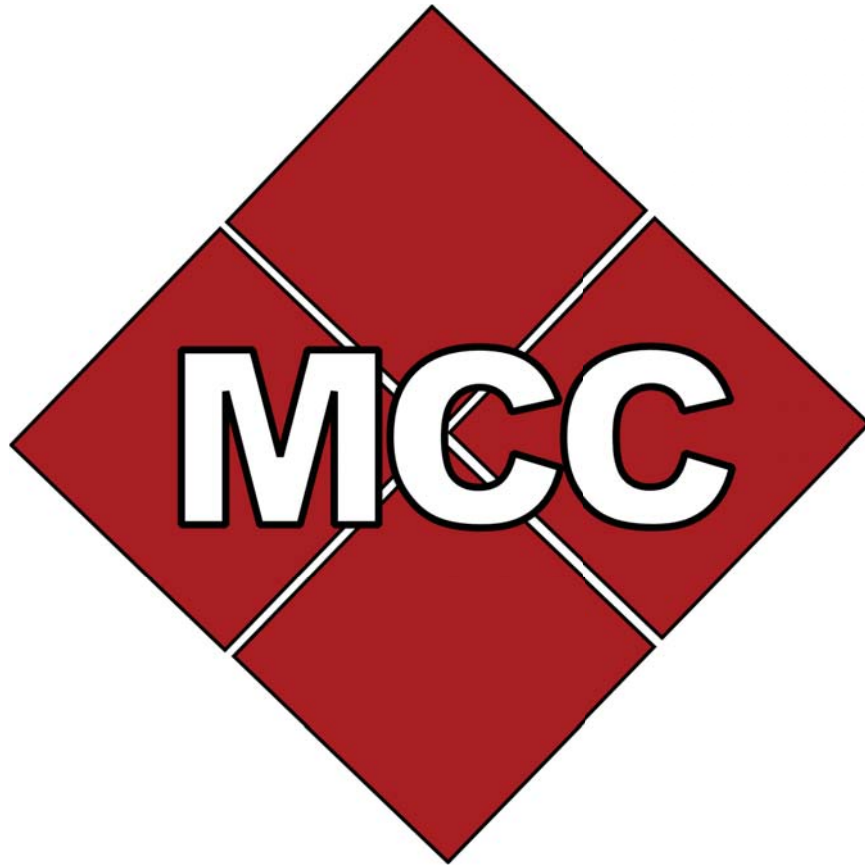


# Martin Community College



1161 Kehukee Park Road, Williamston, NC 27892  
409 W. Granville Street, Windsor, NC 27983

252-792-1521 ♦ 252-794-4861 (*Bertie Campus*)  
Fax Number 252-792-0826

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

**2023 - 2024**  
**College Catalog**



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## *Message From The President*

*Welcome to Martin Community College. Our primary mission is to help you build a better future for yourself, your family, and community.*

*Our outstanding faculty and staff are here to help you be successful in your studies and in your post-graduation goals. Whether you are attending short-term technical programs, pursuing an associate degree, or taking professional development, or personal interest classes, we are committed to helping you move forward into the future that is right for you.*

*We focus on providing training and educational programs that are in demand in our region, but the skills you learn at MCC will prepare you for world-class employment wherever you go. You can literally “Start Here and Go Anywhere!” From the moment you first inquire, to admission, enrollment, graduation, and transition to the next chapter of your life, our goal is to make your journey affordable, accessible, professional, and supported. We will also challenge you to perform at your highest capability and take advantage of all the growth and enrichment opportunities provided.*

*Welcome to the MCC family and Mustang Nation! We are here to serve you.*

A handwritten signature in black ink that reads "Wesley Beddard". The signature is written in a cursive, flowing style.

*Wesley Beddard  
President*

## BOARD OF TRUSTEES

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**MARTIN COMMUNITY COLLEGE  
ACADEMIC CALENDAR 2023-2024**

**FALL SEMESTER, 2023**

All Tuition/Fees for Fall Semester Due by 4:00 p.m. ....	August 14
Registration 9:30 am - 6:00 pm (All Tuition/Fees Due upon Registration) .....	August 15
Last Day to Drop with 100% Refund .....	August 15
Classes Begin (Full-Term & 1st Mini-mester).....	August 16
Last Day for Credit by Exam .....	August 21
Last Day to Drop with 75% Refund (16-week classes).....	August 25
Campus Closed: Labor Day .....	September 4
Constitution & Citizenship Day Activities .....	September 18
Last Day to Withdraw Without Receiving an “F” (1st Mini-mester) .....	September 22
1st Mini-mester Ends .....	October 10
No Classes: Faculty Workday .....	October 11
No Classes: Fall Break, Curriculum .....	October 11-13
2nd Mini-mester Begins.....	October 16
Advisor/Advisee Conferences and Registration Begin for Spring .....	October 16
Priority Registration for Students with 30+ credit hours .....	October 16-17
Registration for All Returning Students Begins .....	October 18
Registration for New and Returning Students Begins .....	October 23
Last Day to Submit Graduation Application for Fall .....	November 1
Last Day to Withdraw Without Receiving an “F” (Full-Term) (Last Day to Turn in Grades for Removal of Incomplete).....	November 6
Campus Closed: Veterans Day .....	November 10
Campus Closed: Thanksgiving .....	November 23-24
Last Day to Withdraw Without Receiving an “F” (2nd Mini-mester) .....	November 27
Equalizer Day (Friday Classes Meet) .....	December 12
No Classes - Faculty Workday .....	December 13
Semester Ends .....	December 15

**SPRING SEMESTER, 2024**

All Tuition/Fees for Spring Semester Due by 4:00 p.m.....	January 3
Registration 9:30 am - 6:00 pm (All Tuition/Fees Due upon Registration) .....	January 4
Last Day to Drop with 100% Refund .....	January 5
Classes Begin (Full-Term & 1st Mini-mester).....	January 8
Last Day for Credit by Exam .....	January 12
Campus Closed: Martin Luther King Jr. Day .....	January 15
Last Day to Drop with 75% Refund (16-week classes).....	January 18
Last Day to Withdraw Without Receiving an “F” (1st Mini-mester) .....	February 14
Last Day to Submit Graduation Application for Spring .....	March 1
1st Mini-mester Ends .....	March 1
No Classes: Spring Break, Curriculum.....	March 4-8
2nd Mini-mester Begins.....	March 11
Advisor/Advisee Conferences and Registration Begin for Summer & Fall .....	March 11
Priority Registration for Students with 30+ credit hours .....	March 11-12
Registration for All Returning Students Begins .....	March 13
Registration for New and Returning Students Begins .....	March 18

.....*Continued*

**SPRING SEMESTER, 2024.....Continued**

Campus Closed: Good Friday .....	March 29
Last Day to Withdraw Without Receiving an “F” (Full-Term) (Last Day to Turn in Grades for Removal of Incomplete).....	April 2
Last Day to Withdraw Without Receiving an “F” (2nd Mini-mester) .....	April 18
High School Equivalency Graduation .....	May 2
Equalizer Day (Friday Classes Meet) .....	May 7
Semester Ends .....	May 7
Commencement, Curriculum.....	May 10

**SUMMER SEMESTER, 2024**

All Tuition/Fees for Summer Semester Due by 4:00 p.m. ....	May 15
Registration 9:30 am - 6:00 pm (All Tuition/Fees Due upon Registration) .....	May 16
Last Day to Drop with 100% Refund .....	May 16
Classes Begin .....	May 20
Last Day to Drop with 75% Refund (Regular Session).....	May 23
Last Day for Credit by Exam (Regular Session) .....	May 23
Campus Closed: Memorial Day.....	May 27
Last Day to Submit Graduation Application for Summer .....	June 13
Last Day to Withdraw Without Receiving an “F” (Full-Term) (Last Day to Turn in Grades for Removal of Incomplete).....	June 27
Campus Closed: Independence Day .....	July 4
Semester Ends.....	July 18

*Exams will be held during the last week of classes.*

*Most dates and events apply to 16 week long semester curriculum classes and may not apply to blocked curriculum classes.*

*This calendar is subject to change.*



### ***OPEN DOOR POLICY***

Martin Community College is an equal opportunity institution and maintains an “open door” policy for eligible applicants and serves all students regardless of race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), genetic information, age, personal disability, or political belief or affiliation.

### ***STUDENT-RIGHT-TO-KNOW***

Martin Community College’s Performance Measures, as published by the North Carolina Community College System, are available on the website and in this catalog.

### ***GLOBALIZATION & DIVERSITY MISSION STATEMENT***

Creating and maintaining a quality educational environment that is reflective of the diverse global society in which we live is an ultimate endeavor of Martin Community College and its Board of Trustees. Achievement of this goal requires an academic environment that promotes and supports the diversity and multiculturalism of the student body, faculty, staff and administration. Both the appreciative inquiry and pluralistic approach will be integral parts of the College’s commitment to diversity as it strives to meet the changing needs of the community and global societies.

### ***LICENSING OF GRADUATES***

Martin Community College is an educational institution and assumes no responsibility for the licensing of its graduates. Students convicted of a felony or any other crimes involving moral turpitude may not be recognized by the proper licensing agency.

### ***CHANGES IN REGULATIONS***

Martin Community College reserves the right to make changes in the regulations, courses, tuition, fees, and other matters of policy and procedures as deemed necessary.

### ***ACCREDITATION***

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

◆ The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board. Initial accreditation was granted on October 10, 1998. Reaccreditation was granted September 18, 2015. The Commission on Accreditation of Allied Health Education Programs can be contacted at (727) 210-2350 or at 9355 113th Street N., #7709, Seminole, Florida 33775-7709. Additional information is available at <http://www.caahep.org>.

◆ The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education/American Physical Therapy Association. The Commission is a specialized accrediting body recognized by the United States Department of Education. Accreditation was continued on November 2, 2021. Additional information is available at <https://aptaapps.apta.org/accreditedschoolsdirectory/AllPrograms.aspx>.



### ***CAMPUS SECURITY ACT OF 1990***

In accordance with the Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1998 (referred to as the “Clery Act”), MCC publishes a Campus Security Report in October of each year. This report includes statistics for the previous three years concerning reported crimes that occurred on campus, in off-campus buildings or property owned or controlled by MCC and on public property within, or immediately adjacent to and accessible from, the campus. This report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. It is available online at <http://www.martincc.edu/SecurityReport> or a hard copy is available at the front desk in Building 1 on the campus.

### ***NORTH CAROLINA STATE APPROVING AGENCY***

Martin Community College has curriculum programs approved by the North Carolina State Approving Agency for the training of veterans and eligible dependents.

### ***MEMBER OF***

Martin Community College is a member of the North Carolina Community College System and the American Association of Community Colleges.

### ***SPECIAL NOTICE***

This MCC catalog is subject to change to carry out the mission and goals of the College. It does not represent a contract.



## *HISTORY*

The N. C. General Assembly initially authorized Martin Community College as Martin Technical Institute during the 1967 session. Exercising authority given by state lawmakers, the State Board of Education contracted with the Martin County Board of Education to establish a unit of the N.C. Community College System. This action was finalized on September 7, 1967.

Martin County Commissioners and the local Board of Education then appointed an eight-member board of trustees for the college. The trustees selected and appointed the college's first president with approval coming from the State Board of Education.

An administrative staff was appointed, and extension courses were initiated during the 1968 summer quarter. That same year, vocational and technical curriculum programs were started during the fall quarter. Administrative headquarters and classrooms were temporarily located in Everetts in an old public school building remodeled for that purpose.

In June 1969, a favorable county-wide vote enabled the institute to apply for independent status. The change was completed a month later on July 21, and the original contract with the county Board of Education terminated. Local and federal funds were secured to construct new facilities on a 65-acre tract just west of Williamston. The facilities were to be completed April 1, 1971. The college moved into its new home the week of May 24, 1971, and an open house and graduation exercises were held just days later on Sunday, May 30.

A bond election was held November 7, 1972, and a million dollars of matching funds for construction was approved. The 1973 General Assembly awarded \$570,000 of capital construction funds to build a Learning Resources Center (Building 2), Automotive Shop/Classroom Building (Building 3), and Business/College Transfer Building (Building 4). The Learning Resources Center was completed in the fall of 1974, and the Library and Learning Laboratory were moved from the original facilities. Numerous instructors moved their offices to the new building along with the Division of Continuing Education. The Automotive Shop/Classroom Building and the Business/College Transfer buildings were ready for occupancy in December 1975.

The General Assembly granted Martin Technical Institute community college status on June 26, 1975. Funding for a two-year college transfer program was appropriated five days later. The college's name was officially changed to Martin Community College on July 1, 1976.

Construction of a Shipping and Receiving building began in July 1982. This 3,840 square foot building was completed and operational in the fall of 1983.

Since the college's establishment in 1968, an additional campus was added in Bertie County. The Bertie Campus - located on Granville Street in Windsor - is a 12,000 square foot facility that includes a 20-seat networked computer lab and a multipurpose room with a 175-person seating capacity. Services provided at this multi-use center include adult basic skills, adult high school education, and occupational and technical programming.

MCC's first Equine facility - consisting of an 18-stall barn, breeding shed, and a riding ring - was added in the summer of 1984. Two years later, an additional barn with a covered riding ring was added. As the program grew, plans for an expanded MCC equine facility were developed with a ground breaking held in the fall of 1987. Phase I was completed in 1989 and Phase II the next year. Phase III began August 1995 and was finished in July of the following year. Renovations to these facilities got underway in 2017.

Building 3 was renovated in 1986 to meet the needs of changing curriculum offerings and additional special support services. Renovations included a Physical Therapist Assistant lecture/laboratory, Automotive Systems Technology specialized training areas, and HVAC laboratory. The Medical Assisting program was moved to Building 3 in the fall of 1990. Major renovations were made to these facilities in 2015 and 2016.

Beginning in 2015, MCC remodeled Allied Health Labs, the Automotive Systems Technology rooms, the HVAC rooms as well as Electrical Systems, Welding and Cosmetology. In 2017 the Facilities Master Plan was updated as a priority list for future capital expenditures.

In 2018 new electronic signs were placed at each end of Kehukee Park Road and extensive renovations were made to the BLET classroom and Equine facilities. In 2019 the Public Safety Training Burn Tower was completed and other improvements were made including: the Equine Arena roof, Equine outside riding ring, and a new Bertie Campus sign. Building 1 received minor renovations and in Building 2 the Library received major renovations and a new Student Success Center was created. In 2020 the Public Safety and Equine classroom buildings were completed and minor renovations to Building 3 and 4.



Williamston Campus, Martin County



Windsor Campus, Bertie County



## ***PHILOSOPHY***

Martin Community College is a public comprehensive community college serving primarily residents of Martin County and segments of Bertie County. The College provides quality post-secondary curriculum programs leading to an Associate in Arts, Associate in Science, Associate in Applied Science, or Associate in General Education degree, diploma, or a certificate of proficiency.

Martin Community College follows an open-door admissions policy which enables the College to provide educational opportunities and services for adults with the desire and ability to benefit from its courses and programs regardless of age, gender, race, ethnic origin, religion, national origin, political belief or affiliation, or disability. Educational courses and programs are available at a reasonable cost and a variety of support services are offered at no charge.

Martin Community College serves as an educational link between adults with educational needs and employers with needs for a skilled workforce. Occupational and vocational/technical training are emphasized in both curriculum and continuing education offerings. Additional emphases are placed on the College's transfer programs, basic skills program, and developmental education programs.

## ***MISSION STATEMENT***

Martin Community College seeks to build better futures by providing affordable, accessible, quality educational programs and workforce development in a student-centered environment in order to meet the community's needs.

## ***GENERAL EDUCATION LEARNING OUTCOMES***

All students who graduate from Martin Community College (MCC) with an Associate Degree should be able to demonstrate the following skills:

### **Critical Thinking Skills**

- ◆ MCC graduates should be able to apply principles of sound critical thinking to analyze and solve problems and make logical decisions.

### **Communication Skills**

- ◆ MCC graduates should be able to demonstrate effective speaking, writing, and reading skills.

### **Technology Skills**

- ◆ MCC graduates should be able to use the appropriate technology required for academic and work-related tasks.

### **Computational Skills**

- ◆ MCC graduates should be able to demonstrate appropriate mathematical skills required for academic and work-related tasks.

## ***EMPLOYER GUARANTEE***

Martin Community College assures employers of the quality of its graduates of associate degree, diploma, and certificate programs for appropriate entry level job skills directly related to their program of study. Should the employer find the graduate's job skills deficient, Martin Community College will provide remediation to correct the deficiency with no charge to the graduate or the employer for tuition, books, or fees provided the graduate was (1) employed within the first ninety days of graduation, (2) earned a grade of "C" or better in the course(s) related to the deficiency, and (3) the deficiency was identified and reported in writing to the College within the first six months of employment.

Upon receiving from the employer a written description of deficiencies, a retraining plan, mutually acceptable to the employer, the graduate, and the College, will be negotiated and documented in writing. Should either the employer or the graduate later be unable or unwilling to abide by the conditions established in this retraining plan, Martin Community College will have no further obligation under the Employer Guarantee.

## ***LOCATION AND FACILITIES***

Martin Community College is conveniently located one mile west of Williamston, North Carolina, at 1161 Kehukee Park Road, just off Highway 64 or 64 By-Pass. The physical campus consists of 146,265 square feet of space used to provide instruction in air-conditioned classrooms, laboratories, and shops.

The Library, located in Building 2, serves the students, faculty, staff, and the citizens of the community. Resources in the library include more than 16,000 books, over 1,200 instructional and entertainment DVDs, and nearly 700 audio books on CD. Our holdings are searchable in the online catalog, from any computer with internet access, on the library's web page at <https://martincc.libguides.com/library>. Over 140 electronic databases, as well as convenient links to many other resources, are also available through the library's web site to users on and off campus. Databases include thousands of streaming audio books and films, hundreds of thousands of ebooks, as well as over 50,000 electronic journals, magazines, and newspapers. The library still subscribes to local and regional newspapers, and several magazines in print.

When the library is closed, assistance is available through a chat service, which is staffed by librarians who can assist students with the library catalog, databases, citations, or general research questions. The chat box is on the library's home page, <https://martincc.libguides.com/library>

Internet access is provided on 24 computers in the library for research, Moodle access, and other school-related work. Wireless access is also available. Three student meeting rooms are located in the library for quiet study or group study.

Special collections include the Small Business Center collection; NC NET Teacher Resources Center collection; the local history room which includes local history and information about cemeteries and genealogy; local newspapers on microfilm dating back to the turn of the 20th century; the College Archives; and a general collection focused on North Carolina.

A student lounge area is provided for the convenience of students, campus visitors, and MCC employees. The College operates a bookstore from which the students may purchase necessary textbooks and supplies.

The College operates a satellite campus serving Bertie County and neighboring areas. Located on Granville Street in Windsor, the Bertie Campus offers curriculum, continuing education, and adult education classes. Students have access to all college services including registration, course add/drop procedures, counseling, testing/assessment, and academic advisement. The campus has a snack/dining area, small bookstore, meeting/classrooms, and a 20-station computer lab.

The Division of Continuing Education offers College and Career Readiness classes at various locations throughout the service area.

The College does not provide dormitory facilities; however, students who desire living accommodations may make such arrangements in the local community. A list of housing accommodations is available from the Office of Student Services.

## ***SMALL BUSINESS CENTER***

The Martin Community College Small Business Center supports the development of new businesses and the growth of existing businesses by being a community-based provider of training, counseling, and resource information. Training sessions are offered in a wide variety of workshops, seminars, and short courses which include:

- ◆ How to Start a Business
- ◆ How to Write a Business Plan
- ◆ How to Finance a Business
- ◆ How to Research and Market a Business
- ◆ Record Keeping and Taxes for a Small Business

Confidential counseling services and most seminars and workshops are free of charge. Services provided by the Small Business Center can be customized to suit specific business needs. Contact the Small Business Center for seminar schedules, counseling, and more information on services provided. The Small Business Center is located in Building 4.

**MARTIN COMMUNITY COLLEGE**  
**2022**  
**PERFORMANCE MEASURES FOR STUDENT SUCCESS**

The 2022 Performance Measures for Student Success provide system-wide baselines and goals for each measurement shown below, thus providing a consistent, statistically-defined baseline and goal to promote transparency, simplicity, and objectivity.

	Basic Skills Progress	Credit English Success	Credit Math Success	First Year Progression	Curriculum Completion Rate	Licensure Pass Rate Index	Transfer Performance
System Excellence Level	1.348	1.147	1.192	1.069	1.094	1.073	1.024
Average Band Max	1.171	1.081	1.104	1.036	1.054	1.027	1.007
System Mean	0.993	1.014	1.016	1.003	1.014	0.982	0.990
Average Band Min	0.816	0.947	0.927	0.970	0.973	0.937	0.973
System Baseline	0.283	0.747	0.662	0.872	0.853	0.800	0.922
Martin CC	0.463	0.919	1.069	0.929	1.048	0.888	1.043
Met or Exceeded Excellence Level	No	No	No	No	No	No	Yes
Above Average Band, Below Excellence	No	No	No	No	No	No	No
Within Average Band	No	No	Yes	No	Yes	No	No
Below Average Band	Yes	Yes	No	Yes	No	Yes	No
Below Baseline	No	No	No	No	No	No	No

The full report is available at <http://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures>.

