td>
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Total Credit Hours: 16

Forest Management Technology Certificate CCP C15200CP

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Total Credit Hours: 13

Courses

Spring Semester 2
FOR-212  Forest Surveying & Aerial Interpretation  2 3 0 3
FOR-271  Forest Management  2 3 0 3
FOR-285  Logging & Marketing  2 3 0 3
FOR-123  Forest Botany  2 3 0 3
WPP-125  Wood Identification  1 2 0 2
Total: 14

Total Credit Hours: 73-76
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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**Total: 15**
### Diploma in Healthcare Business Informatics  D25510

#### Fall Semester 1

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#### Spring Semester 1

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<td>Medical Legal Issues</td>
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Total Credit Hours: 71-72

### Certificate in Healthcare Business Informatics for Health Professionals  C25510HP

#### Fall Semester 1

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<tr>
<td>CTS-120</td>
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**Certificate in Healthcare Business Informatics for Computer Technology Professionals C25510CT**

**Total Credit Hours: 18**
**Horticulture Technology**

These curricula are 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 identification, pest management, plant science and soil science. Also included are courses in sustainable plant production and management, landscaping, and the operation of horticulture businesses.

Graduates should qualify for employment in a variety of positions associated with nurseries, garden centers, greenhouses, landscape operations, governmental agencies/parks, golf courses, sports complexes, highway vegetation, turf maintenance companies, and private and public gardens. Graduates should also be prepared to take the North Carolina Pesticide Applicator’s Examination and/or the North Carolina Certified Plant Professional Examination.

Horticulture Technology: A program that focuses on the general production and management of cultivated plants, shrubs, flowers, foliage, trees, groundcovers, and related plant materials; the management of technical and business operations connected with horticultural services; and the basic scientific principles needed to understand plants and their management and care.

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**Diploma in Horticulture Technology D15240**

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<tr>
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<tr>
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<td>HOR-166</td>
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**Total Credit Hours: 37**

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**Certificate in Horticulture Technology C15240**

**Fall Semester 1**

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**Total Credit Hours: 12**
### Certificate in Horticulture Technology - Advanced C15240AHT

**Spring 1**

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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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**Total Credit Hours: 76**

### Diploma in Industrial Systems Technology D50240

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**Total Credit Hours: 37**
Certificate in Industrial Systems Technology - Basic C50240B

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Total Credit Hours: 14

Certificate in Industrial Systems Technology - Intermediate C50240IM

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Total Credit Hours: 14
**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.

**Infant Toddler Certificate C55290**

Admission to this certificate requires that students satisfy the course prerequisite requirements. Students may satisfy the requirements by successful completion of the Accuplacer exam or completion of the following courses: ENG 080, ENG 090, RED 080, and RED 090.

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**Total: 9**

**Total Credit Hours: 17**
Low Impact Development

The Low Impact Development (LID) curriculum 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.

The program of study will consist of a multidisciplinary core of coursework including the study of land planning software programs, soils, site analysis, hydrology, geospatial technology, and environmental regulations.

Graduates should qualify for a variety of positions such as LID consultants, technicians, and/or liaisons between landscape architects, engineers, construction contractors and/or related professionals.

Associate In Applied Science Degree (AAS) A40290

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Total Credit Hours: 72
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<tr>
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<tr>
<td><strong>Courses</strong></td>
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<tr>
<td>LAR-120 Sustainable Development</td>
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<tr>
<td>LID-111 Low Impact Development Design Principles</td>
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<td>LID-112 Low Impact Development Practical Application</td>
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<td>LID-230 Impacted Site Remediation</td>
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<td>LID-240 Sustainable Development Design</td>
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<tr>
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<td>GIS-112 Introduction to GPS</td>
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<td>GIS-121 Georeferencing &amp; Mapping</td>
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<td>GIS-245 Introduction to Spatial Analysis</td>
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<tr>
<td>HOR-112 Landscape Design I</td>
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<tr>
<td>HOR-160 Plant Materials I</td>
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<td>HOR-260 Plant Materials II</td>
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Manicuring 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 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.

This program is typically offered in alternating years.

Certificate in Manicuring Instructor C55380

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<tr>
<th>Fall Semester 1</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
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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.

This program is typically offered in alternating years.

Certificate in Manicuring/Nail Technology C55400

Fall Semester 1

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Spring Semester 1

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Total Credit Hours: 12

Certificate in Manicuring/Nail Technology CCP C55400CP

Courses

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<th>Lab</th>
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<tbody>
<tr>
<td>COS-121</td>
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<td>6</td>
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<tr>
<td>COS-222</td>
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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).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350

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.

MED 260 MED Clinical Practicum is designed to be a capstone course for the medical assisting professional and must be taken in the final semester of a student's sophomore year.

Associate In Applied Science Degree (AAS) A45400

Fall Semester 1

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<th>Course</th>
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<td>MED-114</td>
<td>Professional Interaction in Health Care</td>
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Total: 12

Spring Semester 1

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<tr>
<td>ENG-114</td>
<td>Professional Research &amp; Reporting</td>
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<td>Mathematical Models</td>
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HCC 2013-2014 - 153 - www.haywood.edu
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**Summer Semester 1**

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<td>Medical Law and Ethics</td>
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<td>OST-148</td>
<td>Medical Coding Billing &amp; Insurance</td>
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**Total Credit Hours: 73-74**
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

Fall Semester 1

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<td>MED-116</td>
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Spring Semester 1

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Total: 16

Summer Semester 1

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<td>0</td>
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<td>Humanities/Fine Arts</td>
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Total: 12-13

Fall Semester 2

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<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td>OST-134</td>
<td>Text Entry &amp; Formatting</td>
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<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>OST-148</td>
<td>Medical Coding Billing &amp; Insurance</td>
<td>3</td>
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<td>OST-164</td>
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Total: 16
### Spring Semester 2

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<td>Office Software Applications</td>
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<td>Medical Legal Issues</td>
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<td>OST-243</td>
<td>Med Office Simulation</td>
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**Total: 14**

### Mathematics: Choose at least 3 Hours from the following courses:

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<td>or MAT-151</td>
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<td>Precalculus Algebra</td>
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<td>and MAT-171A</td>
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### Fall Semester 1

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<th>Title</th>
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<th>Lab</th>
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<tbody>
<tr>
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<td>MED-121</td>
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<tr>
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**Total: 15**

### Spring Semester 1

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**Total: 13**

**Total Credit Hours: 71-72**
Certificate in Medical Office Administration C25310

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Total: 12

Total Credit Hours: 12
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

**Fall Semester 1**

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**Total: 16**

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**Total: 15**

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**Total: 12-13**

**Fall Semester 2**

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### Spring Semester 2

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**Total: 14**

**Total Credit Hours: 72-73**

**Mathematics: Choose at least 3 Hours from the following courses:**

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<th>Lab</th>
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<td>Statistics I</td>
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<tr>
<td>or MAT-171</td>
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<td>and MAT-171A</td>
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### Diploma in Networking Technology D25340

#### Fall Semester 1

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<td>NET-126</td>
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**Total: 18**

**Total Credit Hours: 36**

#### Spring Semester 1

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<tr>
<td>NET-226</td>
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<td>NOS-120</td>
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**Total: 18**

**Total Credit Hours: 36**

### Certificate in Networking Technology C25340

#### Courses

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<td>Routing Basics</td>
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**Total: 15**

**Total Credit Hours: 15**
Certificate in CISCO CCNA Preparation C25340CC

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**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**

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</table>

**Total Credit Hours: 66**
Region A Nursing Consortium: Admission Criteria and Points Scale

Class of Fall 2014

Applications will be only accepted October 1, 2013 through January 31, 2014.

Minimum requirements for Phase I:

- Submit Official High School Transcripts or Official GED Scores
- Satisfactory scores on the college placement test or provide documentation to waive the placement exam
- Evidence of a cumulative GPA of 2.0 or greater on a 4 point scale in the most recent 10 semester hours attempted
- 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
- 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, 2014 will be acceptable documentation.)
- Successful completion of all needed developmental courses including: RED 090, ENG 080, ENG 090, MAT 060, MAT 070, BIO 094, and CHM 090
- 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, 2014 to be considered for the fall nursing class. Once the application deadline has past, all qualified applicants will progress to Phase II.