# CURRICULUM ACADEMIC PROGRAMS OF STUDY



## CURRICULUM PROGRAMS

- Associate in Arts (A.A.) - College Transfer  
Associate in Science (A.S.) - College Transfer  
Associate in Engineering (A.E.)  
*I+1 Agreement with Pitt Community College*  
Associate in General Education (A.G.E.)  
Associate in General Education-Nursing (A.G.E.)  
Accounting & Finance (A.A.S.)  
\* Accounting & Finance Certificate  
Agriculture Education (A.A.S.)  
\* Agriculture Education Diploma  
\* Agriculture Education Certificate  
Air Conditioning, Heating, and Refrigeration Technology (A.A.S.)  
\* Air Conditioning, Heating, and Refrigeration Tech. Diploma  
\* Refrigeration Certificate  
\* Heating Certificate  
\* Installation Certificate  
\* Air Conditioning Certificate  
Applied Engineering Technology (A.A.S.)  
\* Applied Engineering Technology Diploma  
\* Applied Engineering Technology Certificate  
\* Applied Engineering Technology Electrical Certificate  
Automotive Systems Technology (A.A.S.)  
\* Automotive Systems Technology Diploma  
\* Basic Transportation Technician Certificate  
\* Engine Management, Suspension & Steering Certificate  
Biotechnology (A.A.S.)  
*I+1 Agreement with Pitt Community College*  
Business Administration (A.A.S.)  
\* Business Administration Diploma  
\* Management/Supervision Certificate  
Computer-Integrated Machining (A.A.S.)  
*I+1 Agreement with Pitt Community College*  
Cosmetology (A.A.S.)  
\* Cosmetology Diploma  
\* 1200-Hour Cosmetology Certificate  
\* Manicuring/Nail Technology Certificate  
Criminal Justice Technology (A.A.S.)  
\* Criminal Justice Technology Diploma  
\* Cadet Certificate  
\* Public Safety Certificate  
Early Childhood Education (A.A.S.)  
\* Early Childhood Education Birth-K (A.A.S.)  
\* Early Childhood Education Non-Teaching (A.A.S.)  
\* Early Childhood Education Diploma  
\* Infant/Toddler Care Certificate  
\* Early Child Care Workforce Certificate  
\* Administration Certificate  
\* Preschool Certificate  
Electrical Systems Technology (A.A.S.)  
\* Electrical Systems Technology Diploma  
\* Residential Electrical Technician Certificate  
\* Industrial Electrical Technician Certificate  
\* Electrical Software Technician Certificate  
\* Residential Electrical Technician-Line Tech Prep  
\* Manufacturing Electrical Tech Beginner  
\* Manufacturing Electrical Tech Intermediate  
\* Manufacturing Electrical Tech Advanced  
Entrepreneurship (A.A.S.)  
\* Entrepreneurship Diploma  
\* Entrepreneurship Certificate  
Equine Business (A.A.S.)  
\* Equine Business Diploma  
Equine Training (A.A.S.)  
\* Equine Training Diploma  
\* Equine Training Certificate  
General Occupational Technology (A.A.S.)  
\* General Occupational Technology Diploma  
Industrial Systems Technology (A.A.S.)  
\* Industrial Systems Technology Diploma  
\* Mechanical Installation Certificate  
\* Facility Maintenance Certificate  
\* Construction Technology Certificate  
\* Industrial Millwright Beginner  
\* Industrial Millwright Intermediate  
\* Industrial Millwright Advanced  
Information Technology (A.A.S.)  
\* Information Technology Diploma  
\* Information Technology Foundations Certificate  
\* CISCO CCNA Prep Certificate  
\* Windows OS Certificate  
\* Systems Security Concepts Certificate  
Mechanical Engineering Technology (A.A.S.)  
*I+1 Agreement with Pitt Community College*  
Medical Assisting (A.A.S.)  
\* Medical Assisting Certificate  
Medical Office Administration (A.A.S.)  
\* Medical Office Administration Diploma  
\* Medical Information Technology Certificate  
\* Medical Insurance Coding Certificate  
Orthopaedic Technology (A.A.S.)  
\* Orthopaedic Technology Diploma  
\* Orthopaedic Technology Certificate  
Physical Therapist Assistant (A.A.S.)  
Public Safety Administration (A.A.S.)  
\* Public Safety Administration Diploma  
\* Public Safety Administration Certificate  
Teacher Preparation  
\* Associate in Arts in Teacher Preparation  
\* Associate in Science in Teacher Preparation  
Welding Technology (A.A.S.)  
\* Welding Technology Diploma  
\* Basic Welding Technology Certificate  
\* Intermediate Welding Certificate

# ASSOCIATE IN ARTS/ ASSOCIATE IN SCIENCE DEGREE

The Associate in Arts (AA) degree or Associate in Science (AS) degree is granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, Martin Community College includes opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

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

To be eligible for the transfer of credits under the CAA, the student must graduate with an AA or AS degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of “C” or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by course basis.

### ***Mission Statement:***

The mission of the College Transfer Program at Martin Community College is to allow traditional, nontraditional, and college eligible high school students to earn affordable, transferrable college-level course credits. Students who successfully complete this program acquire valuable academic skills necessary to enter and effectively navigate senior institutions.

### ***Program Learning Outcome:***

Eighty percent of the students in the Martin Community College, College Transfer Program, who transfer to a senior institution with at least 30 credit hours will earn a GPA of at least 2.0 in their first year.

### ***Student Learning Outcomes:***

- Demonstrate effective critical thinking skills by utilizing applicable procedures for problem solving.
- Demonstrate appropriate use of technology and information literacy.
- Demonstrate effective written communication skills by producing texts that exhibit college level fluency and reasoning.
- Demonstrate effective oral communication skills by delivering organized, concise and audience appropriate presentations.
- Demonstrate and understanding of the scientific method and its application by interpreting and analyzing scientific data, forming appropriate hypotheses, and drawing appropriate conclusions from data.

### **The AA and AS degree program of study is structured to include two components:**

–*Universal General Education Transfer Component* comprises a minimum of 30 semester hours of credit, and  
–*Additional general education, pre-major, and elective courses* that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree programs to 60-61 semester hours.

To ensure maximum transfer ability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student’s intended major and transfer institution.

### **Transfer of Associate in Arts**

- a. The CAA enables North Carolina community college graduates of two-year AA and AS degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
- b. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.

- c. A student who completes the AA or AS degree prior to transfer to a UNC institution will have fulfilled the UNC institution's lower-division general education requirements.
- d. Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education courses and pre-major courses taken at the community college.
- e. Community college graduates of the AA or AS degree program who have earned 60 semester hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC institution.
- f. Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
- g. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements. While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.
- h. CAA courses taken beyond the 60-61 SHC of credit in which the student received less than a "C" will not negate the provisions of the CAA.

### ***ASSOCIATE IN ARTS (A10100)***

**The same course hours may be counted only once to fulfill degree requirements. Course and credit requirements are shown below.**

#### **UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT.**

<b>English Composition - 6 Credits</b>	ENG 111 (3)	ENG 112 (3)		
<b>Humanities/Fine Arts - 9 Credits</b> <i>Minimum 2 subjects</i>	ART 111 (3)	ENG 232 (3)	ENG 242 (3)	PHI 215 (3)
	*COM 231 (3)	ENG 241 (3)	MUS 110 (3)	PHI 240 (3)
	ENG 231 (3)			
	<i>*Required Course</i>			
<b>Social/Behav. Sciences - 9 Credits</b> <i>Minimum 2 subjects</i>	ECO 251 (3)	HIS 131 (3)	POL 120 (3)	SOC 210 (3)
	ECO 252 (3)	HIS 132 (3)	PSY 150 (3)	
<b>Math - 3 - 4 Credits</b>	MAT 143 (3)	MAT 152 (4)	MAT 171 (4)	
<b>Natural Sciences - 4 Credits</b>	AST 111 (3) & AST 111A (1)		CHM 151 (4)	
	AST 151 (3) & AST 151A (1)		GEL 111 (4)	
	BIO 110 (4)	BIO 111 (4)		

#### **ADDITIONAL GENERAL EDUCATION HOURS. 13 - 14 SHC. (45 Hours of General Education Required)**

ART 111 (3)	CIS 115 (3)	ENG 241 (3)	HIS 132 (3)	MAT 141 (3)	PSY 241 (3)
BIO 110 (4)	COM 231 (3)	ENG 242 (3)	HUM 110 (3)	MAT 142 (3)	REL 110 (3)
BIO 111 (4)	ECO 251 (3)	ENG 243 (3)	HUM 115 (3)	MAT 143 (3)	REL 211 (3)
BIO 112 (4)	ECO 252 (3)	GEO 111 (3)	HUM 120 (3)	MAT 171 (4)	REL 212 (3)
BIO 140 (3)	ENG 113 (3)	HIS 111 (3)	HUM 121 (3)	MUS 110 (3)	SOC 210 (3)
BIO 140A (1)	ENG 114 (3)	HIS 112 (3)	HUM 122 (3)	PHI 215 (3)	SOC 213 (3)
CHM 131 (3)	ENG 231 (3)	HIS 121 (3)	HUM 160 (3)	PHI 240 (3)	SOC 220 (3)
CHM 131A (1)	ENG 232 (3)	HIS 122 (3)	HUM 211 (3)	POL 120 (3)	SPA 111 (3)
CHM 132 (4)	ENG 233 (3)	HIS 131 (3)	HUM 212 (3)	PSY 150 (3)	SPA 112 (3)
CIS 110 (3)					

**OTHER REQUIRED HOURS. 15 SHC.**

ACA 122 (1) Required

ACC 120 (4)	BIO 169 (4)	ECO 252 (3)	HEA 112 (2)	HUM 211 (3)	PHI 215 (3)
ACC 121 (4)	BIO 275 (4)	EDU 216 (4)	HIS 111 (3)	HUM 212 (3)	PHI 240 (3)
ART 111 (3)	BIO 280 (3)	ENG 113 (3)	HIS 111 (3)	MAT 141 (3)	POL 120 (3)
AST 111 (3)	BUS 110 (3)	ENG 114 (3)	HIS 112 (3)	MAT 142 (3)	PSY 150 (3)
AST 111A (1)	BUS 115 (3)	ENG 231 (3)	HIS 121 (3)	MAT 143 (3)	PSY 241 (3)
AST 151 (3)	BUS 137 (3)	ENG 232 (3)	HIS 122 (3)	MAT 171 (4)	PSY 243 (3)
AST 151A (1)	BUS 228 (3)	ENG 233 (3)	HIS 131 (3)	MAT 172 (4)	REL 110 (3)
BIO 110 (4)	CHM 131 (3)	ENG 241 (3)	HIS 132 (3)	MAT 263 (4)	REL 211 (3)
BIO 111 (4)	CHM 131A (1)	ENG 242 (3)	HUM 110 (3)	MAT 271 (4)	REL 212 (3)
BIO 112 (4)	CHM 132 (4)	ENG 243 (3)	HUM 115 (3)	MAT 272 (4)	SOC 210 (3)
BIO 140 (3)	CIS 110 (3)	GEL 111 (4)	HUM 120 (3)	MUS 110 (3)	SOC 213 (3)
BIO 140A (1)	CIS 115 (3)	GEO 110 (3)	HUM 121 (3)	PED 110 (2)	SOC 220 (3)
BIO 163 (5)	COM 231 (3)	GEO 111 (3)	HUM 122 (3)	PED 111 (1)	SPA 111 (3)
BIO 168 (4)	ECO 251 (3)	HEA 110 (3)	HUM 160 (3)	PED 187 (1)	SPA 112 (3)

**TOTAL HOURS: 60-61 SHC**

**ASSOCIATE IN ARTS**

**A.A. Degree (A10100)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
ACA 122	College Transfer Success	0	2	0	0	1	COM 231	Public Speaking	3	0	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	0	3	ENG 232	American Literature II	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3	HEA 112	First Aid & CPR	1	2	0	0	2
HIS 131	American History I	3	0	0	0	3	POL 120	American Government	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3	SPA 112	Elementary Spanish II	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3	<b>TOTALS</b>	<b>TOTALS</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>14</b>
	<b>TOTALS</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>							
<b>SPRING SEMESTER 1</b>							<b>PROGRAM TOTAL</b>						
CIS 110	Introduction to Computers	2	2	0	0	3							<b>61</b>
ECO 252	Principles of Macroeconomics	3	0	0	0	3							
ENG 112	Writing/Research in the Disc	3	0	0	0	3							
HIS 132	American History II	3	0	0	0	3							
SOC 220	Social Problems	3	0	0	0	3							
	<b>TOTALS</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>15</b>							
<b>FALL SEMESTER 2</b>													
BIO 110	General Biology I	3	3	0	0	4							
ENG 231	American Literature I	3	0	0	0	3							
MAT 143	Quantitative Literacy	3	0	0	0	3							
MUS 110	Music Appreciation	3	0	0	0	3							
SPA 111	Elementary Spanish I	3	0	0	0	3							
	<b>TOTALS</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>16</b>							

## ***ASSOCIATE IN SCIENCE (A10400)***

The same course hours may be counted only once to fulfill degree requirements. Course and credit requirements are shown below.

### **UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT.**

<b>English Composition - 6 Credits</b>	ENG 111 (3)	ENG 112 (3)		
<b>Humanities/Fine Arts - 6 Credits</b>	ART 111 (3)	ENG 232 (3)	MUS 110 (3)	
<i>Minimum 2 subjects</i>	COM 231 (3)	ENG 241 (3)	PHI 215 (3)	
	ENG 231 (3)	ENG 242 (3)	PHI 240 (3)	
<b>Social/Behav. Sciences - 6 Credits</b>	ECO 251 (3)	HIS 112 (3)	POL 120 (3)	
<i>Minimum 2 subjects</i>	ECO 252 (3)	HIS 131 (3)	PSY 150 (3)	
	HIS 111 (3)	HIS 132 (3)	SOC 210 (3)	
<b>Math - 8 Credits</b>	MAT 171 (4)	MAT 172 (4)	MAT 263 (4)	MAT 271 (4)
	MAT 272 (4)			
<b>Natural Sciences - 8 Credits</b>	AST 151 (3) and AST 151A (1) and GEL 111 (4) or BIO 111 (4) and BIO 112 (4) or CHM 151 (4) and CHM 152 (4)			

### **ADDITIONAL GENERAL EDUCATION HOURS. 11 SHC. (45 Hours of General Education Required)**

ART 111 (3)	CHM 152 (4)	ENG 233 (3)	HUM 132 (3)	MAT 142 (3)	POL 120 (3)
BIO 110 (4)	CIS 110 (3)	ENG 241 (3)	HUM 110 (3)	MAT 143 (3)	PSY 150 (3)
BIO 111 (4)	CIS 115 (3)	ENG 242 (3)	HUM 115 (3)	MAT 171 (4)	PSY 241 (3)
BIO 112 (4)	COM 231 (3)	ENG 243 (3)	HUM 120 (3)	MAT 263 (4)	REL 110 (3)
BIO 140 (3)	ECO 251 (3)	GEO 111 (3)	HUM 121 (3)	MAT 271 (4)	REL 211 (3)
BIO 140A (1)	ECO 252 (3)	HIS 111 (3)	HUM 122 (3)	MAT 272 (4)	REL 212 (3)
CHM 131 (3)	ENG 113 (3)	HIS 112 (3)	HUM 160 (3)	MAT 273 (4)	SOC 210 (3)
CHM 131A (1)	ENG 114 (3)	HIS 121 (3)	HUM 211 (3)	MUS 110 (3)	SOC 213 (3)
CHM 132 (4)	ENG 231 (3)	HIS 122 (3)	HUM 212 (3)	PHI 215 (3)	SOC 220 (3)
CHM 151 (4)	ENG 232 (3)	HIS 131 (3)	MAT 141 (3)	PHI 240 (3)	SPA 111 (3)
					SPA 112 (3)

### **OTHER REQUIRED HOURS. 15 SHC.**

ACA 122 (1) Required					
ACC 120 (4)	BUS 110 (3)	ECO 252 (3)	HEA 112 (2)	HUM 212 (3)	PHI 215 (3)
ACC 121 (4)	BUS 115 (3)	ENG 113 (3)	HIS 111 (3)	MAT 141 (3)	PHI 240 (3)
ART 111 (3)	BUS 137 (3)	ENG 114 (3)	HIS 112 (3)	MAT 142 (3)	POL 120 (3)
BIO 110 (4)	BUS 228 (3)	ENG 231 (3)	HIS 121 (3)	MAT 143 (3)	PSY 150 (3)
BIO 111 (4)	CHM 131 (3)	ENG 232 (3)	HIS 122 (3)	MAT 171 (4)	PSY 241 (3)
BIO 112 (4)	CHM 131A (1)	ENG 233 (3)	HIS 131 (3)	MAT 172 (4)	PSY 243 (3)
BIO 140 (3)	CHM 132 (4)	ENG 241 (3)	HIS 132 (3)	MAT 263 (4)	REL 110 (3)
BIO 140A (1)	CHM 151 (4)	ENG 242 (3)	HUM 110 (3)	MAT 271 (4)	REL 211 (3)
BIO 163 (5)	CHM 152 (4)	ENG 243 (3)	HUM 115 (3)	MAT 272 (4)	REL 212 (3)
BIO 168 (4)	CIS 110 (3)	GEL 111 (4)	HUM 120 (3)	MAT 273 (4)	SOC 210 (3)
BIO 169 (4)	CIS 115 (3)	GEO 110 (3)	HUM 121 (3)	MUS 110 (3)	SOC 213 (3)
BIO 275 (4)	COM 231 (3)	GEO 111 (3)	HUM 122 (3)	PED 110 (2)	SOC 220 (3)
BIO 280 (3)	ECO 251 (3)	HEA 110 (3)	HUM 160 (3)	PED 111 (1)	SPA 111 (3)
			HUM 211 (3)	PED 187 (1)	SPA 112 (3)

**TOTAL HOURS: 60 - 61 SHC**

## ASSOCIATE IN SCIENCE

### A.S. Degree (A10400)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 122	College Transfer Success	0	2	0	0	1	BIO 111	General Biology I	3	3	0	0	4
ECO 251	Principles of Microeconomics	3	0	0	0	3	ENG 231	American Literature I	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3	MAT 171	Precalculus Algebra	3	2	0	0	4
HIS 131	American History I	3	0	0	0	3	PED 110	Fit and Well for Life	1	2	0	0	2
PSY 150	General Psychology	3	0	0	0	3	SPA 111	Elementary Spanish I	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3	<b>TOTALS</b>		<b>13</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>							
<b>SPRING SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
CIS 110	Introduction to Computers	2	2	0	0	3	BIO 112	General Biology II	3	3	0	0	4
ECO 252	Principles of Macroeconomics	3	0	0	0	3	ENG 232	American Literature II	3	0	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	0	3	MAT 172	Precalculus Trigonometry	3	2	0	0	4
HIS 132	American History II	3	0	0	0	3	SPA 112	Elementary Spanish II	3	0	0	0	3
SOC 220	Social Problems	3	0	0	0	3	<b>TOTALS</b>		<b>12</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>TOTALS</b>		<b>14</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>PROGRAM TOTAL</b>						<b>61</b>

## ASSOCIATE IN ENGINEERING with Pitt Community College

The Associate in Engineering (AE) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. The degree plan includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. Admission to Engineering programs is highly competitive and admission is not guaranteed.

To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

**NOTE:** Upon completion of all requirements, the Associate in Engineering is granted by Pitt Community College. The hours at Martin Community College are listed below.

## ASSOCIATE IN ENGINEERING

### A.E. Degree (A10500)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1 at Martin Community College</b>							<b>SPRING SEMESTER 1 at Martin Community College</b>						
ACA 122	College Transfer Success	0	2	0	0	1	CHM 151	General Chemistry	3	3	0	0	4
ECO 251	Principles of Microeconomics	3	0	0	0	3	ENG 112	Writing/Research in the Disc	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3	MAT 272	Calculus II	3	2	0	0	4
MAT 271	Calculus I	3	2	0	0	4		Behavioral/Social Sciences Elective	3	0	0	0	3
	Humanities Elective	3	0	0	0	3		Fine Arts/Communication Elective	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>TOTALS</b>		<b>15</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>17</b>

(Associate in Engineering sequence cont. on next page)



Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 2 at Pitt Community College</b>							<b>SPRING SEMESTER 2 at Pitt Community College</b>						
DFT 170	Engineering Graphics	2	2	0	0	3	EGR 220	Engineering Statics	3	0	0	0	3
EGR 150	Intro to Engineering	1	2	0	0	2	GEL 111	Geology <i>or</i>	3	2	0	0	3
EGR 214	Numerical Methods for Engin. <i>or</i>	3	0	0	0	3	BIO 111	General Biology <i>or</i>					
CSC 134	C++ Programming <i>or</i>						CHM 152	General Chemistry II	3	3	0	0	3
CSC 151	JAVA Programming	2	3	0	0	3	MAT 285	Differential Equations	2	2	0	0	3
MAT 273	Calculus III	3	2	0	0	4	PHY 252	General Physics II	3	3	0	0	4
PHY 251	General Physics I	3	3	0	0	4	<b>TOTALS</b>		<b>11</b>	<b>7/8</b>	<b>0</b>	<b>0</b>	<b>13</b>
	<b>TOTALS</b>	<b>11/12</b>	<b>9/12</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>PROGRAM TOTAL</b>						<b>60</b>

## ASSOCIATE IN GENERAL EDUCATION DEGREE

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the area of humanities and fine art, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

An Associate in General Education degree will be granted to students completing the following requirements.

### I. GENERAL GRADUATION REQUIREMENTS

- A. The satisfactory completion of a minimum of 64 semester hours credit (SHC) and a maximum of 65 semester hours credit (SHC).
- B. The completion of no fewer than 25% of the above hours while in attendance at Martin Community College. Students must have a GPA of 2.00 on all work required for graduation within their chosen curriculum.
- C. Placement tests may indicate a need for enrollment in developmental courses in any or all of the subject areas of English, mathematics, and reading.
- D. ACA 115 is required of all students in the first semester. (Associates)  
ACA 122 is required of all students in the first semester. (Bachelors)

### *ASSOCIATE IN GENERAL EDUCATION (A10300)*

The same course hours may be counted only once to fulfill degree requirements. Course and hour requirements are shown below.

#### GENERAL EDUCATION REQUIREMENTS. Select 15 SHC.

<b>Communications - 6 Hours Required</b>	ENG 111 (3)	ENG 112 (3)		
<b>Humanities/Fine Arts/Communications - 3 Hours Required</b>	ART 111 (3)	ENG 243 (3)	HUM 160 (3)	REL 211 (3)
	COM 231 (3)	HUM 110 (3)	HUM 211 (3)	REL 212 (3)
	ENG 231 (3)	HUM 115 (3)	HUM 212 (3)	SPA 111 (3)
	ENG 232 (3)	HUM 120 (3)	MUS 110 (3)	SPA 112 (3)
	ENG 241 (3)	HUM 121(3)	PHI 240 (3)	
	ENG 242 (3)	HUM 122 (3)	REL 110 (3)	



<b>Social/Behav. Sciences - 3 Hours Required</b>	ECO 251 (3)	HIS 112 (3)	HIS 132 (3)	SOC 210 (3)
	ECO 252 (3)	HIS 121 (3)	POL 120 (3)	SOC 213 (3)
	GEO 111 (3)	HIS 122 (3)	PSY 150 (3)	SOC 220 (3)
	HIS 111 (3)	HIS 131 (3)	PSY 241 (3)	

<b>Natural Science/Math - 3 Hours Required</b>	AST 111 (3)	BIO 112 (4)	CHM 151 (4)	MAT 141 (3)
	AST 111A (1)	BIO 140 (3)	CHM 152 (4)	MAT 142 (3)
	AST 151 (3)	BIO 140A (1)	CIS 110 (3)	MAT 143 (3)
	AST 151A (1)	CHM 131 (3)	CIS 115 (3)	MAT 171 (4)
	BIO 110 (4)	CHM 131A (1)	GEL 111 (4)	MAT 172 (4)
	BIO 111 (4)	CHM 132 (4)	MAT 110 (3)	MAT 263 (4)
			MAT 271 (4)	

**OTHER MAJOR HOURS - Select 50 SHC.** A maximum of 7 SHC in health, physical education, college orientation, and/or study skills. Selected topics or seminar courses may not exceed 3 SHC.

ACA 115 (1) or ACA 122 (1) Required

Electives (*Select 49 hours*):

ACC, ART, AST, BIO, BUS, CHM, CIS, COM, ECO, EDU, ENG, GEL, GEO, HEA, HIS, HUM, MAT, MED, MUS, OST, PED, POL, PSY, REL, SOC, SPA

**TOTAL HOURS: 65 SHC**

**ASSOCIATE IN GENERAL EDUCATION  
A.G.E. Degree (A10300)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 122	College Transfer Success	0	2	0	0	1	BIO 111	General Biology I	3	3	0	0	4
ECO 251	Principles of Microeconomics	3	0	0	0	3	ENG 231	American Literature I	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3	MAT 143	Quantitative Literacy	2	2	0	0	3
HIS 131	American History I	3	0	0	0	3		Electives	6	0	0	0	6
PSY 150	General Psychology	3	0	0	0	3	<b>TOTALS</b>		<b>14</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>16</b>
	Electives	3	0	0	0	3							
	<b>TOTALS</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>							
<b>SPRING SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
CIS 110	Introduction to Computers	2	2	0	0	3	POL 120	American Government	3	0	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3	ENG 232	American Literature II	3	0	0	0	3
ENG 112	Writing/Research in the Disc.	3	0	0	0	3		Electives	9	0	0	0	9
HIS 132	American History II	3	0	0	0	3	<b>TOTALS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>
	Electives	6	0	0	0	6							
	<b>TOTALS</b>	<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>PROGRAM TOTAL</b>						<b>65</b>

# ASSOCIATE IN GENERAL EDUCATION - NURSING

The Associate in General Education (AGE)-Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses.

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the AGE-Nursing courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is *guaranteed* admission to the program of his or her choice.

## ASSOCIATE IN GENERAL EDUCATION NURSING A.G.E. Degree (A1030N)

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
BIO 168	Anatomy and Physiology I	3	3	0	0	4
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>14</b>

<b>SPRING SEMESTER 1</b>						
BIO 169	Anatomy and Physiology II	3	3	0	0	4
ENG 112	Writing/Research in the Disc.	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
PSY 241	Developmental Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>13</b>

<b>FALL SEMESTER 2</b>						
BIO 275	Microbiology	3	3	0	0	4
MAT	MAT 143 OR MAT 171	2/3	2	0	0	3/4
SOC 210	Introduction to Sociology	3	0	0	0	3
Elective	Gen Ed HUM/FA	3	0	0	0	3
Elective	ENG 231 OR ENG 232	3	0	0	0	3
<b>TOTALS</b>		<b>14/15</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>16/17</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
MAT 152	Statistical Methods	3	2	0	0	4
Elective	Gen Ed CHM	3	3	0	0	4
Elective	Gen Ed HIS	3	3	0	0	3
Elective	Gen Ed Sociology	3	0	0	0	3
Elective	Gen Ed Other Required Hours	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>17</b>

**PROGRAM TOTAL** 60/61

**Martin CC & Roanoke-Chowan CC have an articulation agreement for Martin CC students applying to the RCCC Nursing Program.**

**Student must apply to be accepted into the RCCC Nursing program. Applications open November 1st and close March 1st. Successful completion of Nurse Aid I at Martin CC or another institution is an eligibility requirement for application to the Nursing program at Roanoke-Chowan's Nursing program. Applicant must submit evidence of CPR certification at the Health Care Provider Level.**

**For advising information contact Linda Hardy, AGEN advisor, at lh08762@martincc.edu.**

# ACCOUNTING & FINANCE

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

Coursework may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

### ***Mission Statement***

The Accounting Program’s mission is to prepare students to enter the business world with confidence by providing and ensuring appropriate and consistent academic rigor in the business and accounting programs; encouraging high school guidance counselors to recommend the business and accounting programs to high school students; and working with the community leaders to embrace the Work-Based Learning program, and for community business leaders to seek out and hire Martin Community College business and accounting graduates.

### ***Program Learning Outcome:***

All students in the Accounting Program will earn at least a C in ACC 120 and ACC 121.

### ***Student Learning Outcomes:***

- ◆ Demonstrate an understanding of the accounting process and functions.
- ◆ Prepare financial statements.
- ◆ Analyze essential information concerning financial operations.

## **ACCOUNTING & FINANCE**

### **A.A.S. Degree (A25800)**

#### ***Suggested Sequence of Courses***

Prefix	Course Title	Class	Lab	Clinic	Work	Credit		Class	Lab	Clinic	Work	Credit		
<b>FALL SEMESTER 1</b>								<b>FALL SEMESTER 2</b>						
ACA 115	Success and Study Skills <i>or</i>							ACC 220	Intermediate Accounting I	3	2	0	0	4
ACA 122	College Transfer Success	0	2	0	0	1		ACC 225	Cost Accounting <i>or</i>					
ACC 120	Principles of Financial Accounting	3	2	0	0	4		ACC 240	Gov & Not-for-Profit Acct	3	0	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3		BUS 115	Business Law I	3	0	0	0	3
BUS 121	Business Math <i>or</i>	2	2	0	0	3		COM 231	Public Speaking <i>or</i>					
MAT 152	Statistical Methods I	3	2	0	0	4		ENG 115	Oral Communication	3	0	0	0	3
ECO	Economics Elective <i>or</i>	3	0	0	0	3		CTS 130	Spreadsheet	2	2	0	0	3
CTI 110	Web, Prog. & Database Foundations	2	2	0	0	3		<b>TOTALS</b>		<b>14</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>16</b>
ENG 111	Writing and Inquiry	3	0	0	0	3		<b>Prefix</b>	<b>Course Title</b>					
<b>TOTALS</b>		<b>13/14/15</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>17/18</b>								
<b>SPRING SEMESTER 1</b>								<b>SPRING SEMESTER 2</b>						
ACC 121	Principles of Managerial Accounting	3	2	0	0	4		ACC 150	Accounting Software Applications <i>or</i>					
ACC 129	Individual Income Taxes	2	2	0	0	3		WBL 112	Work-Based Learning II	1	2	0	0	2
ACC 140	Payroll Accounting	1	2	0	0	2		ACC 269	Auditing & Assurances Services	3	0	0	0	3
CIS 110	Intro. to Computers	2	2	0	0	3		BUS 225	Business Finance	2	2	0	0	3
MAT 110	Math Measurement & Literacy <i>or</i>	2	2	0	0	3		BUS 260	Business Communication	3	0	0	0	3
MAT 171	Precalculus Algebra <i>or</i>	3	2	0	0	4		Social/Behavioral Sciences Elective	3	0	0	0	3	
MAT 143	Quantitative Literacy	2	2	0	0	3		Humanities/Fine Arts Elective	3	0	0	0	3	
<b>TOTALS</b>		<b>10/11</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>15/16</b>		<b>TOTALS</b>		<b>15</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>17</b>
											<b>PROGRAM TOTAL</b>		<b>65/67</b>	

## **ACCOUNTING & FINANCE**

### **Certificate Program (C25800)**

#### ***Required Courses***

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ACC 120	Principles of Financial Accounting	3	2	0	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	0	4
BUS 115	Business Law I	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>CERTIFICATE TOTAL</b>						<b>14</b>

Certifications from independent associations/organizations may be valuable to you and some employers; explore certifications at [careeronestop.org](https://www.careeronestop.org) by visiting the URL: <https://www.careeronestop.org/site-search.aspx?keyword=certifications> (additional fees may apply)

# AGRICULTURE EDUCATION

The Agriculture Education curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices.

Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education.

This program that is designed to provide students with agriculture and education foundation courses. Course work focuses on the foundational aspects of agriculture and education theory. Students will be introduced to classroom theory and management as well as soil, plant, and animal science. This curriculum will provide students with the knowledge and skills to be eligible to become extension agents, farm management specialists, 4-H specialists, crop service representatives, agri-tourism tour guides or work in agriculture sales, or environmental community education programs. Successful completion of the program will provide students with an opportunity to articulate their coursework to university programs in Agriculture Education.

## AGRICULTURE EDUCATION

A.A.S. Degree (A15330)

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
AGR 139	Intro to Sustainable Agriculture	3	0	0	0	3
BIO 111	General Biology I	3	3	0	0	4
ENG 111	Writing & Inquiry	3	0	0	0	3
MAT 152	Statistical Methods I <i>or</i>					
MAT 171	Precalculus Algebra	3	2	0	0	4
<b>TOTALS</b>		<b>12</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER 1</b>						
BIO 112	General Biology II	3	3	0	0	4
ENG 112	Writing/Research in the Disc	3	0	0	0	3
AGR 170	Soil Science	2	2	0	0	3
AGR 160	Plant Science	2	2	0	0	3
AGR 110	Agricultural Economics	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>FALL SEMESTER 2</b>						
AGR 121	Biological Pest Management	3	0	0	0	3
AGR 261	Agronomy	2	2	0	0	3
ANS 110	Animal Science	3	0	0	0	3
EDU 216	Foundations of Education	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
	Behavioral/Social Sciences Elective	3	0	0	0	3
<b>TOTALS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 2</b>						
AGR 150	Ag-O-Metrics	3	0	0	0	3
AGR 212	Farm Business Management	3	0	0	0	3
AGR 214	Agricultural Marketing	3	0	0	0	3
EDU 163	Classroom Mgt & Instruction	3	0	0	0	3
WBL 112	Work-Based Learning I	0	0	0	20	2
WLD 112	Basic Welding Processes	1	3	0	0	2
<b>TOTALS</b>		<b>13</b>	<b>3</b>	<b>0</b>	<b>20</b>	<b>16</b>
<b>PROGRAM TOTAL</b>						<b>65</b>

## AGRICULTURE EDUCATION

Diploma Program (D15330)

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
AGR 121	Biological Pest Management	3	0	0	0	3
AGR 139	Intro to Sustainable Agriculture	3	0	0	0	3
ANS 110	Animal Science	3	0	0	0	3
ENG 111	Writing & Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>SPRING SEMESTER 1</b>						
AGR 110	Agricultural Economics	3	0	0	0	3
AGR 160	Plant Science	2	2	0	0	3
AGR 170	Soil Science	2	2	0	0	3
AGR 214	Agricultural Marketing	3	0	0	0	3
EDU 163	Classroom Mgt & Instruction	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>FALL SEMESTER 2</b>						
AGR 261	Agronomy	2	2	0	0	3
EDU 216	Foundations of Education	3	0	0	0	3
WBL 112	Work-Based Learning I	0	0	0	20	2
<b>TOTALS</b>		<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>DIPLOMA TOTAL</b>						<b>36</b>
<b>AGRICULTURE EDUCATION</b>						
<b>Certificate Program (C15330)</b>						
<i>Suggested Sequence of Courses</i>						
Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
AGR 121	Biological Pest Management	3	0	0	0	3
AGR 139	Intro to Sustainable Agriculture	3	0	0	0	3
EDU 216	Foundations of Education	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>SPRING SEMESTER 1</b>						
AGR 160	Plant Science	2	2	0	0	3
<b>TOTALS</b>		<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

# AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools, and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems. Diploma graduates should be able to assist in the start-up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

## Student Learning Outcomes:

- ◆ Install, service, and troubleshoot air conditioning, heating, and refrigeration systems and associated components.
- ◆ Select and properly use a variety of air conditioning, heating, and refrigeration tools and equipment.
- ◆ Prepare and interpret electrical, mechanical, and piping drawings.

## AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

A.A.S. Degree (A35100)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 115	Refrigeration Systems	1	3	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 1</b>						
AHR 112	Heating Technology	2	4	0	0	4
AHR 114	Heat Pump Technology	2	4	0	0	4
AHR 212	Advanced Comfort Systems	2	6	0	0	4
CIS 110	Introduction to Computers <i>or</i>	1	2	0	0	2
CIS 111	Basic PC Literacy	1	2	0	0	2
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SUMMER SEMESTER 1</b>						
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>FALL SEMESTER 2</b>						
AHR 211	Residential Systems Design	2	2	0	0	3
AHR 213	HVACR Building Code	1	2	0	0	2
BPR 111	Print Reading	1	2	0	0	2
BUS 137	Principles of Management	3	0	0	0	3
ELC 112	AC/DC Electricity	3	6	0	0	5
<b>TOTALS</b>		<b>10</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER 2</b>						
AHR 120	HVAC Maintenance	1	3	0	0	2
AHR 160	Refrigeration Certification	1	0	0	0	1
COM 231	Public Speaking <i>or</i>					
ENG 115	Oral Communication	3	0	0	0	3
MAT 110	Math Measurement & Literacy	3	0	0	0	3
	Behavioral/Social Sciences Elective	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>PROGRAM TOTAL</b>						<b>64</b>

## AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

Diploma Program (D35100)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 115	Refrigeration Systems	1	3	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 1</b>						
AHR 112	Heating Technology	2	4	0	0	4
AHR 114	Heat Pump Technology	2	4	0	0	4
AHR 212	Advanced Comfort Systems	2	6	0	0	4
CIS 110	Introduction to Computers	2	2	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SUMMER SEMESTER 1</b>						
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing & Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>DIPLOMA TOTAL</b>						<b>38</b>
<b>AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY</b>						
Refrigeration Certificate Program (C35100A)						
<b>Required Courses</b>						
Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVAC Electricity	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 115	Refrigeration Systems	1	3	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>CERTIFICATE TOTAL</b>						<b>14</b>

## AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

### Heating Certificate Program (C35100F)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 112	Heating Technology	2	4	0	0	4
AHR 114	Heat Pump Technology	2	4	0	0	4
AHR 212	Advanced Comfort Systems	2	6	0	0	4
<b>TOTALS</b>		<b>6</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL** 12

## AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

### Installation Certificate Program (C35100G)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 112	Heating Technology	2	4	0	0	4
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 211	Residential System Design	2	2	0	0	3
AHR 213	HVACR Building Code	1	2	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL** 13

## AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

### Air Conditioning Certificate Program (C35100H)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 120	HVACR Maintenance	1	3	0	0	2
AHR 211	Residential System Design	2	2	0	0	3
AHR 212	Advanced Comfort Systems	2	6	0	0	4
<b>TOTALS</b>		<b>7</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL** 13

# APPLIED ENGINEERING TECHNOLOGY

The Applied Engineering Technology curriculum is designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Coursework includes mathematics, natural sciences, engineering sciences and technology.

A course of study that prepares the students to use basic engineering principles and technical skills to solve technical problems in various types of industry. The course work emphasizes analytical and problem-solving skills. The curriculum includes courses in safety, math, physics, electricity, engineering technology, and technology-specific specialty areas.

Upon completion, students should be able to qualify for employment in a wide range of positions in research and development, manufacturing, sales, design, inspection, or maintenance. Employment opportunities exist in automation, computer, electrical, industrial, or mechanical engineering fields, where graduates will function as engineering technicians.

#### Student Learning Outcomes:

- ◆ Interpret electrical circuit schematics to properly design, construct, verify, and analyze DC/AC circuits.
- ◆ Utilize dedicated computer software to solve electrical/electronics problems.
- ◆ Demonstrate knowledge of a safe working environment and compliance with governing safety organizations.
- ◆ Use proper testing equipment to troubleshoot motors and control circuits.
- ◆ Design unique structures, objects, circuits, and systems for various developmental applications.

## APPLIED ENGINEERING TECHNOLOGY

### A.A.S. Degree (A40130)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ISC 112	Industrial Safety	2	0	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>18</b>
Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 1</b>						
ELC 117	Motors and Controls	2	6	0	0	4
ELC 128	Introduction to PLC	2	3	0	0	3
HYD 110	Hydraulics and Pneumatics	2	3	0	0	3
MEC 110	Intro to CAD/CAM	1	2	0	0	2
	Behavioral/Social Sciences Elective	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>15</b>

*(Applied Engineering Technology sequence cont. on next page)*



Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SUMMER SEMESTER 1</b>						
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 110	Math Measurement and Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>FALL SEMESTER 2</b>						
AHR 110	Introduction to Refrigeration	2	6	0	0	5
BPR 111	Print Reading	1	2	0	0	2
ELC 118	National Electric Code	1	2	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
ELC 127	Software for Technicians	1	3	0	0	2
<b>TOTALS</b>		<b>6</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>13</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
COM 231	Public Speaking <i>or</i>					
ENG 115	Oral Communication	3	0	0	0	3
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 119	NEC Calculations	1	2	0	0	2
WLD 141	Symbols and Specifications	2	2	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>PROGRAM TOTAL</b>						<b>67</b>

### APPLIED ENGINEERING TECHNOLOGY Diploma Program (D40130) *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 127	Software for Technicians	1	3	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>20</b>

<b>SPRING SEMESTER 1</b>						
ENG 110	Freshman Composition	3	0	0	0	3
ELC 117	Motors and Controls	2	6	0	0	4
ELC 128	Introduction to PLC	2	3	0	0	3
HYD 110	Hydraulics and Pneumatics	2	3	0	0	3
MEC 110	Intro to CAD/CAM	1	2	0	0	2
	Behavioral/Social Sciences Elective	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>DIPLOMA TOTAL</b>						<b>38</b>

### APPLIED ENGINEERING TECHNOLOGY Certificate Program (C40130) *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ELC 117	Motors and Controls	2	6	0	0	4
HYD 110	Hydraulics and Pneumatics	2	3	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2
MEC 110	Intro to CAD/CAM	1	2	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>CERTIFICATE TOTAL</b>						<b>14</b>

### APPLIED ENGINEERING TECHNOLOGY Electrical Certificate Program (C40130A) *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
<b>TOTALS</b>		<b>7</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

## AUTOMOTIVE SYSTEMS TECHNOLOGY

The Automotive Systems Technology curriculum prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles and prepares for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Coursework may include instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

Upon completion of this curriculum, students 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.