Phase II:

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.

Students will be awarded points based on the following scale:

Score from the HESI Assessment Exam

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

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.
Enrollment in NUR prefix courses is not allowed until students are accepted into the nursing program. Admission to the nursing program is based on a competitive process, see above for complete information. It is strongly recommended that students seeking to enter the ADN nursing program complete all their required general education courses before enrolling in the nursing program.

**RN Completer Program**

**Applications Period – October 1, 2013 – January 31, 2014**

**Application Requirements:**

- Submit application for enrollment during appropriate application period
- Submit Official High School Transcripts or Official GED Scores
- Satisfactory scores on the college placement test or provide documentation to waive the placement exam
- Evidence of a cumulative GPA of 2.0 or greater on a 4 point scale in the most recent 10 semester hours attempted
- Provide Documentation of successful completion of a NC approved LPN program which includes theory, lab, and clinical components* (A copy of a college transcript or a notarized course completion certificate will be acceptable documentation)
- Hold a documented, current, unrestricted credential as LPN from the North Carolina Board of Nursing https://www.ncbon.com. (A copy of current listing on the NC BON Registry Website by January 31, 2013 will be acceptable documentation.)
- Successful completion of all needed developmental courses including: RED 090, ENG 080, ENG 090, MAT 060, MAT 070, BIO 094, and CHM 090
- Completion of BIO 168 Anatomy and Physiology I, BIO 169 Anatomy and Physiology II, PSY 150 General Psychology and PSY 241 Developmental Psychology with a grade of “C” or better

**Phase II:**

The top 10 applicants will be accepted into the RN Completer Program each summer. Students will be awarded points based on their GPA (based on the last 10 semester hours completed.)

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

**RN Completer Program A45110**

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.
### Summer Semester 1

<table>
<thead>
<tr>
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<th>Title</th>
<th>Lec</th>
<th>Lab</th>
<th>Clin</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
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<td>ENG-111</td>
<td>Expository Writing</td>
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<td>0</td>
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**Total: 7**

### Fall Semester 1

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<td>ENG-114</td>
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**Total: 18**

### Spring Semester 1

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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

**Fall Semester 1**

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<tr>
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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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<td>PCC-110</td>
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<td>PCC-112</td>
<td>History of Pottery</td>
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<td>0</td>
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<td>15</td>
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<td>8</td>
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<tr>
<td>PCC-113</td>
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<td>PCD-111</td>
<td>Advanced Craft Design</td>
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Total: 17

**Summer Semester 1**

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Total: 10

**Fall Semester 2**

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<td>or MAT-140</td>
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<td>or ART-261</td>
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Total: 17-18
### Total Credit Hours: 74-75

#### Spring Semester 2

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<td>PCR-213</td>
<td>Craft Enterprise</td>
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**Total: 12**

**Electives: Choose 5 hours from the following courses**

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<td>PCC-130</td>
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#### Total Credit Hours: 48

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### Diploma in Professional Crafts - Clay D30300

#### Fall Semester 1

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<td>Intro to Pottery</td>
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<td>PCC-112</td>
<td>History of Pottery</td>
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**Total: 14**

#### Spring Semester 1

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<td>PCC-111</td>
<td>Functional Pottery I</td>
<td>3</td>
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<td>PCC-113</td>
<td>Contemporary Pottery</td>
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**Total: 11**

#### Fall Semester 2

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**Total: 12**

#### Spring Semester 2

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<td>PCC-211</td>
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**or**

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**Total: 11**

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HCC 2013-2014 - 166 - www.haywood.edu
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

<table>
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<td>ENG-111</td>
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<td>0</td>
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<tr>
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<td>3</td>
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<tr>
<td>PCF-110</td>
<td>Intro to Weaving</td>
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<td>PCF-121</td>
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<tbody>
<tr>
<td>COM-120</td>
<td>Intro to Interpersonal Communication</td>
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<td>or COM-231</td>
<td>Public Speaking</td>
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</tr>
<tr>
<td>PCD-111</td>
<td>Advanced Craft Design</td>
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<td>PCF-111</td>
<td>Intermediate Weaving</td>
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**Diploma in Professional Crafts - Fiber D30320**

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**Total: 11**

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**Total Credit Hours: 72**

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**Total Credit Hours: 47**
**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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**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**

**Fall Semester 1**

<table>
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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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**Total:** 17
### Diploma in Professional Crafts - Wood D30360

#### Spring Semester 2

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#### Spring Semester 2

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#### Total Credit Hours: 48
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.

Certificate in School - Age Education C55440

Admission to this certificate requires that students satisfy the course prerequisite requirements. Students may satisfy the requirements by successful completion of the Accuplacer exam or completion of the following courses: ENG 080, ENG 090, RED 080 and RED 090.

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Total: 12

Total Credit Hours: 12
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 D45750

#### Fall Semester 1

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**Total: 6**

**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 provides the student with industry-standard skills developed through classroom training and practical application. Successful graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

### Associate In Applied Science Degree (AAS) A50420

#### Fall Semester 1

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<tr>
<td>WLD-261</td>
<td>Certification Practices</td>
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**Total: 16**

### Electives: Choose at least 3 hours from the following courses

- **BUS-280** REAL Small Business: 4 hours
- **COE-111** Co-Op Work Experience I: 0 hours
- **COE-112** Co-Op Work Experience I: 0 hours
- **MEC-231** Computer-Aided Manufacturing I: 1 hour
- **SPA-111** Elementary Spanish I: 3 hours
- **WLD-262** Inspection & Testing: 2 hours

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

- **MAT-115** Mathematical Models: 2 hours
- **MAT-120** Geometry and Trigonometry: 2 hours
- **MAT-121** Algebra/Trigonometry I: 2 hours
- **MAT-140** Survey of Mathematics: 3 hours

**Total Credit Hours: 69**
### Welding Certificate - Basic C50420B

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<td>WLD-110 Cutting Processes</td>
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**Total: 13**

### Welding Certificate - Intermediate C50420IM

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**Total: 14**

**Total Credit Hours: 13**

**Total Credit Hours: 14**
Course Catalog

Academic Related (ACA)

ACA-111 College Student Success

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.

ACA-115 Success & Study Skills

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.

ACA-122 College Transfer Success

Prerequisites: None
Corequisites: None

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

Accounting (ACC)

ACC-120 Principles of Financial Accounting

Prerequisites: None
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 for transferability as a premajor and/or elective course requirement.

ACC-121 Principles of Managerial Accounting

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.
ACC-129 Individual Income Taxes  
   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 income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

ACC-130 Business Income Taxes  
   Prerequisites: None  
   Corequisites: None  

This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law relating to business organizations, electronic research and methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms.

ACC-140 Payroll Accounting  
   Prerequisites: ACC-115 or 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 Accounting Software Applications  
   Prerequisites: ACC-115 or 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 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 Accounting 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)  
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 will be able to demonstrate a knowledge of organic crop production appropriate for the spring season.

Alternative Energy Tech (ALT)  
ALT-120 Renewable Energy Technologies  
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 hydro-electric, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment.

Anthropology (ANT)  
ANT-210 General Anthropology  
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  
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

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

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)

ART-111 Art Appreciation

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

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

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 Two-Dimensional Design

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.
ART-131 Drawing I
          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 premajor and/or elective course requirement.

ART-260 Photography Appreciation
          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 premajor and/or elective course requirement.

ART-261 Photography I
          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 premajor and/or elective course requirement.

ART-262 Photography II
          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 premajor and/or elective course requirement.

ART-264 Digital Photography I
          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 premajor and/or elective course requirement.

ART-265 Digital Photography II
          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 premajor and/or elective course requirement.
ART-266 Videography I

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 premajor and/or elective course requirement.

ART-267 Videography II

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 premajor and/or elective course requirement.

Automation & Robotics (ATR)

ATR-211 Robot Programming

Prerequisites: None
Corequisites: None

This course provides the operational characteristics of robots and programming in their respective languages. Topics include robot programming, teach pendants, PLC integration, operator interfaces, 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-214 Advanced PLCs

Prerequisites: None
Corequisites: None

This course introduces the study of high-level programming languages and advanced I/O modules. Topics include advanced programming languages; system networking; computer interfacing; analog and other intelligent I/O modules; and system troubleshooting. Upon completion, students should be able to write and troubleshoot systems using high-level languages and complex I/O modules.

Alternative Transportation Tec (ATT)

ATT-115 Green Trans Safety and Service

Prerequisites: None
Corequisites: None

This course covers workplace safety, hazardous material and environmental regulation relevant to electric, hybrid and alternative fueled vehicles. Topics include safety of high voltage vehicle systems, gaseous fuel systems and alternative liquid fuels. Upon completion, students should be able to demonstrate safe work practices, utilize appropriate shop tools and explain government regulations associated with alternative transportation.
ATT-125 Hybrid-Electric Transportation
Prerequisites: TRN-120
Corequisites: None
This course covers the theory and operation of hybrid-electric drive vehicles. Topics include maintenance, diagnostics, repair and safety procedures for electrically propelled and hybrid vehicles. Upon completion, students should be able to perform diagnostics, maintenance and repair hybrid-electric drive vehicles.

Automotive Body Repair (AUB)

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-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 Mechanical & Electrical Components I
Prerequisites: None
Corequisites: None

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-150 Automotive Detailing
Prerequisites: None
Corequisites: None

This course covers the methods and procedures used in automotive detailing facilities. Topics include safety, engine, interior and trunk compartment detailing, buffing/polishing exterior surfaces, and cleaning and reconditioning exterior trim, fabrics, and surfaces. Upon completion, students should be able to improve the overall appearance of a vehicle.

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 (AUT)

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 Systems

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-181 Engine Performance 1

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 driveability problems using appropriate test equipment/service information.

AUT-212 Auto Shop Management

Prerequisites: None
Corequisites: None

This course covers the principles of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.
AUT-221 Automatic Transmissions/Transaxles
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 Manual Transmissions/Transaxles/Drive Trains
Prerequisites: None
Corequisites: None
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

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.

Biology (BIO)

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 (Local)
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: None
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-150 Genetics in Human Affairs
Prerequisites: BIO-110 or BIO-111
Corequisites: None
This course describes the importance of genetics in everyday life. Topics include the role of genetics in human development, birth defects, cancer and chemical exposure, and current issues including genetic engineering and fertilization methods. Upon completion, students should be able to understand the relationship of genetics to society today and its possible influence on our future.

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 a basic understanding of basic chemistry, cell biology, genetic concepts; anatomical terminology; and metric-English measurements and conversions.

BIO-163 Basic Anatomy & Physiology
Prerequisites: BIO-094 or satisfactory placement score (Local)
Corequisites: None
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.
BIO-168 Anatomy and Physiology I  
Prerequisites: BIO-094 or satisfactory placement score (Local)  
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 premajor 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.

BIO-175 General Microbiology  
Prerequisites: BIO-110, BIO-111, BIO-163, BIO-165; 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 premajor and/or elective course requirement.

Blueprint Reading (BPR)  

BPR-111 Print Reading  
Prerequisites: None  
Corequisites: None  
This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

BPR-121 Blueprint Reading-Mechanical  
Prerequisites: BPR-111 or MAC-131  
Corequisites: None  
This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

BPR-130 Print Reading-Construction  
Prerequisites: None  
Corequisites: None  
This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.
Business (BUS)

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 premajor 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 premajor 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 premajor and/or elective course requirement.

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 REAL 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.

Cyber Crime Technology (CCT)

CCT-110 Introduction to Cyber Crime

   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)

CHM-090 Chemistry Concepts

   Prerequisites: None
   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 General, Organic, & Biochemistry

   Prerequisites: None
   Corequisites: CHM-130A (Local)

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.

CHM-130A General, Organic, & Biochemistry Lab

   Prerequisites: None
   Corequisites: None

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.
CHM-132 Organic and Biochemistry

Prerequisites: Take one set:
    CHM-131 and CHM-131A
    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

Prerequisites: CHM-090 or satisfactory placement score (Local)
Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM-152 General Chemistry II

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.

Computer Information Systems (CIS)

CIS-110 Introduction to Computers

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-115 Intro to Programming & Logic  
Prerequisites: Take one set:
MAT-060 and MAT-070
MAT-060 and MAT-080
MAT-060 and MAT-090
MAT-095
MAT-120
MAT-121
MAT-161
MAT-171
MAT-175
DMA-010, DMA-020, DMA-030, and DMA-040
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)  

CJC-111 Introduction 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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

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/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

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

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 scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents.

CJC-212 Ethics & Community Relations

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
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-214 Victimology
Prerequisites: None
Corequisites: None
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

CJC-215 Organization & Administration
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
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
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, investigatory 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
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.
Construction Management (CMT)

CMT-120 Codes and Inspections

Prerequisites: None
Corequisites: None

This course covers building codes and the code inspections process used in the design and construction of residential and commercial buildings. Emphasis is placed on commercial, residential, and accessibility (ADA) building codes. Upon completion, students should understand the building code inspections process and apply building code principals and requirements to construction projects.

Cooperative Education (COE)

COE-111 Co-Op Work Experience I

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

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)

COM-120 Intro to Interpersonal Communication

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-231 Public Speaking

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)

COS-111 Cosmetology Concepts I
Prerequisites: None
Corequisites: None
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
Prerequisites: None
Corequisites: None
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
Prerequisites: None
Corequisites: None
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
Prerequisites: None
Corequisites: None
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
Prerequisites: None
Corequisites: None
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
Prerequisites: None
Corequisites: None
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: None

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: None

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-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-222 Manicure/Nail Tech. 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 or 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 or 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-251 Manicure Instructional Concepts

Prerequisites: None
Corequisites: None

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 supervisory techniques, and assess student classroom performance.

COS-252 Manicure Instructional Practicum

Prerequisites: None
Corequisites: None

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.

COS-260 Design Applications

Prerequisites: None
Corequisites: None

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.

COS-271 Instructor Concepts I

Prerequisites: None
Corequisites: None

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.

COS-272 Instructor Practicum I

Prerequisites: None
Corequisites: None

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.

COS-273 Instructor Concepts II

Prerequisites: COS-271 or COS-272
Corequisites: None

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.
COS-274 Instructor Practicum II

Prerequisites: COS-271 or COS-272
Corequisites: None

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.

Computer Science (CSC)

CSC-134 C++ Programming

Prerequisites: None
Corequisites: None

This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

CSC-139 Visual BASIC Programming

Prerequisites: CIS-115
Corequisites: DBA-120 (Local)

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.

Construction (CST)

CST-111 Construction I

Prerequisites: None
Corequisites: None

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.

CST-112 Construction II

Prerequisites: CST-111
Corequisites: None

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.
CST-113 Construction III

Prerequisites: CST-112
Corequisites: None

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.

CST-131 OSHA/Safety/Certification

Prerequisites: None
Corequisites: None

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.

CST-211 Construction Surveying

Prerequisites: MAT-115, MAT-120, MAT-121, MAT-161, MAT-171, or MAT-175
Corequisites: None

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.

CST-221 Statics/Structures

Prerequisites: MAT-115, MAT-120, MAT-121, MAT-161, MAT-171 or MAT-175; CST-112, ARC-112 or CAR-112
Corequisites: None

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.

CST-231 Soils & Site Work

Prerequisites: MAT-115, MAT-120, MAT-121, MAT-161, MAT-171, or MAT-175
Corequisites: None

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.

CST-241 Planning/Estimating I

Prerequisites: BPR-130, MAT-120, MAT-121, MAT-161, MAT-171, or MAT-175
Corequisites: None

This course covers the procedures involved in planning and estimating a construction/building project. Topics include performing quantity take-offs of materials necessary for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project.
Computer Information Technology (CTS)

CTS-120 Hardware/Software Support
Prerequisites: CIS-110 or CIS-111
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
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
Prerequisites: CIS-115
Corequisites: DBA-110 (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
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)

DBA-110 Database Concepts
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
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)

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 to 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 multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.