#### **Student Learning Outcomes:**

- ◆ Inspect, diagnose, disassemble, repair, replace, and service each of the basic systems in various types of vehicles to a NATEF (National Automotive Technician Education Foundation) standard.



- ◆ Inspect, diagnose, disassemble, repair, replace, and service each of the advanced systems in various types of vehicles to a NATEF (National Automotive Technician Education Foundation) standard.
- ◆ Demonstrate knowledge and understanding of automotive systems to a level at, or above that required for ASE (National Institute for Automotive Service Excellence) certification in general automotive service.

### AUTOMOTIVE SYSTEMS TECHNOLOGY

A.A.S. Degree (A60160)

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CIS 110	Introduction to Computers	3	0	0	0	3
TRN 110	Intro to Transport Tech	1	2	0	0	2
TRN 111	Chassis Maint/Light Repair	2	6	0	0	4
TRN 112	Powertrain/Light Repair	2	6	0	0	4
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>17</b>

### SPRING SEMESTER 1

AUT 116	Engine Repair	2	3	0	0	3
AUT 141	Suspension and Steering Systems	2	3	0	0	3
AUT 151	Brake Systems	2	3	0	0	3
AUT 181	Engine Performance I	2	3	0	0	3
TRN 120	Basic Transport Electricity	4	3	0	0	5
<b>TOTALS</b>		<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>17</b>

### SUMMER SEMESTER 1

ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

### FALL SEMESTER 2

AUT 221	Auto Transmissions/Transaxles	2	3	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
TRN 145	Adv. Transport Electronics	2	3	0	0	3
WLD 110	Cutting Processes	1	3	0	0	2
WLD 112	Basic Welding	1	3	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>13</b>

### SPRING SEMESTER 2

COM 231	Public Speaking <i>or</i>					
ENG 115	Oral Communications	3	0	0	0	3
ELC 117	Motors and Controls	2	6	0	0	4
ISC 112	Industrial Safety	2	0	0	0	2
MAT 110	Math Measurement & Literacy	2	2	0	0	3
	Behavioral/Social Sciences Elective	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>PROGRAM TOTAL</b>						<b>65</b>

### AUTOMOTIVE SYSTEMS TECHNOLOGY

Basic Transportation Technician Certificate Program (C60160E)

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
TRN 110	Intro to Transport Tech	1	2	0	0	2
TRN 111	Chassis Maint/Light Repair	2	6	0	0	4
TRN 112	Powertrain Maint/Light Repair	2	6	0	0	4
<b>TOTALS</b>		<b>5</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>10</b>

### SPRING SEMESTER 1

TRN 120	Basic Transport Electricity	4	3	0	0	5
<b>TOTALS</b>		<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>CERTIFICATE TOTAL</b>						<b>15</b>

### AUTOMOTIVE SYSTEMS TECHNOLOGY

Diploma Program (D60160)

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CIS 110	Introduction to Computers	3	0	0	0	3
TRN 110	Intro to Transport Tech	1	2	0	0	2
TRN 111	Chassis Maintenance/Light Repair	2	6	0	0	4
TRN 112	Powertrain/Light Repair	2	6	0	0	4
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>17</b>

### SPRING SEMESTER 1

AUT 116	Engine Repair	2	3	0	0	3
AUT 141	Suspension and Steering	2	3	0	0	3
AUT 151	Brake Systems	2	3	0	0	3
AUT 181	Engine Performance I	2	3	0	0	3
TRN 120	Basic Transport Electricity	4	3	0	0	5
<b>TOTALS</b>		<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>17</b>

### SUMMER SEMESTER 1

ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

### DIPLOMA TOTAL

37

### AUTOMOTIVE SYSTEMS TECHNOLOGY

Engine Management, Suspension & Steering Certificate Program (C60160D)

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 1</b>						
AUT 116	Engine Repair	2	3	0	0	3
AUT 141	Suspension and Steering	2	3	0	0	3
AUT 181	Engine Performance I	2	3	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

### FALL SEMESTER 2

TRN 145	Adv. Transport Electronics	3	2	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### CERTIFICATE TOTAL

12

# BIOTECHNOLOGY

## with Pitt Community College

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

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

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

**Note:** Upon completion of all requirements, the AAS in Biotechnology is granted by Pitt Community College. The hours at Martin Community College are listed below.

### BIOTECHNOLOGY (A20100)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1 at Martin Community College</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
BIO 111	General Biology I	3	3	0	0	4
CHM 131	Introduction to Chemistry <i>and</i>	3	0	0	0	3
CHM 131A	Introduction to Chemistry Lab <i>or</i>	0	3	0	0	1
CHM 151	General Chemistry I	3	3	0	0	4
ENG 111	Writing and Inquiry	3	0	0	0	3
	Behavioral/Social Science Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER 1 at Martin Community College</b>						
BIO 112	General Biology II	3	3	0	0	4
CHM 132	Organic and Biochemistry <i>or</i>					
CHM 152	General Chemistry II	3	3	0	0	4
COM 231	Public Speaking <i>or</i>					
ENG 112	Writing/Research in the Disc	3	0	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
	Humanities/Fine Arts Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>15</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>17/18</b>
<b>SUMMER SEMESTER 1 at Martin Community College</b>						
MAT 152	Statistical Methods I	3	2	0	0	4
	<b>TOTALS</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>
	<b>PROGRAM TOTAL</b>					<b>36/37</b>

#### at Pitt Community College

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BIO 275	Microbiology <i>or</i>					
BTC 275	Industrial Microbiology	3	3	0	0	4
BTC 181	Basic Lab Techniques	3	3	0	0	4
BTC 250	Molecular Genetics	3	0	0	0	3
BTC 270	Recombinant DNA Tech	3	3	0	0	4
BTC 281	Bioprocess Techniques	2	6	0	0	4
BTC 285	Cell Culture	2	3	0	0	3
	<b>TOTALS</b>	<b>16</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>22</b>
	<b>PROGRAM TOTAL</b>					<b>22</b>

#### Humanities/Fine Arts Electives:

ART 111, HUM 110, HUM 115, HUM 160, MUS 110, PHI 240

#### Behavioral/Social Science Electives:

POL 120, PSY 150, SOC 210

**Note:** Students wishing to pursue a Bachelors Degree in Biotechnology should take CHM 132, 151, 152, MAT 171 and should substitute ACA 122 College Success for ACA 115 Success and Study Skills.

# 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.

Coursework 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.

### Student Learning Outcomes:

- ◆ Demonstrate an understanding of the management process and functions and how these influence effective business practices.
- ◆ Identify appropriate technology, techniques and practices to collect, process, and interpret information for decision making.
- ◆ Demonstrate professional communication skills to process, manage, and communicate information.

### BUSINESS ADMINISTRATION

A.A.S. Degree (A25120)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 110	Introduction to Business	3	0	0	0	3
BUS 121	Business Math <i>or</i>	2	2	0	0	3
MAT 152	Statistical Methods I	3	2	0	0	4
ECO 251	Principles of Microeconomics <i>or</i>	3	0	0	0	3
CTI 110	Web Prog. & Database Foundations	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>13/14/15</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>17/18</b>

#### SPRING SEMESTER 1

ACC 121	Principles of Managerial Accounting	3	2	0	0	4
CIS 110	Introduction to Computers <i>or</i>	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
COM 231	Public Speaking <i>or</i>					
ENG 112	Writing/Research in the Disc <i>or</i>					
ENG 115	Oral Communications	3	0	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
MAT 110	Math Measurement & Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra <i>or</i>	3	2	0	0	4
MAT 143	Quantitative Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>12/14</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>15/17</b>

#### FALL SEMESTER 2

BUS 115	Business Law I	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>14</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>15</b>

#### SPRING SEMESTER 2

BUS 255	Org Behavior in Business	3	0	0	0	3
BUS 153	Human Resource Management	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
BUS 239	Business Applications Seminar <i>or</i>	1	2	0	0	2
WBL 112	Work-Based Learning II	0	0	0	20	2
BUS 260	Business Communications	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>2</b>	<b>0</b>	<b>20</b>	<b>17</b>

**PROGRAM TOTAL**

**64/66**

Certifications from independent associations/organizations may be valuable to you and some employers; explore certifications at [careeronestop.org](https://www.careeronestop.org/site-search.aspx?keyword=certifications) by visiting the URL:

<https://www.careeronestop.org/site-search.aspx?keyword=certifications>

(additional fees may apply)

### BUSINESS ADMINISTRATION

Diploma Program (D25120)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 121	Business Math	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>11</b>

#### SPRING SEMESTER 1

CIS 110	Introduction to Computers	2	2	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra <i>or</i>	3	2	0	0	4
MAT 143	Quantitative Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>7/8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9/10</b>

#### FALL SEMESTER 2

BUS 115	Business Law I	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>

#### SPRING SEMESTER 2

BUS 255	Org Behavior in Business	3	0	0	0	3
BUS 153	Human Resource Management	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

**PROGRAM TOTAL**

**41/42**

### BUSINESS ADMINISTRATION

Management/  
Supervision Certificate (C25120A)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BUS 110	Introduction to Business	3	0	0	0	3
BUS 115	Business Law I	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL**

**12**

# COMPUTER-INTEGRATED MACHINING

## with Pitt Community College

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

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 examinations.

**NOTE:** Upon completion of all requirements, the A.A.S. in Computer-Integrated Machining is granted by Pitt Community College. The hours at Martin Community College are listed below.

### COMPUTER-INTEGRATED MACHINING

A.A.S. Degree (A50210)

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit		Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1 at Martin Community College</b>								<b>FALL SEMESTER 2 at Pitt Community College</b>						
ACA 122	College Transfer Success	0	2	0	0	1		MAC 121	Intro to CNC	2	0	0	0	2
BPR 111	Print Reading	1	2	0	0	2		MAC 122	CNC Turning	1	3	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3		MAC 124	CNC Milling	1	3	0	0	2
MAT 110	Math Measurement & Literacy	2	2	0	0	3		MAC 142	Machining Applications II	2	6	0	0	4
	Humanities Elective	3	0	0	0	3		MAC 231	CAM: CNC Turning	1	4	0	0	3
	<b>TOTALS</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>12</b>		MEC 180	Engineering Materials	2	3	0	0	3
								<b>TOTALS</b>		<b>9</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 1 at Martin Community College</b>								<b>SPRING SEMESTER 2 at Pitt Community College</b>						
CIS 111	Basic PC Literacy	1	2	0	0	2		MAC 143	Maching Applications III	2	6	0	0	4
DFT 151	CAD I	2	3	0	0	3		MAC 232	CAM: CNC Milling	1	4	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2		MAC 228	Advanced CNC Processes	2	3	0	0	3
	Behavioral/Social Sciences Elective	3	0	0	0	3		MAC 233	Appl in CNC Machining	2	12	0	0	6
	Fine Arts/Communication Elective	3	0	0	0	3		<b>TOTALS</b>		<b>7</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>16</b>
	<b>TOTALS</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>13</b>								
<b>SUMMER SEMESTER 1 at Pitt Community College</b>								<b>PROGRAM TOTAL</b>						
MAC 114	Intro to Metrology	2	0	0	0	2								<b>67</b>
MAC 141	Machining Applications I	2	6	0	0	4								
MAC 151	Machining Calculations	1	2	0	0	2								
MEC 110	Introduction to CAD/CAM	1	2	0	0	2								
	<b>TOTALS</b>	<b>6</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>10</b>								

# COSMETOLOGY / MANICURING & NAIL

The Cosmetology curriculum is designed to provide competence-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.

Coursework includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successful passing of the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

To qualify to sit for the State Board Cosmetic Arts examination, each student must have:

- (a) Accumulated the required number of hours of practical and classroom instruction,
- (b) Maintained a minimum 2.0 GPA,
- (c) Met the State Board of Cosmetic Arts minimum salon performances requirements.

Class attendance for cosmetology courses is a necessary part of the educational process because of the program's performance requirements. The maximum number of hours students are permitted to miss and still receive a passing grade has been established at 15 percent. This is a Martin Community College policy and does not reflect requirements for the State Board of Cosmetic Arts. Students must understand that if they are absent 15 percent of the class, they will not meet the minimum requirements for contact hours required by the State Board of Cosmetic Arts for apprentice or operator's license.

A student **MUST** take a theory class and salon class together the first time, e.g., COS 111 and COS 112. If a student fails or needs to repeat either the theory or the salon, the student **ONLY** takes the course required to repeat. The student is not required to take both theory and salon **AGAIN** unless the student fails both.

Students completing all cosmetology courses without absences will earn the 1500 contact hours required to sit for the State Board of Cosmetic Arts examination. In the event a student earns less than 1500 contact hours required by the State Board of Cosmetic Arts in these courses due to absences, he/she may enroll in additional electives to earn the required 1500 contact hours. If students choose COS 117 and COS 118 as electives, the students will earn 1584 hours of instruction.

## Student Learning Outcomes:

- ◆ Apply rules, regulations, and safety principles common to all branches of cosmetology.
- ◆ Identify hair trichology including the structure of hair, types of hair, and hair growth phases.
- ◆ Perform shampoos, styling, haircuts, hair colors, perms, hair straightening and relaxing, manicures, pedicures, and skin care services using proper techniques.

## COSMETOLOGY A.A.S. Degree (A55140) Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 115	Success and Study Skills	0	2	0	0	1	COS 117	Cosmetology Concepts IV	2	0	0	0	2
CIS 111	Basic PC Literacy	1	2	0	0	2	COS 118	Salon IV	0	21	0	0	7
COS 111	Cosmetology Concepts I	4	0	0	0	4	ENG 110	Freshman Composition <i>or</i>					
COS 112	Salon I	0	24	0	0	8	ENG 111	Writing & Inquiry	3	0	0	0	3
	<b>TOTALS</b>	<b>5</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>15</b>	PSY 118	Interpersonal Psychology	3	0	0	0	3
								<b>TOTALS</b>	<b>8</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
COS 113	Cosmetology Concepts II	4	0	0	0	4	BUS 230	Small Business Management	3	0	0	0	3
COS 114	Salon II	0	24	0	0	8	ENG 115	Oral Communication	3	0	0	0	3
COS 223	Contemporary Hair Color	1	3	0	0	2	MAT 110	Math Measurement & Literacy	2	2	0	0	3
COS 240	Contemporary Design	1	3	0	0	2		Humanities Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>6</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>16</b>		<b>TOTALS</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>SUMMER SEMESTER</b>							<b>PROGRAM TOTAL</b>						
COS 115	Cosmetology Concepts III	4	0	0	0	4							<b>66</b>
COS 116	Salon III	0	12	0	0	4							
	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>							

## COSMETOLOGY Diploma Program (D55140)

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>SUMMER SEMESTER</b>						
ACA 115	Success and Study Skills	0	2	0	0	1	COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 111	Cosmetology Concepts I	4	0	0	0	4	COS 116	Salon III	0	12	0	0	4
COS 112	Salon I	0	24	0	0	8	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>	
<b>TOTALS</b>		<b>4</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>FALL SEMESTER 2</b>						
<b>SPRING SEMESTER</b>							<b>FALL SEMESTER 2</b>						
COS 113	Cosmetology Concepts II	4	0	0	0	4	COS 117	Cosmetology Concepts IV	2	0	0	0	2
COS 114	Salon II	0	24	0	0	8	COS 118	Salon IV	0	21	0	0	7
<b>TOTALS</b>		<b>4</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>12</b>	ENG 115	Oral Communication	3	0	0	0	3
							PSY 118	Interpersonal Psychology	3	0	0	0	3
							<b>TOTALS</b>	<b>8</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>15</b>	
												<b>DIPLOMA TOTAL</b>	<b>48</b>

## 1200-HOUR COSMETOLOGY CERTIFICATE

This program leads to a Certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below. Graduates qualify to sit for State Board of Cosmetic Arts Apprenticeship License examination upon completion of this program and are encouraged to continue their education to earn an additional 300 hours as required for the Operator's License.

A student completing all of the courses below without any absences will earn 1216 contact hours. In the event a student earns less than 1200 contact hours in these courses due to absences, he/she may enroll in COS 117 and COS 118 to earn the 1200 contact hours required to sit for the Cosmetic Board of Arts Apprenticeship License examination.

### 1200-HOUR COSMETOLOGY CERTIFICATE Certificate Program (C55140A)

#### *Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>SUMMER SEMESTER 1</b>						
COS 111	Cosmetology Concepts I	4	0	0	0	4	COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8	COS 116	Salon III	0	12	0	0	4
<b>TOTALS</b>		<b>4</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>	
<b>SPRING SEMESTER 1</b>							<b>CERTIFICATE TOTAL</b>						
COS 113	Cosmetology Concepts II	4	0	0	0	4	<b>34</b>						
COS 114	Salon II	0	24	0	0	8							
COS 223	Contemporary Hair Color	1	3	0	0	2							
<b>TOTALS</b>		<b>5</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>14</b>							

## 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.

Coursework 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.



## MANICURING/NAIL TECHNOLOGY Certificate Program (C55400)

### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
COS 121	Manicure/Nail Technology I	4	6	0	0	6
COS 222	Manicure/Nail Technology II	4	6	0	0	6
<b>TOTALS</b>		<b>8</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

**\*Note: Per NC Cosmetic Arts, the Manicuring/Nail Technology Program and the Cosmetology Program cannot be taken at the same time.**

## 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, correctional officer, and loss prevention specialist.

### Student Learning Outcomes:

- ◆ Students will have an understanding of the structure and operations of the criminal justice system.
- ◆ Students will have a basic understanding of both State and Federal laws and codes.
- ◆ Students will understand the processes and procedures of the criminal justice system with the concentration on criminal law.

## CRIMINAL JUSTICE TECHNOLOGY A.A.S. Degree (A55180)

### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit	
<b>FALL SEMESTER 1</b>							<b>SUMMER SEMESTER 1</b>							
ACA 115	Success & Study Skills <i>or</i>						POL 120	American Government	3	0	0	0	3	
ACA 122	College Transfer Success	0	2	0	0	1	<b>TOTALS</b>							
CJC 111	Intro to Criminal Justice	3	0	0	0	3	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>		
CJC 112	Criminology	3	0	0	0	3	<b>FALL SEMESTER 2</b>							
CJC 121	Law Enforcement Operations	3	0	0	0	3	CJC 212	Ethics & Community Relations	3	0	0	0	3	
ENG 111	Writing and Inquiry	3	0	0	0	3	CJC 225	Crisis Intervention	3	0	0	0	3	
	Social/Behavioral Elective	3	0	0	0	3	CJC 241	Community-Based Corrections <i>or</i>	3	0	0	0	3	
<b>TOTALS</b>								CJC 120	Interviews/Interrogations	1	2	0	0	2
<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>		PSY 150	General Psychology	3	0	0	0	3	
<b>FALL SEMESTER 1</b>								SOC 210	Intro to Sociology	3	0	0	0	3
CIS 110	Intro to Computers <i>or</i>	2	2	0	0	3	<b>TOTALS</b>							
CIS 111	Basic PC Literacy	1	2	0	0	2	<b>13/15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14/15</b>		
CJC 131	Criminal Law	3	0	0	0	3	<b>SPRING SEMESTER 2</b>							
CJC 141	Corrections <i>or</i>						COM 231	Public Speaking <i>or</i>						
CJC 132	Court Procedures & Evidence	3	0	0	0	3	ENG 115	Oral Communication	3	0	0	0	3	
CJC 213	Substance Abuse	3	0	0	0	3	CJC 113	Juvenile Justice	3	0	0	0	3	
MAT 110	Math Measurement & Literacy <i>or</i>						CJC 221	Investigative Principles	3	2	0	0	4	
MAT 143	Quantitative Literacy <i>or</i>	2	2	0	0	3	CJC 231	Constitutional Law	3	0	0	0	3	
MAT 171	Precalculus Algebra	3	2	0	0	4	HEA 110	Personal Health & Wellness	3	0	0	0	3	
<b>TOTALS</b>									3	0	0	0	3	
<b>12/13/14</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14/15/16</b>		<b>TOTALS</b>							
							<b>18</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>		
<b>PROGRAM TOTAL</b>							<b>66/67/68</b>							



## CRIMINAL JUSTICE TECHNOLOGY Diploma (D55180)

### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CJC 111	Intro to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 225	Crisis Intervention	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

### SPRING SEMESTER 1

CJC 113	Juvenile Justice	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 231	Constitutional Law	3	0	0	0	3
POL 120	American Government <i>or</i>					
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>DIPLOMA TOTAL</b>						<b>37</b>

## CRIMINAL JUSTICE TECHNOLOGY Cadet Certificate (C55180A)

### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
CJC 111	Intro to Criminal Justice	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 225	Crisis Intervention	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

## CRIMINAL JUSTICE TECHNOLOGY Public Safety Certificate (C55180)

### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
CJC 111	Intro to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 231	Constitutional Law	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

# EARLY CHILDHOOD EDUCATION

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Coursework includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents 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.