Developmental Mathematics (DMA)

DMA-010 Operations With Integers
Prerequisites: None
Corequisites: None
This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

DMA-020 Fractions and Decimals
Prerequisites: DMA-010
Corequisites: None
This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

DMA-030 Proportion/Ratios/Rates/Percents
Prerequisites: DMA-010 or DMA-020
Corequisites: None
This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.
DMA-040 Expressions, Linear Equations, Linear Inequalities

Prerequisites: Take one set:
DMA-010, DMA-020, and DMA-030
MAT-060

Corequisites: None

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

DMA-050 Graphs and Equations of Lines

Prerequisites: Take one set:
DMA-010, DMA-020, DMA-030, and DMA-040
MAT-060 and DMA-040

Corequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

DMA-060 Polynomials and Quadratic Applications

Prerequisites: Take one set:
DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050
MAT-060, DMA-040, and DMA-050
MAT-060 and MAT-070

Corequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.

DMA-070 Rational Expressions and Equations

Prerequisites: Take one set:
DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-060
MAT-060, DMA-040, DMA-050, and DMA-060
MAT-060, MAT-070, and DMA-060
DMA-010, DMA-020, DMA-030, MAT-070, and DMA-060

Corequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications.

DMA-080 Radical Expressions and Equations

Prerequisites: Take one set:
DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, and DMA-070
MAT-060, MAT-070, DMA-060, and DMA-070
MAT-060, DMA-040, DMA-050, DMA-060, and DMA-070
DMA-010, DMA-020, DMA-030, MAT-070, DMA-060, and DMA-070

Corequisites: None

This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.
Drama/Theatre (DRA)

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.

DRA-124 Readers Theatre
Prerequisites: None
Corequisites: None
This course provides a theoretical and applied introduction to the medium of readers theatre. Emphasis is placed on the group performance considerations posed by various genres of literature. Upon completion, students should be able to adapt and present a literary script following the conventions of readers theatre.

DRA-128 Children's Theatre
Prerequisites: None
Corequisites: None
This course introduces the philosophy and practice involved in producing plays for young audiences. Topics include the selection of age-appropriate scripts and the special demands placed on directors, actors, designers, and educators in meeting the needs of young audiences. Upon completion, students should be able to present and critically discuss productions for children. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

DRA-145 Stage Make-Up
Prerequisites: None
Corequisites: None
This course covers the research, design, selection of materials, and application of stage make-up, prosthetics, wigs, and hairpieces. Emphasis is placed on the development of techniques, style, and presentation of the finished make-up. Upon completion, students should be able to create and apply make-up, prosthetics, and hairpieces. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

Developmental Reading & English (DRE)

DRE-096 Integrated Reading and Writing I
Prerequisites: None
Corequisites: None
This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile (TM) range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. Please note: (TM) represents registered trademark.
DRE-097 Integrated Reading and Writing II
Prerequisites: DRE-096
Corequisites: None
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile (TM) range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Please note: (TM) represents registered trademark.

DRE-098 Integrated Reading and Writing III
Prerequisites: DRE-097
Corequisites: None
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.

Electronic Commerce (ECM)

ECM-210 Introduction to E-Commerce
Prerequisites: None
Corequisites: None
This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.

Economics (ECO)

ECO-151 Survey of Economics
Prerequisites: None
Corequisites: None
This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ECO-251 Principles of Microeconomics
Prerequisites: None
Corequisites: None
This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.
ECO-252 Principles 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)

EDU-119 Introduction to Early Childhood Education

Prerequisites: None
Corequisites: ACA 115 (Local)

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. This course is also available through the Virtual Learning Community (VLC).

EDU-131 Child, Family, and Community

Prerequisites: Take one set:
ENG-080 and RED-080
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:
ENG-080 and RED-080
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 3 0 0 3

Prerequisites: Take one set:
ENG-080 and RED-080
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.

EDU-146 Child Guidance 3 0 0 3

Prerequisites: Take one set:
ENG-080 and RED-080
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:
ENG-080 and RED-080
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 and Nutrition 3 0 0 3

Prerequisites: Take one set:
ENG-080 and RED-080
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 and Instruction  
Prerequisites: Take one set:  
   ENG-080 and RED-080  
   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-221 Children With Exceptionalities  
Prerequisites: Take one set:  
   ENG-090, RED-090, EDU-144, and EDU-145  
   ENG-090, RED-090, PSY-244, and PSY-245  
   ENG-095, EDU-144, and EDU-145  
   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.

EDU-222 Learners with Behavior Disorders  
Prerequisites: Take one set:  
   ENG-090, RED-090, EDU-144, and EDU-145  
   ENG-090, RED-090, PSY-244, and PSY-245  
   ENG-095, EDU-144, and EDU-145  
   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 Disabilities  
Prerequisites: Take one set:  
   ENG-090, RED-090, EDU-144, and EDU-145  
   ENG-090, RED-090, PSY-244, and PSY-245  
   ENG-095, EDU-144, and EDU-145  
   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:
   ENG-090, RED-090, and EDU-119
   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 Development and Programs

Prerequisites: Take one set:
   ENG-090 and RED-090
   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 and Physical Disabilities

Prerequisites: Take one set:
   ENG-090, RED-090, EDU-144, and EDU-145
   ENG-090, RED-090, PSY-244, and PSY-245
   ENG-095, EDU-144, and EDU-145
   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:
   ENG-090, RED-090, EDU-144, and EDU-145
   ENG-090, RED-090, PSY-244, and PSY-245
   ENG-095, EDU-144, and EDU-145
   ENG-095, PSY-244, and PSY-245

Corequisites: None

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 and Movement for Children

Prerequisites: Take one set:
- ENG-090 and RED-090
- 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:
- ENG-090, RED-090, and EDU-119
- 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 Administration I

Prerequisites: Take one set:
- ENG-090 and RED-090
- 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).

EDU-262 Early Childhood Administration II

Prerequisites: Take one set:
- ENG-090, RED-090, and EDU-261
- ENG-095 and EDU-261

Corequisites: EDU-119

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).

EDU-271 Educational Technology

Prerequisites: Take one set:
- ENG-090 and RED-090
- ENG-095

Corequisites: None

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).
EDU-280 Language and Literacy Experiences
Prerequisites: Take one set:
- ENG-090 and RED-090
- ENG-095
Corequisites: None
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).

EDU-284 Early Childhood Capstone Practicum
Prerequisites: Take one set:
- ENG-090, RED-090, EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151
- ENG-090, RED-090, EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151
- ENG-090, RED-090, EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151
- ENG-090, RED-090, EDU-119, EDU-145, PSY-244, EDU-146, and EDU-151
- ENG-095, EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151
- ENG-095, EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151
- ENG-095, EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151
- ENG-095, EDU-119, EDU-145, PSY-244, EDU-146, and EDU-151
Corequisites: None
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.

Electrical (ELC)
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 Residential Wiring
Prerequisites: None
Corequisites: None
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.
ELC-114 Commercial Wiring
Prerequisites: None
Corequisites: None

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

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-117 Motors and Controls
Prerequisites: None
Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC-118 National Electrical Code
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
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
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
Prerequisites: None
Corequisites: None

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.
ELC-128 Introduction to Programmable Logic Controller

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 understand basic PLC systems and create simple programs.

ELC-131 Circuit Analysis I

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-131A Circuit Analysis I Lab

Prerequisites: None
Corequisites: None

This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.

ELC-132 Electrical Drawings

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, orthographic views and dimensions, and print reading. Upon completion, students should be able to interpret technical documents and prints and use basic drafting skills to prepare usable field drawings.

ELC-135 Electrical Machines

Prerequisites: None
Corequisites: None

This course covers magnetic circuits, transformers, DC/AC machines, and the three-phase circuit fundamentals including power factor. Topics include magnetic terms and calculations, transformer calculations based on primary or secondary equivalent circuits, and regulation and efficiency calculations. Upon completion, students should be able to perform regulation and efficiency calculations for DC/AC machine circuits.

ELC-215 Electrical Maintenance

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-220 Photovoltaic System Technology**

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.

**ELC-228 Programmable Logic Controllers Applications**

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**

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-234 Electrical System Design**

Prerequisites: None  
Corequisites: None

This course introduces the principles of electrical design for commercial and industrial facilities. Topics include services, high and low power distribution, switchboards, panelboards, motor control centers, switchgear, overcurrent protection, and grounding. Upon completion, students should be able to design services, feeders, and branch circuits for typical commercial/industrial applications in accordance with the National Electrical Code.

**Electronics (ELN)**

**ELN-131 Analog Electronics I**

Prerequisites: None  
Corequisites: None

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.

**ELN-133 Digital Electronics**

Prerequisites: None  
Corequisites: None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.
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.

English (ENG)

ENG-080 Writing Foundations  
Prerequisites: ENG-070 or ENG-075  
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.

ENG-090 Composition Strategies  
Prerequisites: ENG-080 or ENG-085  
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.

ENG-111 Expository Writing  
Prerequisites: Take one set:  
ENG-090 and RED-090  
ENG-095  
DRE-098  
DRE-099  
Corequisites: None  

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

ENG-113 Literature-Based Research  
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 Professional Research & Reporting  
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  
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  
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  
Prerequisites: ENG-111  
Corequisites: ENG-112, ENG-114, or ENG-113  
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.

ENG-135 Introduction to Short Fiction  
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.

ENG-231 American Literature I  
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.
ENG-232 American Literature II

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.

ENG-233 Major American Writers

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 requirement in humanities/fine arts.

ENG-241 British Literature I

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

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/fine arts.

ENG-251 Western World Literature I

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/fine arts.

ENG-252 Western World Literature II

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  
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.

ENG-274 Literature by Women  
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.

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, world view, and science fiction literature.

Environmental Science (ENV)  
ENV-110 Environmental Science  
Prerequisites: None  
Corequisites: None  
This course covers fundamental scientific principles and 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.

Emergency Preparedness (EPT)  
EPT-210 Response & 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.
Entrepreneurship (ETR)

ETR-210 Introduction 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.

Each student will demonstrate this understanding via a written operational plan for their business idea.

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: None
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.

Forest Management (FOR)

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR-123</td>
<td>Forest Botany</td>
<td>3</td>
<td>None</td>
<td>None</td>
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<td></td>
<td>This course introduces the structures and processes of forest plants. Emphasis is placed on dissection and direct examination of roots, shoots, and leaves. Upon completion, students should be able to identify plant parts and understand their functions.</td>
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<tr>
<td>FOR-131</td>
<td>Forest Measurements</td>
<td>3</td>
<td>None</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>FOR-171</td>
<td>Introduction to Forest Resources</td>
<td>3</td>
<td>None</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>FOR-173</td>
<td>Soils &amp; Hydrology</td>
<td>3</td>
<td>None</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>FOR-175</td>
<td>Wildlife and Environmental Studies</td>
<td>3</td>
<td>None</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>FOR-212</td>
<td>Forest Surveying &amp; Aerial Interpretation</td>
<td>3</td>
<td>MAT-060, MAT-070, FOR-132 (Local)</td>
<td>None</td>
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<td></td>
<td>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 confidently use basic surveying equipment and aerial photographs for forest land measurements.</td>
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<tr>
<td>FOR-215</td>
<td>Introduction to GIS/GPS</td>
<td>1</td>
<td>None</td>
<td>None</td>
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<td></td>
<td>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.</td>
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</tbody>
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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, FOR-232, MAT-060, MAT-070, RED-090, or ENG-090
Corequisites: None

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.

This is the capstone course for the Forest Management Technology A.A.S. degree program.

FOR-275 Natural Resources Issues

Prerequisites: None
Corequisites: None

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.
FOR-282 Forest Recreation

Prerequisites: None
Corequisites: None

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.

FOR-285 Logging & Marketing

Prerequisites: None
Corequisites: FOR-271 (Local)

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.

Fish and Wildlife (FWL)

FWL-124 Wildlife Botany

Prerequisites: None
Corequisites: None

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.

FWL-126 Wildlife Ornithology

Prerequisites: None
Corequisites: None

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.

FWL-142 Wildlife Management

Prerequisites: None
Corequisites: None

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.

FWL-212 Wildlife Policy & Law

Prerequisites: None
Corequisites: None

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.
FWL-222 Wildlife Mammalogy
  Prerequisites: None
  Corequisites: None

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.

FWL-224 Ichthyology
  Prerequisites: None
  Corequisites: None

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.

FWL-232 Terrestrial Ecology
  Prerequisites: None
  Corequisites: None

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.

FWL-234 Aquatic Ecology
  Prerequisites: None
  Corequisites: None

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
  Prerequisites: FWL-234
  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
  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

Prerequisites: MAT-060, MAT-070, RED-090, ENG-090, FOR-121, FOR-173, FWL-142 FWL-126, FWL-222, FWL-232, FWL-234 (Local)
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.

This is the capstone course for the Fish and Wildlife Technology A.A.S. degree program.

Geographic Information Systems (GIS)

GIS-111 Introduction to GIS

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.

GIS-112 Introduction to GPS

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

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 Introduction to Spatial Analysis

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.

Healthcare Business Informatic (HBI)

HBI-110 Issues and Trends in Healthcare Business Informatics

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-113 Survey of Medical Insurance
Prerequisites: None
Corequisites: None

This course is a survey of the healthcare insurance system. Emphasis is placed on the foundation necessary for understanding the healthcare delivery system, terminology and practices of healthcare insurance, and provider reimbursement. Upon completion, students should have an understanding of healthcare insurance and how outcomes are addressed through healthcare informatics.

HBI-210 Introduction to Health Information Networking
Prerequisites: None
Corequisites: None

This course introduces health information networking. Emphasis is on security and privacy in healthcare, EHR/EMR implementations, designing, securing, and troubleshooting a network to support a medical group. Upon completion, students should be able to design and support healthcare network implementations.

HBI-250 Data Management and Utilization
Prerequisites: DBA-110, 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.

Health (HEA)

HEA-110 Personal Health/Wellness
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 pre-major and/or elective course requirement.

HEA-112 First Aid & CPR
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.

Heavy Equipment Maintenance (HET)

HET-110 Diesel Engines
Prerequisites: None
Corequisites: None

This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is laced 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.
**History (HIS)**

**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 pre-major 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 historical contexts. Upon completion, students should be able to analyze the significance of sports in human culture.
HIS-226 The Civil War
Prerequisites: None
Corequisites: None
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War.

HIS-230 The Changing South
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 pre-major and/or elective course requirement.

HIS-236 North Carolina History
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.

HIS-262 Middle East History
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 pre-major and/or elective course requirement.

Horticulture (HOR)

HOR-112 Landscape Design I
Prerequisites: None
Corequisites: None
This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good design, plant material selection, and proper plant utilization (encouraged use of native plants and discouraged use of invasive species). Upon completion, students should be able to read plans and draft a landscape design according to sustainable practices.

HOR-116 Landscape Management I
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-160 Plant Materials I

Prerequisites: None
Corequisites: None

This course covers identification, culture, characteristics, and use of plants in a sustainable landscape. 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, including natives and invasive plants.

HOR-162 Applied Plant Science

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.

HOR-164 Horticultural Pest Management

Prerequisites: None
Corequisites: None

This course covers the identification and management of plant pests including insects, diseases, and weeds. Topics include pest identification and beneficial organisms, pesticide application safety and use of least toxic methods of management. Upon completion, students should be able to manage common landscape pests using least toxic methods of control and be prepared to sit for North Carolina Commercial Pesticide Ground Applicators license.

HOR-166 Soils and Fertilizers

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, chemical, and biological properties (including microorganisms); testing; and fertilizer application. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.