### **Program Major Description:**

A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/social/health/physical/language/communication, approaches to play and learning, working with diverse families, and related observations/student teaching experiences.

### ***Mission Statement***

The mission of the Early Childhood Education department is to prepare students for a career in early childhood education by the time they graduate by educating them in all areas of child development.

### ***Program Learning Outcome:***

All students enrolled in Early Childhood Education's Associates program will successfully complete (with a passing grade) an internship; thereby preparing them for the workforce.

### ***Student Learning Outcomes:***

- ◆ Demonstrate professional traits expected in early childhood education (ECE).
- ◆ Plan and implement developmentally/culturally appropriate (DCAP) environments and curriculum in early childhood education.

- ◆ Create and use authentic assessment to guide planning and decision-making in early childhood education.
- ◆ Identify effective tools that support learning for early education and development for young children (ages birth - 8 years.)

**EARLY CHILDHOOD EDUCATION  
A.A.S. Degree (A55220G)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
EDU 119	Introduction to Early Child Education	4	0	0	0	4
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 1</b>						
CIS 110	Introduction to Computers	2	2	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
MAT 110	Measurement & Literacy <i>or</i>					
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>FALL SEMESTER 2</b>						
COM 231	Public Speaking	3	0	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	0	3
EDU 259	Curriculum Planning	3	0	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	0	3
	Other Major Requirement*	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 2</b>						
EDU 280	Language & Literacy Experiences	3	0	0	0	3
EDU 284	Early Child Capstone Prac.	1	9	0	0	4
	Humanities Elective	3	0	0	0	3
	Other Major Requirement*	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>PROGRAM TOTAL</b>						<b>66</b>

\* Other Major Requirements: EDU 216, EDU 261, EDU 262, SOC 210, SOC 225, BIO 110, CHM 151

**EARLY CHILDHOOD EDUCATION  
A.A.S. Degree (A55220K) B-K Licensure Transfer**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
EDU 119	Introduction to Early Child Education	4	0	0	0	4
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
ENG 111	Writing & Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 1</b>						
COM 231	Public Speaking	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
	Humanities Elective	3	0	0	0	3
<b>TOTALS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SUMMER SEMESTER</b>						
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>FALL SEMESTER 2</b>						
BIO 110	Principles of Biology <i>or</i>					
BIO 111	General Biology I	3	3	0	0	4
EDU 216	Foundations of Education	3	0	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 234	Infants, Toddlers, and Twos	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 2</b>						
CHM 151	General Chemistry I	3	3	0	0	4
EDU 250	Teacher Licensing Preparation	3	0	0	0	3
EDU 280	Language & Literacy Experiences	3	0	0	0	3
EDU 284	Early Child Capstone Prac	4	9	0	0	4
ENG 112	Writing/Research in the Disc <i>or</i>					
ENG 114	Prof Research & Reporting	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>PROGRAM TOTAL</b>						<b>71</b>

*An Articulation Agreement between Mount Olive College and Martin Community College towards a Bachelor of Science Degree in Early Childhood Education (Birth-Kindergarten) Curriculum is available, See your advisor for more information.*

**EARLY CHILDHOOD EDUCATION  
A.A.S. Degree (A55220N) Non-Teaching Licensure**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
EDU 119	Introduction to Early Child Education	4	0	0	0	4
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
ENG 111	Writing & Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 1</b>						
COM 231	Public Speaking	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
	Humanities Elective	3	0	0	0	3
<b>TOTALS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SUMMER SEMESTER</b>						
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Prefix</b>	<b>Course Title</b>					
<b>FALL SEMESTER 2</b>						
BIO 110	Principles of Biology	3	3	0	0	4
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 234	Infants, Toddlers, and Twos	3	0	0	0	3
EDU 261	Early Childhood Admin I	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 2</b>						
CHM 151	General Chemistry I	3	3	0	0	4
EDU 262	Early Childhood Admin II	3	0	0	0	3
EDU 280	Language & Literacy Experiences	3	0	0	0	3
EDU 284	Early Child Capstone Prac	1	9	0	0	4
ENG 112	Writing/Research in the Disc	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>PROGRAM TOTAL</b>						<b>71</b>

**EARLY CHILDHOOD EDUCATION  
Infant/Toddler Care Certificate (C55290)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
EDU 119	Intro to Early Childhood Education	4	0	0	0	4
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 234	Infants, Toddlers, and Twos	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>SPRING SEMESTER 1</b>						
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

**EARLY CHILDHOOD EDUCATION  
Diploma (D55220)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
EDU 119	Introduction to Early Child Education	4	0	0	0	4
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 221	Children With Exceptionalities	3	0	0	0	3
ENG 111	Writing & Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>19</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>Prefix</b>	<b>Course Title</b>					
<b>SPRING SEMESTER 1</b>						
CIS 110	Introduction to Computers	2	2	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
EDU 280	Language/Literacy Experiences	3	0	0	0	3
EDU 284	Early Child Capstone Prac	1	9	0	0	4
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>22</b>
<b>DIPLOMA TOTAL</b>						<b>42</b>

**EARLY CHILDHOOD EDUCATION  
Early Child Care Workforce Certificate (C55820)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
EDU 119	Intro to Early Childhood Education	4	0	0	0	4
EDU 130	Social Environments for Child	3	0	0	0	3
EDU 159	Health & Safety Early Child	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>SPRING SEMESTER 1</b>						
EDU 151	Creative Activities	3	0	0	0	3
EDU 162	Observe & Assess in ECE	3	0	0	0	3
EDU 188	Trends/Policies in Early Child	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>CERTIFICATE TOTAL</b>						<b>18</b>

## EARLY CHILDHOOD EDUCATION Administration Certificate (C55850)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
EDU 119	Intro to Early Childhood Education	4	0	0	0	4
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 261	Early Childhood Admin I	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>SPRING SEMESTER 1</b>						
EDU 153	Health, Safety, & Nutrition	3	0	0	0	3
EDU 262	Early Childhood Admin II	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

## EARLY CHILDHOOD EDUCATION Preschool Certificate (C55860)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
EDU 119	Intro to Early Childhood Education	4	0	0	0	4
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>SPRING SEMESTER 1</b>						
EDU 145	Child Development II	3	0	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

# ELECTRICAL SYSTEMS TECHNOLOGY

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

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

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

### Student Learning Outcomes:

- ◆ Use electrical test equipment including voltmeters, ohm meters, and amp meters to measure voltage, trouble-shoot, analyze and repair electrical apparatus found in residences such as receptacles, light switches, circuit breakers, special purpose outlets.
- ◆ Install and maintain equipment which consists of conduit, service and lighting panels found in commercial related businesses such as schools, malls, stores, theaters, restaurants, and churches.
- ◆ Select, install, and maintain equipment found in industrial settings such as motors, motor starters, transformers, and PLCs. Interpret, write and modify ladder logic diagrams used by control equipment and PLCs in industrial manufacturing processes.

## ELECTRICAL SYSTEMS TECHNOLOGY A.A.S. Degree (A35130)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 115	Success and Study Skills <i>or</i>						AHR 110	Intro to Refrigeration	2	6	0	0	5
ACA 122	College Transfer Success	0	2	0	0	1	AHR 111	HVACR Electricity	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5	BPR 111	Print Reading	1	2	0	0	2
ELC 113	Residential Wiring	2	6	0	0	4	BUS 110	Introduction to Business	3	0	0	0	3
ELC 118	National Electrical Code	1	2	0	0	2	ELC 127	Software for Technicians	1	3	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2	<b>TOTALS</b>		<b>9</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>15</b>
ISC 112	Industrial Safety	2	0	0	0	2	<b>SPRING SEMESTER 2</b>						
<b>TOTALS</b>		<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>16</b>	CIS 110	Intro to Computers	2	2	0	0	3
<b>SPRING SEMESTER 1</b>							COM 231	Public Speaking <i>or</i>					
ELC 114	Commercial Wiring	2	6	0	0	4	ENG 115	Oral Communication	3	0	0	0	3
ELC 117	Motors and Controls	2	6	0	0	4	MAT 110	Math Measurement and Literacy	2	2	0	0	3
ELC 128	Introduction to PLC	2	3	0	0	3		Behavioral/Social Sciences Elective	3	0	0	0	3
ELC 119	NEC Calculations	1	2	0	0	2	<b>TOTALS</b>		<b>10</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>12</b>
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3	<b>PROGRAM TOTAL</b>						<b>65</b>
<b>TOTALS</b>		<b>9</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>16</b>							
<b>SUMMER SEMESTER 1</b>													
ENG 110	Freshman Composition <i>or</i>												
ENG 111	Expository Writing	3	0	0	0	3							
	Humanities / Fine Arts Elective	3	0	0	0	3							
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>							

**ELECTRICAL SYSTEMS TECHNOLOGY**  
**Diploma Program (D35130)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ACA 122	College Transfer Success	0	2	0	0	1
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 2</b>						
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
ELC 128	Introduction to PLC	2	3	0	0	3
ELC 119	NEC Calculations	1	2	0	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SUMMER SEMESTER</b>						
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing & Inquiry	3	0	0	0	3
	General Education Requirement	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>DIPLOMA TOTAL</b>						<b>38</b>

**ELECTRICAL SYSTEMS TECHNOLOGY**  
**Manufacturing Electrical Technician**  
**Beginner Certificate Program (C35130F)**  
*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER</b>						
CIS 110	Basic Computer Literacy	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ISC 112	Industrial Safety	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>SPRING SEMESTER</b>						
ELC 114	Commercial Wiring	2	6	0	0	4
MAT 110	Math Measurement & Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>7</b>
<b>CERTIFICATE TOTAL</b>						<b>21</b>

**ELECTRICAL SYSTEMS TECHNOLOGY**  
**Residential Electrical Technician**  
**Certificate Program (C35130A)**  
*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

**ELECTRICAL SYSTEMS TECHNOLOGY**  
**Industrial Electrical Technician**  
**Certificate Program (C35130B)**  
*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
<b>TOTALS</b>		<b>7</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

**ELECTRICAL SYSTEMS TECHNOLOGY**  
**Line Tech Prep**  
**Certificate Program (C35130E)**  
*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ACA 115	Success and Study Skills	0	2	0	0	1
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

**ELECTRICAL SYSTEMS TECHNOLOGY**  
**Electrical Software Technician**  
**Certificate Program (C35130C)**  
*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 127	Software for Technicians	1	3	0	0	2
ELC 128	Introduction to PLC	2	3	0	0	3
ELC 119	NEC Calculations	1	2	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

**ELECTRICAL SYSTEMS TECHNOLOGY  
Manufacturing Electrical Technician  
Intermediate Certificate Program (C35130G)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER</b>						
BPR 111	Print Reading	1	2	0	0	2
ELC 118	National Electrical Code	1	2	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
MAT 121	Algebra/Trigonometry I	2	2	0	0	3
<b>TOTALS</b>		<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>SPRING SEMESTER</b>						
ELC 117	Motors and Controls	2	6	0	0	4
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
<b>TOTALS</b>		<b>4</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>7</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

**ELECTRICAL SYSTEMS TECHNOLOGY  
Manufacturing Electrical Technician  
Advanced Certificate Program (C35130H)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER</b>						
HUM 115	Critical Thinking	3	0	0	0	3
HYD 210	Advanced Hydraulics	1	3	0	0	2
<b>TOTALS</b>		<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>SPRING SEMESTER</b>						
ELC 119	NEC Calculations	1	2	0	0	2
ELC 128	Introduction to PLC	2	3	0	0	3
ELC 135	Electrical Machines	2	2	0	0	3
<b>TOTALS</b>		<b>5</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

## ENTREPRENEURSHIP

The Entrepreneurship curriculum is designed to prepare students with the knowledge and skills necessary for employment and growth as self-employed business owners.

Coursework 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

***Student Learning Outcomes:***

- ◆ Demonstrate an understanding of entrepreneurial concepts and how these concepts can lead to self-employment and business ownership.
- ◆ Identify and utilize appropriate technology, techniques and practices to collect, process, and interpret information for decision making and business promotion.
- ◆ Demonstrate professional interpersonal and communication skills necessary to create opportunities and to develop as a self-employed business owner.

**ENTREPRENEURSHIP**

**A.A.S. Degree (A25490)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122*	College Transfer Success	0	2	0	0	1
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 110	Introduction to Business	3	0	0	0	3
BUS 121	Business Math	2	2	0	0	3
BUS 139	Entrepreneurship I	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>14</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>17</b>

\*ACA 122 Recommended

Certifications from independent associations/organizations may be valuable to you and some employers; explore certifications at [careeronestop.org](https://www.careeronestop.org/site-search.aspx?keyword=certifications) by visiting the URL: <https://www.careeronestop.org/site-search.aspx?keyword=certifications> (additional fees may apply)

**SPRING SEMESTER 1**

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ACC 121	Principles of Managerial Accounting	3	2	0	0	4
CIS 110*	Introduction to Computers <i>or</i>	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
COM 231	Public Speaking <i>or</i>					
ENG 112	Writing/Research in the Disc <i>or</i>					
ENG 115	Oral Communications	3	0	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
MAT 110	Math Measurement & Literacy <i>or</i>					
MAT 143	Quantitative Literacy <i>or</i>	2	2	0	0	3
MAT 171	Algebra	3	2	0	0	4
<b>TOTALS</b>		<b>12/13/14</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>15/16/17</b>

\*CIS 110 Recommended

**FALL SEMESTER 2**

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BUS 115	Business Law	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
ETR 220	Innovation and Creativity	3	0	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

*(Entrepreneurship sequence cont. on next page)*



Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
BUS 245	Entrepreneurship II	3	0	0	0	3
BUS 225	Business Finance	2	2	0	0	3
BUS 239	Business Applications Seminar <i>or</i>	1	2	0	0	2
WBL 112	Work-Based Learning	0	0	0	20	2
ETR 230	Entrepreneur Marketing	3	0	0	0	3
ETR 240	Funding for Entrepreneurs	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>4</b>	<b>0</b>	<b>20</b>	<b>17</b>
<b>PROGRAM TOTAL</b>		<b>64/65/66</b>				

*Business Administration Courses may not be substituted for Entrepreneurship Courses.*

**ENTREPRENEURSHIP  
Diploma Program (D25490)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 110	Introduction to Business	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>SPRING SEMESTER 1</b>						
CIS 110	Introduction to Computers	2	2	0	0	3
COM 231	Public Speaking <i>or</i>					
ENG 112	Writing/Research in the Disc <i>or</i>					
ENG 115	Oral Communications	3	0	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>FALL SEMESTER 2</b>						
BUS 115	Business Law	3	0	0	0	3
BUS 139	Entrepreneurship I	3	0	0	0	3
ETR 220	Innovation and Creativity	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>SPRING SEMESTER 2</b>						
BUS 245	Entrepreneurship II	3	0	0	0	3
ETR 230	Entrepreneur Marketing	3	0	0	0	3
ETR 240	Funding for Entrepreneurs	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>PROGRAM TOTAL</b>		<b>38</b>				

**ENTREPRENEURSHIP  
Certificate Program (C25490)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 110	Introduction to Business	3	0	0	0	3
ETR 220	Innovation and Creativity	3	0	0	0	3
<b>SPRING SEMESTER 1</b>						
ETR 230	Entrepreneur Marketing	3	0	0	0	3
ETR 240	Funding for Entrepreneurs	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

## EQUINE BUSINESS

The Equine Business curriculum is designed to prepare students for positions within the horse industry. The curriculum is management oriented, preparing graduates for the widest range of available equine jobs; areas of specialization may be pursued during the internship.

Coursework includes farm management, breeding, nutrition, selection/judging, and health. Training, teaching, and riding are also included. Students are assigned a horse and practice day-to-day management at an equine facility.

Graduates should qualify for jobs with many different types of equine operations: grooms to assistant managers; private to recreational and racing barns; breed to discipline-oriented farms.

A program that prepares individuals to manage the selection, breeding, care, and maintenance of work, athletic, show and/or therapeutic horses; and to manage horse farms, stables, tracks, or equine assisted-activity therapeutic centers, and related equipment and operations. Potential course work includes instruction in applicable principles of animal science, care, and health; stable and track management; design and operation of facilities and equipment; and related issues such as regulations, business management; and logistics.

**Student Learning Outcomes:**

- ◆ Demonstrate the level of responsibility and work ethic necessary to be effective and successful in the Equine Industry.
- ◆ Assess equine injuries and apply first aid while utilizing proper safety techniques.
- ◆ Demonstrate a balanced seat, and the proper use of natural and artificial aids while applying basic riding and training techniques to green and broke horses.

**EQUINE BUSINESS  
A.A.S. Degree (A15270)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
EQU 111	Horse Science I	2	9	0	0	5
EQU 120	Horsemanship	1	6	0	0	3
EQU 130	Equine Anatomy & Physiology	2	2	0	0	3
EQU 140	Equine Evaluation I	1	3	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 1</b>						
BUS 230	Small Business Management	3	0	0	0	3
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
EQU 112	Horse Science II	2	9	0	0	5
EQU 150	Equine Nutrition	2	0	0	0	2
EQU 240	Equine Evaluation II	1	3	0	0	2
<b>TOTALS</b>		<b>12/13</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>17/18</b>
<b>SUMMER SEMESTER</b>						
WBL 112	Work-Based Learning II	0	0	0	20	2
<b>TOTALS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
<b>FALL SEMESTER 2</b>						
BUS 137	Principles of Management	3	0	0	0	3
EQU 211	Horse Farm Management I	3	9	0	0	6
EQU 280	Principles of Riding Instruction	1	2	0	0	2
MKT 120	Principles of Marketing	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 2</b>						
EQU 212	Horse Farm Management II	3	9	0	0	6
EQU 241	Equine Reproduction & Genetics	3	2	0	0	4
EQU 270	Equine Business Law	1	0	0	0	1
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
PSY 118	Interpersonal Psychology <i>or</i>					
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>12/13</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>17/18</b>
<b>PROGRAM TOTAL</b>						<b>70/72</b>

**EQUINE BUSINESS  
Diploma Program (D15270)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
BUS 137	Principles of Management	3	0	0	0	3
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
EQU 111	Horse Science I	2	9	0	0	5
EQU 120	Horsemanship	1	6	0	0	3
EQU 130	Equine Anatomy & Physiology	2	2	0	0	3
EQU 140	Equine Evaluation I	1	3	0	0	2
<b>TOTALS</b>		<b>12</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>SPRING SEMESTER 1</b>						
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
EQU 112	Horse Science II	2	9	0	0	5
EQU 150	Equine Nutrition	2	0	0	0	2
EQU 240	Equine Evaluation II	1	3	0	0	2
EQU 270	Equine Business Law	1	0	0	0	1
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
<b>TOTALS</b>		<b>11/12</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>16/17</b>
<b>SUMMER SEMESTER</b>						
WBL 112	Work-Based Learning II	0	0	0	20	2
<b>TOTALS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
<b>DIPLOMA TOTAL</b>						<b>38/39</b>

# EQUINE TRAINING

The Equine Training curriculum is designed to prepare students for positions within the horse industry. The curriculum is management oriented, preparing graduates for the widest range of available equine jobs; areas of specialization may be pursued during the internship.

Coursework includes farm management, breeding, nutrition, selection/judging, and health. Training, teaching, and riding are also included. Students are assigned a horse and practice day-to-day management at an equine facility.

Graduates should qualify for jobs with many different types of equine operations: grooms to assistant managers; private to recreational and racing barns; breed to discipline-oriented farms.

A program that focuses on the horse, horsemanship, and related subjects and prepares individuals to care for horses and horse equipment; ride and drive horses for leisure, sport, show, and professional purposes; and manage the training of horses and riders. Potential coursework includes instruction in horse breeding, nutrition, health, and safety; history of the horse and horsemanship; horse development and training; riding and equestrian technique; stable, paddock, and track management; and equipment maintenance and repair.

## Student Learning Outcomes:

- ◆ Demonstrate the level of responsibility and work ethic necessary to be effective and successful in the Equine Industry.
- ◆ Assess equine injuries and apply first aid while utilizing proper safety techniques.
- ◆ Demonstrate a balanced seat, and the proper use of natural and artificial aids while applying basic riding and training techniques to green and broke horses.