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 plants communities will be stressed.
Humanities (HUM)

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/fine arts.

HUM-115 Critical Thinking

Prerequisites: Take one set:
ENG-095
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/fine arts.

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/fine arts.

HUM-121 The Nature of America

Prerequisites: None
Corequisites: None

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

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/fine arts.
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 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/fine arts.

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/fine arts.

HUM-160 Introduction to Film

Prerequisites: None
Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM-161 Advanced Film Studies

Prerequisites: HUM-160
Corequisites: None

This course provides an advanced study of film art and production, building on skills learned in HUM 160. Topics include advanced film production techniques, film genres, examination of master directors' styles, and the relation of film to culture. Upon completion, students should be able to recognize and critically analyze advanced elements of film production. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM-220 Human Values and Meaning

Prerequisites: ENG-111
Corequisites: None

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding.
Hydraulics (HYD)

HYD-110 Hydraulics/Pneumatics I

Prerequisites: None
Corequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

Industrial Science (ISC)

ISC-112 Industrial Safety

Prerequisites: None
Corequisites: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

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.

Journalism (JOU)

JOU-110 Introduction 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 pre-major and/or elective course requirement.

Landscape Architecture Technol (LAR)

LAR-120 Sustainable Development

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 demonstrate techniques and procedures used for mitigating the impact of development on the environment.
Low Impact Development (LID)

LID-111 Low Impact Development Design Principles

Prerequisites: None
Corequisites: None

This course introduces design principles of Low Impact Development (LID) which incorporate sustainable development and natural resources management as an alternative to traditional site design. Topics include 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 LID design concepts for residential, public, and commercial sites.

LID-112 Low Impact Development Practical Application

Prerequisites: None
Corequisites: None

This course covers applications of Low Impact Development (LID) 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 development designs for residential, public, and commercial sites.

LID-230 Impacted Site Remediation

Prerequisites: LID-111 and LID-112
Corequisites: None

This course is designed to familiarize students with various scale remediation projects to enhance the understanding the role of environmental repair has 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 Sustainable Development Design

Prerequisites: LID-111, LID-112
Corequisites: LID-230

This course is designed as a capstone course for programs with a focus on Low Impact Development (LID). 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 is the capstone course for the Low Impact Development A.A.S. decree program.

Machining (MAC)

MAC-111 Machining Technology I

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
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
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 Introduction to Metrology
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
Prerequisites: None
Corequisites: None

This course introduces surface and cylindrical grinding in the toolroom. 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 Introduction to CNC
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
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
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-142 Machining Applications II

Prerequisites: None
Corequisites: None

This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.

MAC-151 Machining Calculations

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 Advanced Machining Calculations

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-174 Manual Turning

Prerequisites: None
Corequisites: None

This course introduces the fundamental skills associated with the design, setup and safe operation of manual lathes including the identification of all major lathe components. Topics include setup and operation of a lathe including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to demonstrate the proper setup and operation of a manual lathe.

MAC-214 Machining Technology IV

Prerequisites: None
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

Prerequisites: None
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

Prerequisites: None
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
Prerequisites: None
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
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
Prerequisites: None
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-233 Appl in CNC Machining Appl in CNC Machining
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 Advanced Multi-Axis Machining
Prerequisites: None
Corequisites: None
This course includes multi-axis machining using machining centers with multi-axis capabilities. Emphasis is placed on generation of machining center input with a CAM system and setup of pallet changer and rotary system for multi-axis machining fixtures. Upon completion, students should be able to convert CAD to output for multi-axis machining centers, including tooling, setup, and debugging processes.

Masonry (MAS)
MAS-140 Introduction to Masonry
Prerequisites: None
Corequisites: None
This course introduces basic principles and practices of masonry. Topics include standard tools, materials, and practices used in basic masonry and other related topics. Upon completion, students should be able to demonstrate an understanding of masonry and be able to use basic masonry techniques.
Mathematics (MAT)

MAT-060 Essential Mathematics 3 2 0 4
  Prerequisites: MAT-050
  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
  Corequisites: RED-080 or ENG-085

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 or MAT-070
  Corequisites: RED-080 or ENG-085

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: Take one set:
    MAT-060
    MAT-070
    MAT-080
    MAT-090
    MAT-095
    DMA-010, DMA-020, and DMA-030
  Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study.
MAT-115 Mathematical Models

Prerequisites: Take one set:
- MAT-060 and MAT-070
- MAT-060 and MAT-080
- MAT-060 and MAT-090
- MAT-095
- MAT-120
- MAT-121
- MAT-161
- MAT-171
- MAT-175
- DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050

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

Prerequisites: Take one set:
- MAT-060 and MAT-070
- MAT-060 and MAT-080
- MAT-060 and MAT-090
- MAT-095
- MAT-121
- MAT-161
- MAT-171
- MAT-175
- DMA-010, DMA-020, DMA-030, and DMA-040

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

Prerequisites: Take one set:
- MAT-070 and MAT-060
- MAT-080 and MAT-060
- MAT-090 and MAT-060
- MAT-095
- DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050

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-140 Survey of Mathematics

Prerequisites: Take one set:
- MAT-070 and MAT-060
- MAT-080 and MAT-060
- MAT-090 and MAT-060
- MAT-095
- MAT-120
- MAT-121
- MAT-161
- MAT-171
- MAT-175
- DMA-010, DMA-020, DMA-030, and DMA-040

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.

MAT-140A Survey of Mathematics Lab

Prerequisites: Take one set:
- MAT-070 and MAT-060
- MAT-080 and MAT-060
- MAT-090 and MAT-060
- MAT-095
- MAT-120
- MAT-121
- MAT-161
- MAT-171
- MAT-175
- DMA-010, DMA-020, DMA-030, and DMA-040

Corequisites: 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.

MAT-151 Statistics I

Prerequisites: Take one set:
- MAT-080 and MAT-060
- MAT-090 and MAT-060
- MAT-095
- MAT-120
- MAT-121
- MAT-140
- MAT-161
- MAT-171
- MAT-175
- DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050

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.
MAT-151A Statistics I Lab

Prerequisites: Take one set:
MAT-080 and MAT-060
MAT-090 and MAT-060
MAT-095
MAT-120
MAT-121
MAT-140
MAT-161
MAT-171
MAT-175
DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050

Corequisites: None

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.

MAT-171 Precalculus Algebra

Prerequisites: Take one set:
MAT-080 and MAT-060
MAT-090 and MAT-060
MAT-095
MAT-161
DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080

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.

MAT-171A Precalculus Algebra Lab

Prerequisites: Take one set:
MAT-080 and MAT-060
MAT-090 and MAT-060
MAT-095
MAT-161
DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080

Corequisites: None

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.

MAT-172 Precalculus Trigonometry

Prerequisites: MAT-171
Corequisites: MAT-172A (Local)

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 Trigonometry Lab

Prerequisites: MAT-171
Corequisites: MAT-172 (Local)

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 pre-major and/or elective course requirement.

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.

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 pre-major and/or elective course requirement.

Mechanical (MEC)

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-231 Computer-Aided Manufacturing 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.

Medical Assisting (MED)

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-114 Professional Interaction in Health Care

Prerequisites: None
Corequisites: None

This course is designed to identify various patient behaviors encountered in the medical setting. Emphasis is placed on stressors related to illness, cultural influences, death and dying, and needs specific to patients. Upon completion, students should be able to utilize appropriate methods of verbal and nonverbal communication with empathy and impartiality.

MED-116 Introduction to Anatomy & 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.

MED-118 Medical Law and Ethics

Prerequisites: None
Corequisites: None

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

MED-121 Medical Terminology I

Prerequisites: None
Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.
MED-122 Medical Terminology II
Prerequisites: MED-121
Corequisites: None
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED-130 Administrative Office Procedures I
Prerequisites: None
Corequisites: None
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED-131 Administrative Office Procedures II
Prerequisites: None
Corequisites: None
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED-140 Examining Room Procedures I
Prerequisites: None
Corequisites: None
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED-150 Laboratory Procedures I
Prerequisites: MED-140
Corequisites: None
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

MED-240 Examining Room Procedures II
Prerequisites: MED-140
Corequisites: None
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.