## EQUINE TRAINING A.A.S. Degree (A15290)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 115	Success and Study Skills <i>or</i>						EQU 211	Horse Farm Management	3	9	0	0	6
ACA 122	College Transfer Success	0	2	0	0	1	EQU 220	Horse Training I	0	6	0	0	2
ENG 110	Freshman Composition <i>or</i>						EQU 280	Principles of Riding Instruction	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3	MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
EQU 111	Horse Science I	2	9	0	0	5	MAT 171	Precalculus Algebra	3	2	0	0	4
EQU 120	Horsemanship I	1	6	0	0	3	PSY 118	Interpersonal Psychology <i>or</i>					
EQU 130	Equine Anatomy & Physiology	2	2	0	0	3	PSY 150	General Psychology	3	0	0	0	3
EQU 140	Equine Evaluation I	1	3	0	0	2		Humanities/Fine Arts Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>9</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>17</b>		<b>TOTALS</b>	<b>12/13</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>19/20</b>
<b>SPRING SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2	EQU 212	Horse Farm Management II	3	9	0	0	6
CIS 110	Introduction to Computers	2	2	0	0	3	EQU 221	Horse Training II	0	6	0	0	2
ENG 115	Oral Communication <i>or</i>						EQU 241	Equine Reproduction & Genetics	3	2	0	0	4
COM 231	Public Speaking	3	0	0	0	3	EQU 260	Basic Colt Training Principles	0	4	0	0	2
EQU 112	Horse Science II	2	9	0	0	5	EQU 270	Equine Business Law	1	0	0	0	1
EQU 121	Horsemanship II	0	6	0	0	2		<b>TOTALS</b>	<b>7</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>15</b>
EQU 150	Equine Nutrition	2	0	0	0	2		<b>PROGRAM TOTAL</b>					<b>69/71</b>
EQU 240	Equine Evaluation II	1	3	0	0	2							
	<b>TOTALS</b>	<b>9/10</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>16/17</b>							
<b>SUMMER SEMESTER</b>													
WBL 112	Work-Based Learning II	0	0	0	20	2							
	<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>							

## EQUINE TRAINING Diploma Program (D15290)

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
EQU 111	Horse Science I	2	9	0	0	5
EQU 120	Horsemanship I	1	6	0	0	3
EQU 130	Equine Anatomy & Physiology	2	2	0	0	3
EQU 140	Equine Evaluation I	1	3	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>17</b>

### **SPRING SEMESTER 1**

ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
EQU 112	Horse Science II	2	9	0	0	5
EQU 121	Horsemanship II	0	6	0	0	2
EQU 150	Equine Nutrition	2	0	0	0	2
EQU 240	Equine Evaluation II	1	3	0	0	2
EQU 270	Equine Business Law	1	0	0	0	1
MAT 110	Math Measurement and Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>18</b>

### **SUMMER SEMESTER**

WBL 112	Work-Based Learning II	0	0	0	20	2
<b>TOTALS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>

**DIPLOMA TOTAL** 37

## EQUINE TRAINING Certificate Program (C15290)

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
EQU 111	Horse Science I	2	9	0	0	5
EQU 112	Horse Science II	2	9	0	0	5
EQU 120	Horsemanship I	1	6	0	0	3
EQU 150	Equine Nutrition	2	0	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>CERTIFICATE TOTAL</b>						<b>15</b>

## GENERAL OCCUPATIONAL TECHNOLOGY

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree, diploma, and/or certificate by taking courses suited for their occupational interests and/or needs.

The curriculum content will be customized for students according to occupational interests and needs. A program of study for each student will be selected from associate degree level courses offered by the College.

Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities.

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course for each of the following areas: humanities/fine arts, behavioral/social sciences; natural sciences/mathematics and a minimum of six semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours:** A.A.S., diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of eight semester hours of credit; in diploma programs up to a maximum of four semester hours of credit; and in certificate programs up to a maximum of two semester hours of credit.
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied sciences program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

### ***Student Learning Outcomes:***

- ◆ Demonstrate appropriate mathematical skills required for academic and work-related tasks.
- ◆ Apply principles of sound critical thinking to analyze and solve problems and make logical decisions.
- ◆ Demonstrate effective speaking, writing, and reading skills.

	<b>A.A.S.</b>	<b>DIPLOMA</b>
Minimum General Education Hours	15	6
Minimum Major Hours	49	30
Other Required Hours	0-7	0-4
<b>Total Semester Hours Credit in Program</b>	<b>64-71</b>	<b>36-40</b>

**GENERAL OCCUPATIONAL TECHNOLOGY DEGREE (A55280)**

**GENERAL EDUCATION**

**Communications - 6 Hours Required**

Required Course: (Select 3 Hours)    ENG 110 (3) or ENG 111 (3)  
 Required Course: (Select 3 hours)    ENG 115 (3) or COM 231 (3)

**Humanities/Fine Arts - 3 Hours Required**

ART 111 (3)	HUM 110 (3)	HUM 211 (3)	REL 212 (3)
ENG 231 (3)	HUM 115 (3)	HUM 212 (3)	SPA 111 (3)
ENG 232 (3)	HUM 120 (3)	MUS 110 (3)	SPA 112 (3)
ENG 241(3)	HUM 121 (3)	PHI 240 (3)	
ENG 242 (3)	HUM 122 (3)	REL 110 (3)	
ENG 243 (3)	HUM 160 (3)	REL 211(3)	

**Social/Behavioral Sciences - 3 Hours Required**

ECO 251 (3)	HIS 111 (3)	HIS 132 (3)	PSY 243 (3)
ECO 252 (3)	HIS 112 (3)	POL 120 (3)	SOC 210 (3)
GEO 110 (3)	HIS 121 (3)	PSY 118 (3)	SOC 213 (3)
GEO 111 (3)	HIS 122 (3)	PSY 150 (3)	SOC 220 (3)
	HIS 131 (3)	PSY 241 (3)	

**Natural Science/Math - 3 Hours Required**

BIO 110 (4)	CHM 131 (3)	MAT 110 (3)	SCI 110 (4)
BIO 111 (4)	CHM 131A (1)	MAT 142 (3)	
BIO 112 (4)	CHM 132 (4)	MAT 143 (3)	
BIO 140 (3)	CHM 151 (4)	MAT 171 (4)	
BIO 140A (1)	CHM 152 (4)	MAT 172 (4)	
BIO 163 (5)	CIS 110 (3)	MAT 263 (4)	
BIO 168 (4)	CIS 115 (3)	MAT 271 (4)	
BIO 169 (4)			

**OTHER MAJOR HOURS - Select 50 hours (course listing on following page)**

*Required ACA 115 or ACA 122*

**TOTAL HOURS: 65 SHC**

**GENERAL OCCUPATIONAL TECHNOLOGY DIPLOMA (D55280)**

**Communications** - 3 Hours Required. Select from ENG 102 (3), ENG 110 (3), ENG 111 (3), or ENG 115 (3).

**General Education** - 3 Hours Required. Course options include BIO 106 (3).

**Other Major Hours** - Select 30 Hours. Course options include BIO 106 (3) and ENG 102 (3).

**Required Course** - ACA 115 (1) or ACA 122 (1).

**TOTAL HOURS: 37 SHC**

**Other Major Hours - Select 50 Hours for Associates / 30 Hours for Diploma**

Required Course: ACA 115 (1) or ACA 122 (1)

Electives: (Maximum 12 credit hours per prefix)

ACC	CIS	ELC	HIS	NET	PTA
AHR	CJC	EMS	HUM	NOS	REL
ART	COM	ENG	HYD	OST	SEC
AST	COS	EPT	ISC	OTC	SOC
AUT	CTI	EQU	MAT	PAD	SPA
BIO	CTS	ETR	MEC	PED	TRN
BPR	DBA	FIP	MED	PHI	WBL
BUS	DFT	GEL	MKT	POL	WEB
CCT	ECO	GEO	MNT	PST	WLD
CHM	EDU	HEA	MUS	PSY	

## INDUSTRIAL SYSTEMS TECHNOLOGY

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced coursework may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

**Student Learning Outcomes:**

- ◆ Utilize tools and equipment to service and maintain mechanical systems, plumbing systems, hydraulic and pneumatic systems, and electrical and electronic systems.
- ◆ Create, interpret, and modify industrial blueprints and schematics.
- ◆ Perform preventive maintenance and troubleshoot a variety of industrial systems.
- ◆ Perform various welding and cutting processes used in current industry.

**INDUSTRIAL SYSTEMS TECHNOLOGY**

**A.A.S. Degree (A50240)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit						
<b>FALL SEMESTER 1</b>							<b>SUMMER SEMESTER 1</b>												
ACA 115	Success and Study Skills	0	2	0	0	1	ENG 110	Freshman Composition <i>or</i>											
BPR 111	Print Reading	1	2	0	0	2	ENG 111	Writing and Inquiry	3	0	0	0	3						
ELC 112	DC/AC Electricity	3	6	0	0	5	<b>TOTALS</b>												
HYD 110	Hydraulics and Pneumatics	2	3	0	0	3	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>							
ISC 112	Industrial Safety	2	0	0	0	2	<b>FALL SEMESTER 2</b>												
MEC 111	Machine Processes I	1	4	0	0	3	AHR 111	HVACR Electricity	3	2	0	0	3						
MNT 110	Introduction to Maintenance Procedures	1	3	0	0	2	MAT 110	Math Measurement and Literacy	2	2	0	0	3						
<b>TOTALS</b>							<b>10</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	WLD 110	Cutting Processes	1	3	0	0	2
<b>SPRING SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>												
CIS 110	Introduction to Computers	2	2	0	0	3	WLD 112	Basic Welding	1	3	0	0	2						
ELC 117	Motors and Controls	2	6	0	0	4	WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	0	4						
ELC 128	Intro to PLC	2	3	0	0	3	<b>TOTALS</b>												
MEC 110	Intro to CAD/CAM	1	2	0	0	2	<b>9</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>							
	Humanities/Fine Arts Elective	3	0	0	0	3	<b>PROGRAM TOTAL</b>												
<b>TOTALS</b>							<b>10</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>64</b>						



**INDUSTRIAL SYSTEMS TECHNOLOGY  
Diploma Program (D50240)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
BPR 111	Print Reading	1	2	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
MNT 110	Introduction to Maintenance Procedures	1	3	0	0	2
<b>TOTALS</b>		<b>10</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>18</b>

**SPRING SEMESTER 1**

ELC 117	Motors and Controls	2	6	0	0	4
MEC 110	Intro to CAD/CAM	1	2	0	0	2
WLD 141	Symbols & Specifications	2	2	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>12</b>

**SUMMER SEMESTER 1**

ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

**FALL SEMESTER 2**

WLD 110	Cutting Processes	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
<b>TOTALS</b>		<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>4</b>

**DIPLOMA TOTAL** 37

**INDUSTRIAL SYSTEMS TECHNOLOGY  
Mechanical Installation Certificate Program (C50240)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BPR 111	Print Reading	1	2	0	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL** 12

**INDUSTRIAL SYSTEMS TECHNOLOGY  
Facility Maintenance Technology Certificate Program (C50240B)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 117	Motors & Controls	2	6	0	0	4
HYD 110	Hydraulics & Pneumatics I	2	3	0	0	3
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
<b>TOTALS</b>		<b>8</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>14</b>

**CERTIFICATE TOTAL** 14

**INDUSTRIAL SYSTEMS TECHNOLOGY  
Industrial Millwright Beginner Certificate Program (C50240E)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER</b>						
WLD 110	Cutting Process	1	3	0	0	2
WLD 112	Basic Welding	1	3	0	0	2
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	0	4
<b>TOTALS</b>		<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>

**SPRING SEMESTER**

BPR 111	Print Reading	1	2	0	0	2
CIS 110	Basic Computer Literacy	2	2	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2
MAT 110	Math Measurement and Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>10</b>

**CERTIFICATE TOTAL** 18

**INDUSTRIAL SYSTEMS TECHNOLOGY  
Construction Technology Certificate Program (C50240D)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BPR 111	Print Reading	1	2	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
MEC 110	Intro to CAD/CAM	1	2	0	0	2
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
WLD 141	Symbols & Specifications	2	2	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL** 13

## INDUSTRIAL SYSTEMS TECHNOLOGY

### Industrial Millwright Intermediate Certificate Program (C50240F)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER</b>						
MAT 110	Math Measurement and Literacy	2	2	0	0	3
MEC 111	Machine Processes I	1	4	0	0	3
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
	<b>TOTALS</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>SPRING SEMESTER</b>						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
WLD 115	SMAW (Stick) Plate	2	9	0	0	5
	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

## INDUSTRIAL SYSTEMS TECHNOLOGY

### Industrial Millwright Advanced Certificate Program (C50240G)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER</b>						
HUM 115	Critical Thinking	3	0	0	0	3
HYD 210	Advanced Hydraulics	1	3	0	0	2
	<b>TOTALS</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>SPRING SEMESTER</b>						
WLD 131	GTAW (TIG) Plate	2	6	0	0	4
WLD 151	Fabrication I	2	6	0	0	4
	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

# INFORMATION TECHNOLOGY

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Coursework includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

#### Program Learning Outcomes:

- ◆ Identify appropriate computer equipment, operating systems, and software based on organizational needs.
- ◆ Identify security risks to a networked information system and identify methods for troubleshooting.
- ◆ Build a small local area network, using network devices.
- ◆ Demonstrate the ability to utilize operating systems, hardware and software to plan, design and/or create various application tasks as needed to input, process and manipulate data specifically within one of the core areas of concentration.

## INFORMATION TECHNOLOGY

### A.A.S. Degree (A25590)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
CIS 110	Intro to Computers	2	2	0	0	3
CTI 110	Web, Program & DB Foundation	2	2	0	0	3
CTI 120	Network & Security Foundation	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
	<b>TOTALS</b>	<b>11</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 1</b>						
CCT 110	Intro to Cyber Crime	3	0	0	0	3
CTS 115	Information Systems Business Concept	3	0	0	0	3
CTS 210	Computer Ethics	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
SEC 150	Secure Communications	2	2	0	0	3
	<b>TOTALS</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>15</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 2</b>						
CTI 140	Virtualization Concepts	1	4	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
NOS 130	Windows Single-User	2	2	0	0	3
	<b>TOTALS</b>	<b>7</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>SPRING SEMESTER 2</b>						
COM 231	Public Speaking	3	0	0	0	3
CTS 120	Hardware / Software Support	2	3	0	0	3
NET 225	Enterprise Networking	1	4	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
WBL 111	Work-Based Learning 1	0	0	0	10	1
	<b>TOTALS</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>10</b>	<b>16</b>
<b>PROGRAM TOTAL</b>						<b>62</b>

#### Choose One Subject Area

Network Management: NET 125 (SP 1) & NET 126 (FA 2)

Systems Security: NET 125 (SP 1) & SEC 110 (SP 1)

**INFORMATION TECHNOLOGY  
Diploma Program (D25590)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CTI 110	Web, Program, & DB Foundation	2	2	0	0	3
CTI 120	Network & Security Foundation	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>16</b>

**SPRING SEMESTER 1**

CIS 110	Intro to Computers	2	3	0	0	3
CTS 115	Information Systems Business Concept	3	0	0	0	3
NET 125	Introduction to Networks	1	4	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>9</b>

**FALL SEMESTER 2**

CTI 140	Virtualization Concepts	1	4	0	0	3
NET 126	Switching and Routing	1	4	0	0	3
NOS 130	Windows Single-User	2	2	0	0	3
<b>TOTALS</b>		<b>4</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>9</b>

**SPRING SEMESTER 2**

CTS 120	Hardware/Software Support	2	3	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
<b>TOTALS</b>		<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>6</b>

**DIPLOMA TOTAL** **40**

**INFORMATION TECHNOLOGY  
IT FOUNDATIONS Certificate (C25590A)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ACA 115	Success & Study Skills	0	2	0	0	1
CIS 110	Introduction to Computers	2	2	0	0	3
CTI 110	Web, Prog. & Database Foundations	2	2	0	0	3
CTS 115	Info Sys Business Concepts	3	0	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL** **13**

**INFORMATION TECHNOLOGY -  
CISCO CCNA PREP  
Certificate (C25590F)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
CTS 210	Computer Ethics	3	0	0	0	3
NET 125	Introduction to Networks	1	4	0	0	3
NET 126	Switching and Routing	1	4	0	0	3
NET 225	Enterprise Networking	1	4	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL** **12**

**INFORMATION TECHNOLOGY -  
WINDOWS OS  
Certificate (C25590G)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
CTI 120	Network & Security Foundation	2	2	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
NOS 130	Windows Single-User	2	2	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL** **12**

**INFORMATION TECHNOLOGY  
SYSTEMS SECURITY CONCEPTS  
Certificate (C25590J)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
CTI 120	Network & Security Foundation	2	2	0	0	3
CTS 115	Information Systems Business Concepts	3	0	0	0	3
NET 125	Introduction to Networks	1	4	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>15</b>

**CERTIFICATE TOTAL** **15**

# MECHANICAL ENGINEERING TECHNOLOGY

## with Pitt Community College

The Mechanical Engineering Technology program is designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

A course of study that prepares the students to use basic engineering principles and technical skills to design, develop, test, and troubleshoot projects involving mechanical systems. Includes instruction in principles of mechanics, applications to specific engineering systems, design testing procedures, prototype and operational testing and inspection procedures, manufacturing system-testing procedures, test equipment operation and maintenance, computer applications, critical thinking, planning and problem solving, and oral and written communications. Graduates of the curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQ, SME, and NICET.

**NOTE:** Upon completion of all requirements, the A.A.S. in Mechanical Engineering Technology is granted by Pitt Community College. The hours at Martin Community College are listed below.

### MECHANICAL ENGINEERING TECHNOLOGY

A.A.S. Degree (A40320)

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1 at Martin Community College</b>							<b>FALL SEMESTER 2 at Pitt Community College</b>						
ACA 115	Success and Study Skills	0	2	0	0	1	DFT 152	CAD II	2	3	0	0	3
BPR 111	Print Reading	1	2	0	0	2	MAC 121	Intro to CNC	2	0	0	0	2
CIS 115	Intro to Program & Logic	2	3	0	0	3	MEC 161	Manufacturing Processes I	3	0	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5	MEC 161A	Manufacturing Processes I Lab	0	3	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3	MEC 110	Intro to CAS/CAM	2	1	0	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3	MEC 180	Engineering Materials	2	3	0	0	3
MEC 111	Machine Processes	1	4	0	0	3	PHY 131	Physics - Mechanics	3	2	0	0	4
	<b>TOTALS</b>	<b>12</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>		<b>TOTALS</b>	<b>14</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 1 at Martin Community College</b>							<b>SPRING SEMESTER 2 at Pitt Community College</b>						
DFT 151	CAD I	2	3	0	0	3	ATR 281	Automated Manufacturing	3	2	0	0	4
ISC 112	Industrial Safety	2	0	0	0	2	DFT 153	CAD III	2	3	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4	EGR 250	Statics/Strength of Materials	4	3	0	0	5
	Behavioral/Social Sciences Elective	3	0	0	0	3	ISC 132	Manufacturing Quality Control	3	3	0	0	4
	Communication Elective	3	0	0	0	3		<b>TOTALS</b>	<b>12</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>16</b>
	Humanities/Fine Arts Elective	3	0	0	0	3		<b>PROGRAM TOTAL</b>					<b>72</b>
	<b>TOTALS</b>	<b>16</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>18</b>							

## MEDICAL ASSISTING

The Medical Assisting curriculum prepares multi-skilled health care professionals to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration, and ethical/legal issues associated with patient care.

Graduates of CAAHEP accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physician's offices, health maintenance organizations, health departments, and hospitals.

Additional requirements that must be met following admittance to the program are as follows:

1. Before beginning the clinical practicum portion of the program, students are required to have a current Healthcare Provider level First Aid/CPR certification effective throughout the entire two-semester externship rotations. Evidence of physical health must be provided by submitting a completed Student Medical Form to Martin Community College and a current immunization record. Failure to provide the listed materials in a timely manner will prevent progress through the program by making the student ineligible for placement in externship.
2. Students accepted into the Medical Assisting Program will be required to meet the safety standards for health care workers' exposure to blood borne pathogens including, but not limited to, HBV immunizations as printed in the *Medical Assisting Student Handbook*. Evidence of HBV immunization must be provided to be eligible for externship.
3. Additional Medical Assisting policies and procedures are outlined in the Medical Assisting Student Handbook.
4. Students entering clinical practicums (usually in their last two semesters) may be required by the clinical site to provide a criminal background check and a drug screening test before or during each rotation. A criminal history or positive drug screen may preclude the student from being placed for clinical rotation and therefore prevent the student from finishing the degree or diploma. A positive drug screen during the rotation will result in a failing grade for that clinical and will prevent the student from continuing in the program.

***Student Learning Outcomes:***

- ◆ Identify and apply medical terminology.
- ◆ Demonstrate administering patient care and assisting the physician.
- ◆ Convey and teach health related information for patient education.

The Medical Assisting Program will admit students fall, spring, and summer semesters. Applicants must:

1. Complete and submit an Application for Admission to Martin Community College.
2. Submit official transcripts from high school, college, or GED testing scores to the registrar's office.
3. Students will meet with MA advisor to determine RISE requirements. Students may be required to take transition or corequisite classes prior to taking MAT 110 and ENG 111.
4. Before beginning the clinical practicum portion of the program, students are required to have current Healthcare Provider First Aid/CPR certification and maintain certification throughout the entire two-semester externships (all rotations). Students will be asked for proof of certification at registration. Failure to show proof of certification will prevent the student being assigned a clinical site. Students will provide evidence of physical health by submitting a completed *Student Medical Form for North Carolina Community College System Institutions*. In order to provide such evidence, a current immunization record is also required. Students are required to have completed the Hepatitis B Vaccination series (students are reminded that this series take six months to complete). Verification of negative results for Tuberculosis (TB skin test) must be submitted yearly. Students must also have a Varicella Titer drawn or verification of Varicella Immunization. Failure to provide this information in a timely manner will render the student ineligible for clinical rotations and thus will prevent the student from completing the program on time.
5. Students accepted into the Medical Assisting Program will be required to meet the safety standards for health care workers exposure to bloodborne pathogens.
6. All course work must be completed with a "C" or better. If a student receives a "D" in any of his/her courses, he/she must retake the course with the deficient grade and pass it with a "C" or better before progressing in the program.
7. Students entering clinical externships (usually in their last two semesters) may be required by the clinical site to provide a criminal background check and a drug screening test before or during each rotation. Failure to meet either standard may prevent the student from being assigned a clinical site and therefore prevent the student from finishing the degree. A positive drug screen during the rotation will result in a failing grade for that clinical and will prevent the student from continuing in the program.

8. Students must comply with the professional guidelines as determined by the Medical Assisting Program and any additional requirements of their clinical site. Additional information concerning the Medical Assisting Program is outlined in the **Medical Assisting Student Handbook**.
9. MA program students caught cheating will be dismissed from the program immediately and will not be allowed to apply for readmission.

**Medical Assisting Readmission Requirements:**

1. Meet with the Medical Assisting Program Director.
2. Repeat any medical assisting program courses that were completed more than 3 years ago.

Admission re-entry will be determined by the Medical Assisting Program Director.

**MEDICAL ASSISTING  
A.A.S. Degree (A45400)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
BIO 163	Basic Anatomy & Physiology	4	2	0	0	5
MED 110	Orientation to Medical Assisting	1	0	0	0	1
MED 118	Medical Law and Ethics	2	0	0	0	2
MED 121	Medical Terminology I	3	0	0	0	3
MED 130	Administrative Office Procedures I	1	2	0	0	2
MED 140	Examination Room Procedures I	3	4	0	0	5
<b>TOTALS</b>		<b>14</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>19</b>

**SPRING SEMESTER 1**

MAT 110	Math Measurement & Literacy	2	2	0	0	3
MED 122	Medical Terminology II	3	0	0	0	3
MED 131	Administrative Office Procedures II	1	2	0	0	2
MED 150	Laboratory Procedures I	3	4	0	0	5
MED 240	Examination Room Procedures II	3	4	0	0	5
<b>TOTALS</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>18</b>

**SUMMER SEMESTER**

CIS 110	Introduction to Computers <i>or</i>	2	2	0	0	3
OST 136	Word Processing	2	2	0	0	2
MED 272	Drug Therapy	3	0	0	0	3
<b>TOTALS</b>		<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5/6</b>

**FALL SEMESTER 2**

ENG 111	Writing and Inquiry	3	0	0	0	3
MED 113	Orientation to Clinic Setting II	0	0	6	0	2
MED 114	Prof Interactions in Health Care	1	0	0	0	1
MED 232	Medical Insurance Coding	1	3	0	0	2
MED 270	Symptomatology	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>14</b>

**SPRING SEMESTER 2**

ENG 115	Oral Communication	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MED 260	Medical Clinical Practicum	0	0	15	0	5
MED 262	Clinical Perspectives	1	0	0	0	1
MED 264	Medical Assisting Overview	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>14</b>

**PROGRAM TOTAL** **70/71**

**MEDICAL ASSISTING  
Certificate Program (C45400)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
MED 110	Orientation to Medical Assisting	1	0	0	0	1
MED 118	Medical Law and Ethics	2	0	0	0	2
MED 121	Medical Terminology I	3	0	0	0	3
MED 122	Medical Terminology II	3	0	0	0	3
MED 130	Administrative Office Procedures I	1	2	0	0	2
MED 131	Administrative Office Procedures II	1	2	0	0	2
<b>TOTALS</b>		<b>11</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>14</b>

**CERTIFICATE TOTAL**

**14**



# 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.

## Student Learning Outcomes:

- ◆ Demonstrate an understanding of the administrative support process and functions and how these influence effective business practices in a medical office or medical setting.
- ◆ Utilize appropriate technology, techniques, and practices to collect, process, and interpret information for decision making and administrative support in a medical office or medical setting.
- ◆ Demonstrate professional communication skills to process, manage, and communicate information in a medical office or medical setting.

## MEDICAL OFFICE ADMINISTRATION

### Medical Billing and Coding

A.A.S. Degree (A25310)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
MED 118	Medical Law & Ethics <i>or</i>	2	0	0	0	2
OST 149	Medical Legal Issues	3	0	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 130	Comprehensive Keyboarding	2	2	0	0	3
OST 148	Med Insurance & Billing	3	0	0	0	3
<b>TOTALS</b>		<b>14</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 1</b>						
MED 122	Medical Terminology II	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Office Editing	3	0	0	0	3
OST 247	Procedure Coding	2	2	0	0	3
OST 248	Diagnostic Coding	2	2	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>FALL SEMESTER 2</b>						
ACC 120	Prin of Financial Accounting	3	2	0	0	4
CTS 130	Spreadsheet	2	2	0	0	3
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
OST 243	Medical Office Simulation	2	2	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 2</b>						
MAT 110	Math Measurement and Literacy	2	2	0	0	3
OST 249	Medical Coding Certification Prep	2	3	0	0	3
OST 260	Advanced Coding Methodology	2	2	0	0	3
OST 280	Electronic Health Records	2	2	0	0	3
OST 288	Med Office Admin Capstone	2	2	0	0	3
	Behavioral/Social Science Elective	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>PROGRAM TOTAL</b>						<b>66</b>

## MEDICAL OFFICE ADMINISTRATION

### Patient Services Representative

A.A.S. Degree (A25310)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
MED 118	Medical Law & Ethics <i>or</i>	2	0	0	0	2
OST 149	Medical Legal Issues	3	0	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 130	Comprehensive Keyboarding	2	2	0	0	3
OST 148	Med Insurance & Coding	3	0	0	0	3
OST 286	Professional Development	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 1</b>						
BUS 260	Business Communication	3	0	0	0	3
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
MED 122	Medical Terminology II	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Office Editing	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>FALL SEMESTER 2</b>						
BUS 121	Business Math	2	2	0	0	3
ACC 120	Prin of Financial Accounting	3	2	0	0	4
CTS 130	Spreadsheet	2	2	0	0	3
MKT 223	Customer Service	3	0	0	0	3
OST 243	Medical Office Simulation	2	2	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>SPRING SEMESTER 2</b>						
MAT 110	Math Measurement and Literacy	2	2	0	0	3
OST 280	Electronic Health Records	2	2	0	0	3
OST 288	Med Office Admin Capstone	2	2	0	0	3
	Behavioral/Social Science Elective	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>PROGRAM TOTAL</b>						<b>66</b>

## MEDICAL OFFICE ADMINISTRATION Diploma Program (D25310)

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
MED 118	Medical Law & Ethics <i>or</i>	2	0	0	0	2
OST 149	Medical Legal Issues	3	0	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 130	Comprehensive Keyboarding	2	2	0	0	3
OST 148	Medical Insurance & Billing	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER 1</b>						
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
MED 122	Medical Terminology II	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Office Editing	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>FALL SEMESTER 2</b>						
BUS 121	Business Math	2	2	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
OST 243	Medical Office Simulation	2	2	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>SPRING SEMESTER 2</b>						
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
OST 280	Electronic Health Records	2	2	0	0	3
OST 288	Medical Office Admin Capstone	2	2	0	0	3
<b>TOTALS</b>		<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>DIPLOMA TOTAL</b>						<b>44</b>

## MEDICAL OFFICE ADMINISTRATION Medical Information Technology Certificate Program (C25310A)

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
MED 118	Medical Law & Ethics <i>or</i>	2	0	0	0	2
OST 149	Medical Legal Issues	3	0	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 148	Medical Insurance & Billing	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>SPRING SEMESTER 1</b>						
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
OST 136	Word Processing	2	2	0	0	3
<b>TOTALS</b>		<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

## MEDICAL OFFICE ADMINISTRATION Medical Insurance Coding Certificate Program (C25310C)

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
MED 118	Medical Law & Ethics <i>or</i>	2	0	0	0	2
OST 149	Medical Legal Issues	3	0	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 148	Medical Insurance & Billing	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>SPRING SEMESTER 1</b>						
MED 122	Medical Terminology II	3	0	0	0	3
OST 247	Procedural Coding	2	2	0	0	3
OST 248	Diagnostic Coding	2	2	0	0	3
<b>TOTALS</b>		<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>CERTIFICATE TOTAL</b>						<b>17</b>

# ORTHOPAEDIC TECHNOLOGY

The Orthopaedic Technology program prepares individuals for employment in clinical and surgical settings assisting the orthopaedic team. Students completing the curriculum will be eligible to sit for the Orthopaedic Technology certification examination. This program also provides necessary background for the supplemental certification.

Students will become proficient in plaster and synthetic casting techniques and applications, removing casts properly applying traction, detect deficiencies in the procedure and supplies, make indicated adjustments for casts, and assist the orthopaedic surgeon in the OR.

Employment opportunities are available in a variety of clinical settings including orthopaedic clinics, hospitals, independent surgical centers, and ambulatory care settings.

### ***Student Learning Outcomes:***

- ◆ Identify and apply orthopaedic medical terminology in the clinical setting.
- ◆ Demonstrate administering orthopaedic patient care and assisting the physician.
- ◆ Convey and teach health related information for patient education in the orthopaedic setting.

**ORTHOPAEDIC TECHNOLOGY  
A.A.S. Degree (A45790)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 110	Math Measurement and Literacy	2	2	0	0	3
OTC 110	Intro to Orthopaedic Technology	3	0	0	0	3
OTC 112	General Patient Care	2	2	0	0	3
OTC 115	Ortho Anatomy and Physiology	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 1</b>						
MED 121	Medical Terminology I	3	0	0	0	3
OTC 150	Clinical Practice I	0	0	15	0	5
OTC 210	Ortho Equipment	2	3	0	0	3
OTC 212	Physical Assessment	2	2	0	0	3
OTC 215	Casting & Splinting	2	3	0	0	3
	Social/Behavioral Elective	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>8</b>	<b>15</b>	<b>0</b>	<b>20</b>
<b>FALL SEMESTER 2</b>						
MED 122	Medical Terminology II	3	0	0	0	3
OTC 120	Basic Radiologic Concepts	2	2	0	0	3
OTC 220	Custom Bracing	2	3	0	0	3
OTC 225	Casting & Splinting II	2	3	0	0	3
OTC 250	Clinical Practice II	0	0	15	0	5
<b>TOTALS</b>		<b>9</b>	<b>8</b>	<b>15</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 2</b>						
COM 231	Public Speaking	3	0	0	0	3
OTC 260	Clinical Practice III	0	0	24	0	8
OTC 280	Professional Practice	3	0	0	0	3
	Humanities Elective	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>17</b>
<b>PROGRAM TOTAL</b>						<b>70</b>

**ORTHOPAEDIC TECHNOLOGY  
Certificate (C45790)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
OTC 110	Intro to Orthopaedic Technology	3	0	0	0	3
OTC 112	General Patient Care	2	2	0	0	3
OTC 115	Ortho Anatomy and Physiology	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>SPRING SEMESTER 1</b>						
OTC 212	Physical Assessment	2	2	0	0	3
OTC 210	Ortho Equipment	2	3	0	0	3
OTC 215	Casting & Splinting	2	3	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>CERTIFICATE TOTAL</b>						<b>18</b>

**ORTHOPAEDIC TECHNOLOGY  
Diploma (D45790)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ENG 115	Oral Communication	3	0	0	0	3
OTC 110	Intro to Orthopaedic Technology	3	0	0	0	3
OTC 112	General Patient Care	2	2	0	0	3
OTC 115	Ortho Anatomy and Physiology	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>SPRING SEMESTER 1</b>						
OTC 150	Clinical Practice I	0	0	15	0	5
OTC 210	Ortho Equipment	2	3	0	0	3
OTC 212	Physical Assessment	2	2	0	0	3
OTC 215	Casting & Splinting	2	3	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>8</b>	<b>15</b>	<b>0</b>	<b>14</b>
<b>FALL SEMESTER 2</b>						
OTC 120	Basic Radiologic Concepts	2	2	0	0	3
OTC 220	Custom Bracing	2	3	0	0	3
OTC 225	Casting & Splinting II	2	3	0	0	3
OTC 250	Clinical Practice II	0	0	15	0	5
<b>TOTALS</b>		<b>6</b>	<b>8</b>	<b>15</b>	<b>0</b>	<b>14</b>
<b>SPRING SEMESTER 2</b>						
OTC 280	Professional Practice	3	0	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>DIPLOMA TOTAL</b>						<b>47</b>

# PHYSICAL THERAPIST ASSISTANT

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life-span.

Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

Students entering clinical externships (usually in their last two semesters) may be required by the clinical site to provide a criminal background check and a drug screening test before or during each rotation. A criminal history or positive drug screen may preclude the student from being placed for clinical rotation and therefore prevent the student from finishing the degree or diploma. A positive drug screen during the rotation will result in a failing grade for that clinical and will prevent the student from continuing in the program.

## ***Student Learning Outcomes:***

- ◆ Perform duties and patient care activities appropriate for a skilled PTA.
- ◆ Apply the knowledge, skills and techniques learned in the PTA didactic courses to safe and effective patient care.
- ◆ Recognize the needs of the patient, family and caregivers as well as document changes in the patient's condition and communicate these changes to the PT.
- ◆ Effectively and accurately communicate information relevant to patient status, progress, and safety in the patient's record, to the supervising physical therapist and with the patient's health care team.
- ◆ Demonstrate ethical, legal, safe and professional conduct appropriate in a health care setting.

***Admission to the program is ultimately at the discretion of the Program Director.***

## **PHASE 1**

1. Complete an Application for Admission and submit it to the Admissions Counselor's Office at the College. All applications MUST BE received by March 15. Applications must be complete.
2. Request that their high school transcripts and post-secondary transcripts, if applicable, be mailed to the Registrar's Office at the College at the time of application. (High school seniors and students enrolled at other colleges for the Spring Semester must submit their final transcripts no later than June 15.) Applicants must at least be a high school graduate or equivalent prior to the beginning of the class in which the applicant is applying for admission.
3. Take the Martin Community College placement tests to determine placement. Placement tests MUST be completed before an interview will be scheduled. Placement tests scores are valid for three years. Applicants must make at least the minimum score to place out of all developmental courses (English, math, and reading), present evidence of successful completion of similar college-level courses, or subsequently complete the recommended developmental course(s) with a grade of "C" or better prior to being considered for admission into the program.
4. Submit two character reference letters.
5. The applicant must have a minimum grade point average of 2.6 to be considered for admission. The Registrar's office will receive information from the applicants, compile a list of applicants with **complete** application packets, and forward this information to the PTA program faculty for evaluation for admission.
6. Submit verified record of 40 hours or more of observation time in a physical therapy clinical setting.

## PHASE II

Applicants who meet the above criteria will participate in an individual interview with a three-member interview team as scheduled by the PTA program director or a faculty member with teaching responsibilities in the program. Interviews will be scheduled beginning in mid-March as applicants become eligible. The PTA faculty will contact applicants to schedule the interview. Applicants who do not meet the above criteria WILL NOT be scheduled for an interview and will not be considered for acceptance into the upcoming PTA class.

**Eligibility for acceptance into the program will be determined by using the following scoring system:**

### Academic Points

Post-secondary applicants are given points for completion of general education courses required in the current PTA program using the following scale. Credit earned through advanced placement exams, CLEP, or on a pass/fail grading system will be awarded one point for each course-hour equivalent.

- .4 points per credit hour for a grade of A
- .3 points per credit hour for a grade of B
- .2 points per credit hour for a grade of C

Although not a requirement, it is recommended that applicants complete BIO 168 and BIO 169 prior to application to the program. Students who have completed BIO 168 and/or BIO 169 will receive points for these courses using the following scale:

- .8 points per credit hour for a grade of A
- .6 points per credit hour for a grade of B
- .4 points per credit hour for a grade of C

High school graduates must have earned grades of 80 or better on the following courses: Algebra I, Geometry, English IV, Biology, and Chemistry. The numerical grade received will be converted to its decimal equivalent for points awarded for any grade of an 80 or better (example 80 = .80). Additional points will be given for a numerical grade of 80 or better for the following courses: Algebra II, Trigonometry, Advanced Algebra, Pre-Calculus, Advanced Biology, Advanced Chemistry, and Physics. The numerical grade received will be converted to its decimal equivalent for points awarded for any grade of an 80 or better (example 80 = .80).

### Interview Point

The interview is worth a possible 15 points.

**In addition to academic scoring and interview scoring, points are awarded for the following areas:**

- ◆ Highest educational level completed
- ◆ Number of observation hours completed and verified
- ◆ Character reference letters (maximum of two)

## PHASE III

Averages and total points will be computed and applicants will be ranked in descending order by their overall scores.

- ◆ Applicants may be placed on the waiting list pending review of end-of-semester transcripts or other reasons to be determined by the program faculty and will be reevaluated for admission by fall registration with this process on-going as needed.
- ◆ If two or more applicants are tied and sufficient positions are not available to admit all of those applicants to the program, the Admissions/Retention Committee will make the final decision as to the ranking and acceptance. The Physical Therapist Assistant Program will admit up to a maximum of 24 applicants each Fall Semester.

## PHASE IV

Students who are selected for admission into the program will contact the PTA program faculty (within 14 days of being notified of acceptance) to confirm their seat or to decline acceptance into the program. Specific instructions will be provided in the acceptance letter.

## PHASE V

ALL accepted students must have a physical examination and submit the required medical form to the PTA Coordinator of Clinical Education before registering for any PTA classes. Students WILL NOT be allowed to register for any classes until ALL medical information required by the PTA program is submitted and verified. The specific medical information required for the PTA program and the time required to submit information will be included in the acceptance letter along with a copy of the form. An applicant not returning the medical form within the time frame will be removed from the list of admitted applicants, and the position will be awarded to the next ranked applicant.

## ACADEMIC STANDING AND GRADING

Part of any competency-based educational program is the establishment of minimum levels of achievement. The course materials distributed for each PTA course will include a list of competencies, how each will be evaluated, and a minimum level of achievement for each one. The lowest level of acceptable achievement in any core curriculum course (courses beginning with the prefix PTA) in the PTA program is 77 percent. The 77 percent minimum is the lowest “C” range in the program’s scale. If a student receives a “D” in any core curriculum course, that student will be dismissed from the PTA program.

One of the roles of the Physical Therapist Assistant Program is protection of the public by setting high standards and providing educated, qualified, and competent graduates. It is for this reason that the program demands a 77 percent minimum level of competence and utilizes a seven point grading scale.

The grading scale for this program is as follows:

A	=	93 - 100
B	=	85 - 92
C	=	77 - 84
D	=	70 - 76
F	=	69 and below

If a student receives a “D” in **ANY** general education course while in the PTA program including but not limited to: BIO 168, BIO 169, ENG 110, ENG 111, ENG 115, MAT 115, CIS 111, the Humanities/Fine Arts Elective, and/or the Behavioral/Social Sciences Elective, he/she will be dismissed from the PTA program.

If an accepted student receives a “D” or lower in any course prior to beginning classes with their cohort, and that course is required for the curriculum, the student must re-take the course and receive a “C” or better to be eligible for graduation.

Students are encouraged to meet with the instructor of the course if he/she receives a grade considered to be inappropriate.

An “Incomplete” course grade indicates that only 85% of the course work has been completed. The manner in which completion will be accomplished will be decided by the program director or the instructor. The student is responsible for meeting with the program director and the instructor to discuss the situation as soon as possible.

Students must take courses in the designated sequence.

As a physical therapist assistant program student, he/she should not presume he/she has the privilege of withdrawing from any required course, especially should that course be required for a specific semester. To withdraw from **ANY** course without first discussing such action with the program director will result in the student being withdrawn from the program. If a student withdraws from a PTA course, the student must withdraw from the program and will need to reapply to the program.



In order to avoid conflicts with Clinical Education, all students must complete general education requirements for the program in the first year of the program or in the summer between the first and second years of the program.

### **ACADEMIC INTEGRITY STATEMENT**

The President or any other authorized college official may dismiss, suspend, or expel any student who disrupts the legal mission, educational processes or function of the college, (see Student Governance and Conduct Code). Deliberately cheating or knowingly and intentionally engaging in acts of plagiarism is a violation of the Student Governance and Conduct Code (see Student Governance Conduct). Cheating will result in a failing grade for the course and possible expulsion.

### **PTA PROGRAM STUDENT PROTECTION AGAINST RETALIATION**

The PTA Program will not, in any way, retaliate against a student who files a complaint in good faith or who assists in an investigation. Retaliation includes, but is not limited to, any form of intimidation, disciplinary action, reprisal, or harassment. Retaliation is a serious violation and should be reported immediately. The PTA Program will take appropriate action against anyone found to have retaliated against another in violation of these procedures. This policy is in addition to Title IX protections already established within college documents.