MED-260 MED Clinical Practicum
Prerequisites: None
Corequisites: None
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.
MED-264 Medical Assisting Overview

Prerequisites: None
Corequisites: None

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.

MED-272 Drug Therapy

Prerequisites: None
Corequisites: None

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

MED-274 Diet Therapy/Nutrition

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.

MED-276 Patient Education

Prerequisites: None
Corequisites: None

This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

Marketing and Retailing (MKT)

MKT-120 Principles of Marketing

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.

Maintenance (MNT)

MNT-110 Introduction to Maintenance Procedures

Prerequisites: None
Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.
MNT-111 Maintenance Practices

Prerequisites: None
Corequisites: None

This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure analysis, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods.

MNT-160 Industrial Fabrication

Prerequisites: None
Corequisites: None

This course covers the necessary techniques to fabricate and assemble basic items common in industrial environments. Emphasis is placed on students being able to create basic items such as frames, guards, supports, and other components commonly used in industry. Upon completion, students should be able to safely fabricate and assemble selected items within specifications.

MNT-165 Mechanical Industrial Systems

Prerequisites: None
Corequisites: None

This course covers mechanical components used in industrial machine operations. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.

MNT-220 Rigging and Moving

Prerequisites: None
Corequisites: None

This course covers the principles of safe rigging practices for handling, placing, installing, and moving heavy machinery and equipment. Topics include safety, weight and dimensional estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to safely relocate and set up equipment using accepted rigging practices.

MNT-222 Industrial Systems Schematics

Prerequisites: None
Corequisites: None

This course covers the reading and drawing of schematics and diagrams. Emphasis is placed on water and gas plumbing, hydraulic and pneumatic circuits, electrical circuits, and welding diagrams. Upon completion, students should be able to interpret and construct industrial schematics and diagrams.

MNT-230 Pumps & Piping Systems

Prerequisites: None
Corequisites: None

This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.
MNT-240 Indus Equip Troubleshoot

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.

Therapeutic Massage (MTH)

MTH-110 Fundamentals of Massage

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

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 populations.

MTH-121 Clinical Supplement I

Prerequisites: None
Corequisites: MTH-125, MTH-210, MTH-220, MTH-110, or MTH-120

This course is designed to introduce the student to a variety of clinical experiences. Emphasis is placed on applying the therapeutic massage process across the lifespan. Upon completion, students should be able to demonstrate delivery of massage techniques in a clinical setting.

MTH-125 Ethics of Massage

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 of this course the student should be able to discuss issues relating to the practice of massage therapy, client/therapist relationships as well as ethical issues.

Music (MUS)

MUS-110 Music Appreciation

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 listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
### Networking Technology (NET)

**NET-125 Networking Basics**
- **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, subnetting, and TCP/IP Protocols.

**NET-126 Routing Basics**
- **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**
- **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 and Switching II**
- **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-240 Network Design**
- **Prerequisites:** NET-110 or NET-125
- **Corequisites:** None
- This course covers the principles of the design of LANs and WANs. Topics include network architecture, transmission systems, traffic management, bandwidth requirements, Internet working devices, redundancy, and broad-band versus base-band systems. Upon completion, students should be able to design a network to meet specified business and technical requirements.

### Network Operating Systems (NOS)

**NOS-110 Operating Systems Concepts**
- **Prerequisites:** None
- **Corequisites:** None
- This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.
NOS-120 Linux/UNIX Single User

Prerequisites: NOS-110 or CET-211
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

Prerequisites: NOS-110 or CET-211
Corequisites: None

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS-220 Linux/Unix Administration I

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 Administration I

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)

NUR-111 Introduction 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 acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
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 oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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, pharmacokinetics, 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-214 Nsg Transition Concepts

Prerequisites: None
Corequisites: None

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
NUR-221 LPN to ADN Concepts I

Prerequisites: None
Corequisites: None

This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR-223 LPN to ADN Concepts II

Prerequisites: NUR-221
Corequisites: None

This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.

Nutrition (NUT)

NUT-110 Nutrition

Prerequisites: None
Corequisites: None

This course covers basic principals 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 nutrition. Upon completion, students should be able to apply basic nutritional concepts as they relate to health and well being.

Office Systems Technology (OST)

OST-131 Keyboarding

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-134 Text Entry & Formatting

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-136 Word Processing

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

   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 Medical Coding Billing & Insurance

   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

   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-164 Text Editing Applications

   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 Introduction to Office Systems

   Prerequisites: None
   Corequisites: None

This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

OST-243 Med 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 or OST-141
   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 or OST-141
Corequisites: None

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

Professional Crafts: Clay (PCC)

PCC-110 Intro to Pottery
Prerequisites: Admission to the Professional Craft program or departmental 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 departmental 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.

PCC-114 Raku
Prerequisites: Admission to the Professional Craft program or departmental 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 make, glaze, and fire a variety of raku projects.
PCC-116 Pottery Tool Making

Prerequisites: Admission to the Professional Craft program or departmental 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.

PCC-117 Glaze Testing

Prerequisites: Admission to the Professional Craft program or departmental 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.

PCC-118 Clay: Special Study

Prerequisites: Admission to the Professional Craft program or departmental 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.

PCC-119 Clay Design: Spec Study

Prerequisites: Admission to the Professional Craft program or departmental 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.

PCC-130 Pottery Production

Prerequisites: Admission to the Professional Craft program or departmental approval.
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.

PCC-210 Functional Pottery II

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.
PCC-211 Decorative Pottery

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.

Professional Crafts: Design (PCD)

PCD-110 Intro to Craft Design

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

Prerequisites: PCD-110 and admission to the Professional Craft program or departmental 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 enhanced understanding of the relationship between design concept, process, and product in three-dimensional form.

PCD-211 Prof Craft Design

Prerequisites: PCD-110 and admission to the Professional Craft program or departmental 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, websites, 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)

PCF-110 Intro to Weaving

Prerequisites: Admission to the Professional Craft program or departmental 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

Prerequisites: PCF-110 and admission to the Professional Craft program or departmental approval.
Corequisites: None

This course covers intermediate elements 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

Prerequisites: Admission to the Professional Craft program or departmental 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-121 History of Textiles

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

Prerequisites: Admission to the Professional Craft program or departmental 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-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 Contemporary Textiles

Prerequisites: None
Corequisites: None

This course provides a survey of weaving and textile traditions from 1900 to present, including major technical developments in industry, current trends and critical analysis. Topics include the Arts and Crafts Movement, the Bauhaus, the influence of new fibers on industry, and contemporary fiber art and textile designers. Upon completion, students should be able to recognize the work of contemporary fiber artists and critically analyze their work.

PCF-211 Production Methods for Textiles

Prerequisites: Admission to the Professional Craft program or departmental approval.
Corequisites: None

This course provides a format for designing prototypes and/or multiples for professional textile work. Topics include designing for specific price categories, studio organization and record keeping as well as production methods for hand weaving, dyeing, printing and sewing. Upon completion, students should be able to develop prototypes and finished pieces for sale with a plan for production in their own studio.

PCF-212 Professional Weaving

Prerequisites: Admission to the Professional Craft program or departmental 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 departmental 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-232 Fiber Design: Spec Study

Prerequisites: Admission to the Professional Craft program or departmental 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)

PCJ-111 Intro to Jewelry

Prerequisites: Admission to the Professional Craft program or departmental 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.
PCJ-112 Jewelry Forming Tech
Prerequisites: Admission to the Professional Craft program or departmental 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.
Prerequisites: Admission to the Professional Craft program or departmental 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
Prerequisites: Admission to the Professional Craft program or departmental 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
Prerequisites: Admission to the Professional Craft program or departmental 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
Prerequisites: PCJ-122 and admission to the Professional Craft program or departmental 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
Prerequisites: Admission to the Professional Craft program or departmental 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
Prerequisites: Admission to the Professional Craft program or departmental 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

Prerequisites: Admission to the Professional Craft program or departmental 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-261 Enameling

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 shapes. 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 metal. 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 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 more 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 repoussé. 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)  

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-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 presentational 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)

PCW-110 Intro to Woodworking

Prerequisites: Admission to the Professional Craft program or departmental 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 departmental 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 woodbending, 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 departmental 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.

PCW-122 Furniture Design History

Prerequisites: None
Corequisites: None

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.
PCW-130 Veneer, Marquetry & Inlay

Prerequisites: Admission to the Professional Craft program or departmental approval.
Corequisites: None

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.

PCW-131 Woodbending

Prerequisites: Admission to the Professional Craft program or departmental approval.
Corequisites: None

This course covers various types of woodbending 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.

PCW-136 Wood Finishing

Prerequisites: None
Corequisites: None

This course covers wood finishing options with hand, brush, and spray applications, including special finishing effects. Topics include finish compositions, including oils, varnish, lacquer, paints, 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.

PCW-210 Chair Design & Const

Prerequisites: Admission to the Professional Craft program or departmental approval.
Corequisites: None

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.

PCW-211 Casework Design & Const

Prerequisites: Admission to the Professional Craft program or departmental approval.
Corequisites: None

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 case work piece of furniture and demonstrate professionalism in a project of their choice.

PCW-212 Wood Studio Planning

Prerequisites: Admission to the Professional Craft program or departmental 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

Prerequisites: Admission to the Professional Craft program or departmental 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

Prerequisites: Admission to the Professional Craft program or departmental 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

Prerequisites: Admission to the Professional Craft program or departmental 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)

#### PED-110 Fit and Well for Life

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 pre-major and/or elective course requirement.

#### PED-111 Physical Fitness I

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 pre-major and/or elective course requirement.

#### PED-112 Physical Fitness II

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 pre-major and/or elective course requirement.
PED-113 Aerobics I
Prerequisites: None
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 pre-major and/or elective course requirement.

PED-114 Aerobics II
Prerequisites: PED-113
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 pre-major and/or elective course requirement.

PED-115 Step Aerobics I
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 pre-major and/or elective course requirement.

PED-116 Step Aerobics II
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 pre-major and/or elective course requirement.

PED-120 Walking for Fitness
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 pre-major and/or elective course requirement.

PED-122 Yoga I
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.
PED-123 Yoga II
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.

PED-125 Self-Defense: Beginning
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 pre-major and/or elective course requirement.

PED-128 Golf-Beginning
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 pre-major and/or elective course requirement.

PED-130 Tennis-Beginning
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 pre-major and/or elective course requirement.

PED-132 Racquetball-Beginning
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 pre-major and/or elective course requirement.

PED-137 Badminton
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. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major 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 pre-major and/or elective course requirement.
PED-142 Lifetime Sports

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 pre-major 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 pre-major 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 pre-major 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 pre-major 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 pre-major 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 pre-major 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 pre-major and/or elective course requirement.
PED-152 Swimming-Beginning

Prerequisites: None
Corequisites: None

This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major 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 pre-major and/or elective course requirement.

PED-154 Swimming for Fitness

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-155 Water Aerobics

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 pre-major and/or elective course requirement.

PED-156 Scuba Diving

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 care and maintenance of equipment. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of scuba diving in preparation for diver certification.

PED-169 Orienteering

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 pre-major and/or elective course requirement.
PED-171 Nature Hiking
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 pre-major and/or elective course requirement.

PED-173 Rock Climbing
Prerequisites: None
Corequisites: None
This course teaches the fundamental skills and safety of rock climbing. Topics include rock climbing, bouldering, rappelling, the correct method of belaying for climbing and rappelling, and knowledge of equipment. Upon completion, students should be able to demonstrate strong and skillful techniques in climbing and rappelling.

PED-175 Horseback Riding I
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.

PED-186 Dancing for Fitness
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 pre-major and/or elective course requirement.

PED-210 Team Sports
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.

PED-219 Disc Golf
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.
Philosophy (PHI)

PHI-210 History of Philosophy

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/fine arts.

PHI-215 Philosophical Issues

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.

PHI-220 Western Philosophy I

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.

PHI-230 Introduction to Logic

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.

Political Science (POL)

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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Psychology (PSY)

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 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 Psychology
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 pre-major and/or elective course requirement.
PSY-275 Health Psychology

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 pre-major and/or elective course requirement.

PSY-281 Abnormal Psychology

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.

Reading (RED)

RED-090 Improved College Reading

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.

Religion (REL)

REL-110 World Religions

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/fine arts.

REL-111 Eastern Religions

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/fine arts.

REL-112 Western Religions

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.
REL-211 Introduction to Old Testament

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/fine arts.

REL-212 Introduction to New Testament

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/fine arts.

REL-221 Religion in America

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.

Information Systems Security (SEC)

SEC-110 Security Concepts

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 Security Administration I

Prerequisites: None
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)

SOC-210 Introduction to Sociology
    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
    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
    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 the 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 pre-major and/or elective course requirement.

SOC-230 Race and Ethnic Relations
    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 pre-major and/or elective course requirement.

SOC-240 Social Psychology
    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.
SOC-250 Sociology of Religion

Prerequisites: None
Corequisites: None

This course examines religion from a sociological perspective as part and product of human society. Topics include the origins, development, and functions of belief systems; religious organizations; conversion; and interactions with politics, the economy, science, and the class system. Upon completion, students should be able to describe and analyze religious systems.

Spanish (SPA)

SPA-111 Elementary Spanish I

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 humanities/fine arts.

SPA-112 Elementary Spanish II

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/fine arts.

SPA-141 Culture and Civilization

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.

SPA-181 Spanish Lab 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 pre-major and/or elective course requirement.

SPA-182 Spanish Lab 2

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 pre-major and/or elective course requirement.
SPA-211 Intermediate Spanish I

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/fine arts.

SPA-212 Intermediate Spanish II

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/fine arts.

SPA-221 Spanish Conversation

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.

SPA-281 Spanish Lab 3

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.

SPA-282 Spanish Lab 4

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.

Sustainability Technologies (SST)

SST-140 Green Building and Design Concepts

Prerequisites: None
Corequisites: None

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.
Transportation (TRN)

TRN-110 Introduction to Transport Technology

Prerequisites: None
Corequisites: None

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN-120 Basic Transportation Electricity

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.

TRN-140 Transportation Climate Control

Prerequisites: None
Corequisites: None

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

TRN-140A Transportation Climate Control Lab

Prerequisites: None
Corequisites: None

This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

TRN-170 Pc Skills for Transportation

Prerequisites: None
Corequisites: None

This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

TRN-180 Basic Welding for Transportation

Prerequisites: None
Corequisites: None

This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard.
Web Technologies (WEB)

WEB-180 Active Server Pages  
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  
Prerequisites: None  
Corequisites: None

This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites.

Welding (WLD)

WLD-110 Cutting Processes  
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  
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  
Prerequisites: None  
Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD-116 SMAW (stick) Plate/Pipe  
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
Prerequisites: None
Corequisites: None

This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include pad, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, student should be able to safely perform SMAW fillet and groove welds on carbon steel plate with prescribed electrodes.

WLD-121 GMAW (MIG) FCAW/Plate
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
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 to perform groove welds on carbon steel with prescribed electrodes on various joint geometry.

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 and 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-151 Fabrication I
Prerequisites: None
Corequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.
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-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-261 Certification Practices
Prerequisites: WLD-115, WLD-121, or 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
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.

Wood Products (WPP)

WPP-125 Wood Identification
Prerequisites: None
Corequisites: None

This course introduces the laboratory identification of wood from gross characteristics. Topics include softwood and hardwood species. Upon completion, students should be able to identify a minimum of twenty commercial woods.
Team HCC

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   Certificate (2010), Haywood Community College

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   Diploma (1993), Haywood Community College
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Sayward Cabe .................. Director, Financial Aid
   B.A. (2006), McKendree College

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   M.E. (2008), Western Carolina University

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   A.G.E. (1997), Haywood Community College

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Ph.D. (2000), University of Tennessee

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