### **GRADING OF CLINICAL EVALUATIONS**

The short-term and long-term clinical experiences are graded using a 4-point New England Scale as outlined below. PTA 182 (Clinical Education I) and PTA 210 (Clinical Education II) have 100 percent of the grade coming from the clinical performance evaluation. PTA 260 (Advanced Clinical Education) is evaluated using the New England Scale as well, with the average of each clinical evaluation of the two six-week blocks comprising 100 percent of the final grade. Both blocks of PTA 260 require the student to complete an in-service experience.

Clinical Grading Scale:

A	=	4.00 - 3.72
B	=	3.71 - 3.40
C	=	3.39 - 3.08
D	=	3.07 - 2.76
F	=	2.75 and below

Overall Final Grades are based upon the average of each clinical evaluation category. Performance on PTA 182 and PTA 210 is evaluated at the end of the two-weeks, two-days experience. PTA 260 is evaluated at the midterm point of the clinical and again at the conclusion. A grade of “D” or less in any clinical education course constitutes failure of the course.

### **RE-APPLYING TO THE PHYSICAL THERAPIST ASSISTANT PROGRAM**

A student may enter the Physical Therapist Assistant program a maximum of two times (initial admission is counted as the first entrance). Any student desiring to re-apply to the program must:

1. Meet the current admission criteria required of all applicants to the Physical Therapist Assistant Program.
2. Students not actively enrolled in the Physical Therapist Assistant Program in the 12 months prior to the first day of the semester (elapsed time out of program > 12 months) must apply for **RE-ADMISSION** to the program. This may be done by notifying the program director in writing of your intent to re-apply, including the reasons for withdrawal or dismissal, reasons for re-application, and detailing the change of circumstances that will lead to a better result this time, and updating your application in the Registrar’s Office. Because information in any allied health field changes so quickly, students absent from the program for more than 12 months will be required to re-take all program specific courses (PTA prefixes). Readmission into the program is competitive, not guaranteed, and is limited by

the number of slots available. Students should be aware that no financial aid will be available to pay for re-taking courses in which the student has previously earned a grade of “A”, “B”, or “C.” In addition, students must submit transcripts of work completed in the interim, and submit an updated medical history form. Students should be aware that they may need to update their CPR certification and/or TB test. This should be done before re-application as this information is required for placement in clinical rotations.

3. Students dismissed or withdrawn from the program within the previous 12 months (elapsed time out of program < 12 months) must apply for **RE-ENTRY** to the program. This may be done by notifying the program director in writing of your intent to re-apply, including the reasons for withdrawal or dismissal, reasons for re-application, and detailing the change of circumstances that will lead to a better result this time, and updating the application in the Registrar’s Office. Re-entry into the program is competitive, not guaranteed, and is limited by the number of slots available. If selected for re-entry to the program the student will start with the classes in which the withdrawal or academic deficiency occurred and any required remediation of courses taken previously. Remediation of any deficiency, including deficiencies noted by clinical instructors in clinical rotations, must be completed for graduation from the program. In order to clearly define these requirements a written plan of remediation will be drawn up for the student which may include any of the following: self-directed study, practical examinations, and/or re-taking specific courses. This plan will be signed by the student and the program director and will be kept in the student’s program file, with a copy sent to the Registrar’s office to be kept in the student’s permanent file. Re-entry students who left the program as a result of unsatisfactory academic/clinical performance will re-enter the program if admitted on probation and will remain on probation for the following semester. In addition, students must submit transcripts of work completed in the interim and submit an updated medical history form. Students should be aware that they may need to update their CPR certification and/or TB test. This should be done before re-application as this information is required for placement in clinical rotations.
4. Having met all the pertinent requirements as stated above, the readmission or re-entry student will be scheduled for an interview with the program director. Because of restricted space in the incoming class for each year, the number of readmission or re-entry students will be limited to no more than 10 percent of the students starting each fall.

## PHYSICAL THERAPIST ASSISTANT

### A.A.S. Degree (A45620)

#### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>SUMMER SEMESTER</b>						
ACA 115	Success and Study Skills <i>or</i>						ENG 110	Freshman Composition <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1	ENG 111	Writing and Inquiry	3	0	0	0	3
BIO 168	Anatomy and Physiology I	3	3	0	0	4	PTA 160	Physical Therapy Procedures III	2	3	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3		Social/Behavioral Sciences Elective	3	0	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4	<b>TOTALS</b>		<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>9</b>
PTA 110	Introduction to Physical Therapy	2	3	0	0	3	<b>FALL SEMESTER 2</b>						
PTA 130	Physical Therapy Procedures I	1	6	0	0	3	PTA 182	PTA Clinical Education I	0	0	6	0	2
PTA 150	Physical Therapy Procedures II	1	6	0	0	3	PTA 210	PTA Clinical Education II	0	0	6	0	2
	Humanities/Fine Arts Elective	3	0	0	0	3	PTA 222	Professional Interactions	2	0	0	0	2
<b>TOTALS</b>		<b>12/13</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>20/21</b>	PTA 240	Physical Therapy Procedures IV	3	6	0	0	5
<b>SPRING SEMESTER 1</b>							PTA 280	PTA Issues I	1	0	0	0	1
BIO 169	Anatomy and Physiology II	3	3	0	0	4	<b>TOTALS</b>		<b>6</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>12</b>
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2	<b>SPRING SEMESTER 2</b>						
CIS 110	Introduction to Computers	2	2	0	0	3	PTA 212	Health Care/Resources	2	0	0	0	2
COM 231	Public Speaking <i>or</i>						PTA 254	Pediatrics for the PTA	0	3	0	0	1
ENG 115	Oral Communication	3	0	0	0	3	PTA 260	Advanced PTA Clinical Education	0	0	30	0	10
PTA 120	Functional Anatomy	1	6	0	0	3	PTA 270	PTA Topics	1	0	0	0	1
PTA 140	Therapeutic Exercise	2	6	0	0	4	<b>TOTALS</b>		<b>3</b>	<b>3</b>	<b>30</b>	<b>0</b>	<b>14</b>
PTA 170	Pathophysiology	3	0	0	0	3	<b>PROGRAM TOTAL</b>						
<b>TOTALS</b>		<b>13/14</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>19/20</b>							<b>74/75/76</b>

# PUBLIC SAFETY ADMINISTRATION

The Public Safety Administration curriculum is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public safety and government organizations. Course work in diverse subject areas includes public safety administration and education, inter-agency operations, crisis leadership, government and agency financial management, professional standards, incident management, administrative law, and supervision, while providing a streamlined pathway that recognizes the value of previously earned skillsets and credentials within the public safety sector.

Employment opportunities exist with fire or police departments, emergency management organizations, governmental agencies, industrial firms, correctional facilities, private industries, insurance organizations, educational organizations, security and protective organizations, and through self-employment opportunities.

### **Student Learning Outcomes:**

- ◆ Student will apply knowledge learned in the program to solve complex problems regarding public safety issues.
- ◆ Student will understand the laws, rules, procedures, public policy, and ethics of public safety.
- ◆ Student will display the ability to manage critical incidents and use de-escalation tactics.

## **PUBLIC SAFETY ADMINISTRATION Security and Loss Prevention A.A.S. Degree (A55480)**

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
CJC 112	Criminology	3	0	0	0	3
CJC 151	Intro to Loss Prevention	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
PAD 152	Ethics in Government	3	0	0	0	3
	<b>TOTALS</b>	<b>17</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>SPRING SEMESTER 1</b>						
CJC 131	Criminal Law	3	0	0	0	3
CJC 152	Intro to Security and Protective Services	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
PAD 252	Public Policy Analysis	3	0	0	0	3
PAD 254	Grant Writing	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
	<b>TOTALS</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>FALL SEMESTER 2</b>						
CJC 170	Critical Incident Mgmt Public Safety	3	0	0	0	3
CJC 212	Ethics & Communication	3	0	0	0	3
CJC 225	Crisis Intervention	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	0	3
	<b>TOTALS</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER 2</b>						
CJC 153	Private Security Operations	3	0	0	0	3
CJC 154	Private Security Business	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 231	Constitutional Law	3	0	0	0	3
CJC 240	Law Enforc. Management & Superv.	3	0	0	0	3
	<b>TOTALS</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>
	<b>PROGRAM TOTAL</b>					<b>68</b>

## **PUBLIC SAFETY ADMINISTRATION Emergency & Fire Management Services A.A.S. Degree (A55480)**

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
EPT 210	Response & Recovery	3	0	0	0	3
FIP 124	Fire Prevention & Public Ed	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
	<b>TOTALS</b>	<b>17</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>SPRING SEMESTER 1</b>						
COM 231	Public Speaking	3	0	0	0	3
EMS 235	EMS Management	2	0	0	0	2
FIP 152	Fire Protection Law	3	0	0	0	3
FIP 220	Fire Fighting Strategies	3	0	0	0	3
PAD 252	Public Policy Analysis	3	0	0	0	3
PAD 254	Grant Writing	3	0	0	0	3
	<b>TOTALS</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>FALL SEMESTER 2</b>						
EPT 140	Emergency Management	3	0	0	0	3
EPT 150	Incident Management	3	0	0	0	3
FIP 132	Building Construction	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
PAD 152	Ethics in Government	3	0	0	0	3
PAD 253	Introduction to Urban Planning	3	0	0	0	3
	<b>TOTALS</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 2</b>						
EPT 230	Emergency Planning	3	0	0	0	3
FIP 136	Inspections & Codes	3	0	0	0	3
FIP 228	Local Government Finance	3	0	0	0	3
FIP 248	Fire Services Personnel Admin	3	0	0	0	3
FIP 276	Managing Fire Services	3	0	0	0	3
	<b>TOTALS</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>
	<b>PROGRAM TOTAL</b>					<b>69</b>

**PUBLIC SAFETY ADMINISTRATION**

**Law Enforcement Services**

**A.A.S. Degree (A55480)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
CJC 112	Criminology	3	0	0	0	3
CJC 120	Interview and Interrogation	1	2	0	0	2
CJC 121	Law Enforcement Operations	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
PAD 152	Ethics in Government	3	0	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>18</b>

**SPRING SEMESTER 1**

CJC 131	Criminal Law	3	0	0	0	3
CJC 231	Constitutional Law	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
PAD 252	Public Policy Analysis	3	0	0	0	3
PAD 254	Grant Writing	3	0	0	0	3
	Elective	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

**FALL SEMESTER 2**

CJC 170	Critical Incident Mgmt Pub Saf	3	0	0	0	3
CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 225	Crisis Intervention	3	0	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	0	3
	Elective	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

**SPRING SEMESTER 2**

CJC 132	Court Procedures	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 240	Law Enforcement Mgmt & Superv	3	0	0	0	3
	Choose 2 Electives	6	0	0	0	6
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>PROGRAM TOTAL</b>						<b>67</b>

**PUBLIC SAFETY ADMINISTRATION**

**Security and Loss Prevention**

**Diploma Program (D55480)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CJC 151	Intro to Loss Prevention	3	0	0	0	3
CJC 170	Critical Incident Mgmt Public Safety	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
PAD 152	Ethics in Government	3	0	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

**PUBLIC SAFETY ADMINISTRATION**

**Correction Services**

**A.A.S. Degree (A55480)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
PAD 152	Ethics in Government	3	0	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>

**SPRING SEMESTER 1**

CJC 231	Constitutional Law	3	0	0	0	3
CJC 240	Law Enforcement Mgmt & Superv	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
PAD 252	Public Policy Analysis	3	0	0	0	3
PAD 254	Grant Writing	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

**FALL SEMESTER 2**

CJC 170	Critical Incident Mgmt Pub Saf	3	0	0	0	3
CJC 225	Crisis Intervention	3	0	0	0	3
CJC 241	Community-Based Corrections	3	0	0	0	3
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>					
MAT 143	Quantitative Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
POL 120	American Government	3	0	0	0	3
<b>TOTALS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>

**SPRING SEMESTER 2**

CIS 110	Introduction to Computers	2	2	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
CJC 213	Substance Abuse	3	0	0	0	3
CJC 232	Civil Liability <i>or</i>					
CJC 233	Correctional Law	3	0	0	0	3
	Social/Behavioral Science Elective	3	0	0	0	3
<b>TOTALS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>

**PROGRAM TOTAL**

**67**

*PST-120 NCDPS Correct'l Officer Training Credit\**

*\*In Lieu of CJC 141, CJC 225, CJC 232, CJC 233*

**PUBLIC SAFETY ADMINISTRATION  
Emergency & Fire Management Services  
Diploma Program (D55480A)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
COM 231	Public Speaking	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
EPT 150	Incident Management	3	0	0	0	3
FIP 124	Fire Prevention & Public Ed	3	0	0	0	3
FIP 132	Building Construction	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

**SPRING SEMESTER 1**

EPT 230	Emergency Planning	3	0	0	0	3
FIP 136	Inspections & Codes	3	0	0	0	3
FIP 152	Fire Protection Law	3	0	0	0	3
FIP 220	Fire Fighting Strategies	3	0	0	0	3
FIP 228	Local Government Finance	3	0	0	0	3
FIP 248	Fire Services Personnel Admin	3	0	0	0	3
FIP 276	Managing Fire Services	3	0	0	0	3
<b>TOTALS</b>		<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

**DIPLOMA TOTAL**

**39**

**PUBLIC SAFETY ADMINISTRATION  
Correction Services  
Diploma Program (D55480C)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CJC 170	Critical Incident Mgmt Pub Saf	3	0	0	0	3
CJC 225	Crisis Intervention	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
PAD 152	Ethics in Government	3	0	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

**SPRING SEMESTER 1**

CJC 141	Corrections	3	0	0	0	3
CJC 232	Civil Liability <i>or</i>					
CJC 233	Correctional Law	3	0	0	0	3
CJC 240	Law Enforcement Mgmt & Superv	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
PAD 252	Public Policy Analysis	3	0	0	0	3
PAD 254	Grant Writing	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

**DIPLOMA TOTAL**

**36**

**PUBLIC SAFETY ADMINISTRATION  
Law Enforcement Service  
Diploma Program (D55480B)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CJC 170	Critical Incident Mgmt Pub Saf	3	0	0	0	3
CJC 225	Crisis Intervention	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
PAD 152	Ethics in Government	3	0	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	0	3
	Communication Elective	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

**SPRING SEMESTER 1**

CJC 131	Criminal Law	3	0	0	0	3
CJC 231	Constitutional Law	3	0	0	0	3
CJC 240	Law Enforcement Mgmt & Superv	3	0	0	0	3
PAD 252	Public Policy Analysis	3	0	0	0	3
PAD 254	Grant Writing	3	0	0	0	3
	Social/Behavioral Science Elective	3	0	0	0	3
<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

**DIPLOMA TOTAL**

**36**

**PUBLIC SAFETY ADMINISTRATION  
Security and Loss Prevention  
Certificate Program (C55480)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CJC 151	Intro to Loss Prevention	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>SPRING SEMESTER 1</b>						
CJC 153	Private Security Operations	3	0	0	0	3
CJC 154	Private Security Business	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>

**CERTIFICATE TOTAL**

**12**

**PUBLIC SAFETY ADMINISTRATION  
Emergency & Fire Management Services  
Certificate Program (C55480A)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
FIP 132	Building Construction	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>SPRING SEMESTER 1</b>						
FIP 152	Fire Protection Law	3	0	0	0	3
FIP 228	Local Government Finance	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>

**CERTIFICATE TOTAL**

**12**

**PUBLIC SAFETY ADMINISTRATION**  
**Law Enforcement Services**  
**Certificate Program (C55480B)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CJC 225	Crisis Intervention	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>SPRING SEMESTER 1</b>						
CJC 231	Constitutional Law	3	0	0	0	3
CJC 240	Law Enforc. Management & Superv.	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

**PUBLIC SAFETY ADMINISTRATION**  
**Correction Services**  
**Certificate Program (C55480C)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
CJC 225	Crisis Intervention	3	0	0	0	3
PAD 151	Intro to Public Administration	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>SPRING SEMESTER 1</b>						
CJC 141	Corrections	3	0	0	0	3
CJC 232	Civil Liability <i>or</i>					
CJC 233	Correctional Law	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

## TEACHER PREPARATION - Associate in Arts

The purpose of the Associate in Arts in Teacher Preparation Program is to provide a clear path for students who want to become teachers in the state of North Carolina. Students have the opportunity to take the first two years of their teaching program at the community college. The goal of the program is to grow local teachers who will stay in the area to teach once they have completed their degree. Every effort will be made by the community college & articulating universities to provide local spaces for teacher practicums & student teaching experiences to assist students in developing strong local ties with educators in the area.

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

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community College graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Students must follow their intended 4-year university’s bachelor degree plan for all General Education courses.

All students are required to take SOC 225, EDU 187, EDU 216, EDU 279, and EDU 250 before transferring to any articulated 4-year program.

**TEACHER PREPARATION**  
**Associate in Arts Degree (A1010T)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
EDU 216	Foundations of Education	3	0	0	0	3
ENG 111	Writing & Inquiry	3	0	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
REL 110	World Religion	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>SPRING SEMESTER 1</b>						
COM 231	Public Speaking	3	0	0	0	3
EDU 187	Teaching and Learning for All	3	3	0	0	4
ENG 112	Writing/Research in the Disc	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
	Any UGETC	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>16</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 2</b>						
BIO 111	General Biology I	3	3	0	0	4
EDU 279	Literacy Development and Instruction	3	3	0	0	4
PSY 150	General Psychology	3	0	0	0	3
SOC 225	Social Diversity	3	0	0	0	3
	Any UGETC	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>SPRING SEMESTER 2</b>						
EDU 250	Teacher Licensure Preparation	3	0	0	0	3
PHI 240	Introduction to Ethics	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
	Any UGETC	3	0	0	0	3
	Any UGETC	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>PROGRAM TOTAL</b>						<b>62</b>



# TEACHER PREPARATION - Associate in Science

The purpose of the Associate in Science in Teacher Preparation Program is to provide a clear path for students who want to become teachers in the state of North Carolina. Students have the opportunity to take the first two years of their teaching program at the community college. The goal of the program is to grow local teachers who will stay in the area to teach once they have completed their degree. Every effort will be made by the community college and articulating universities to provide local spaces for teacher practicums and student teaching experiences in order to assist students in developing strong local ties with educators in the area.

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

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community College graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Students must follow their intended 4-year university’s bachelor degree plan for all General Education courses.

All students are required to take SOC 225, EDU 187, EDU 216, EDU 279, and EDU 250 before transferring to any articulated 4-year program.

## TEACHER PREPARATION Associate in Science Degree (A1040T)

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 122	College Transfer Success	0	2	0	0	1	BIO 111	General Biology I	3	3	0	0	4
EDU 216	Foundations of Education	3	0	0	0	3	EDU 279	Literacy Development and Instruction	3	3	0	0	4
ENG 111	Writing & Inquiry	3	0	0	0	3	PSY 150	General Psychology	3	0	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4	SOC 225	Social Diversity	3	0	0	0	3
REL 110	World Religion	3	0	0	0	3	<b>TOTALS</b>		<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>TOTALS</b>		<b>12</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>SPRING SEMESTER 2</b>						
<b>SPRING SEMESTER 1</b>							BIO 112	General Biology II	3	3	0	0	4
COM 231	Public Speaking	3	0	0	0	3	EDU 250	Teacher Licensure Preparation	3	0	0	0	3
EDU 187	Teaching and Learning for All	3	3	0	0	4	PHI 240	Introduction to Ethics	3	0	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	0	3		Behavioral/Social Science Elective	3	0	0	0	3
MAT 172	Precalculus Trigonometry	3	2	0	0	4		Humanities/Fine Arts Elective	3	0	0	0	3
	Any UGETC	3	0	0	0	3	<b>TOTALS</b>		<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>TOTALS</b>		<b>15</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>PROGRAM TOTAL</b>						
													<b>61</b>

# 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 metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in the welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

## **Program Learning Outcomes:**

- ◆ Demonstrate proper safety practices applicable to industrial work environment.
- ◆ Apply basic/strategic techniques to perform sufficient weld bead patterns using various industrial processes.
- ◆ Interpret industrial prints, welding symbols and process designs applicable to required procedures.
- ◆ Use various measuring/lay-out tools and jigs to prepare work for fabrication.

## **WELDING TECHNOLOGY A.A.S. Degree (A50420)**

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit		Prefix	Course Title	Class	Lab	Clinic	Work	Credit					
<b>FALL SEMESTER 1</b>								<b>FALL SEMESTER 2</b>											
ACA 115	Success and Study Skills	0	2	0	0	1		BUS 137	Principles of Management	3	0	0	0	3					
BPR 111	Print Reading	1	2	0	0	2		ELC 112	DC/AC Electricity	3	6	0	0	5					
CIS 110	Introduction to Computers	2	2	0	0	3		MAT 110	Math Measurement and Literacy	2	2	0	0	3					
ISC 112	Industrial Safety	2	0	0	0	2		MEC 111	Machine Processes I	1	4	0	0	3					
WLD 110	Cutting Processes	1	3	0	0	2		<b>TOTALS</b>						<b>9</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>14</b>	
WLD 112	Basic Welding	1	3	0	0	2		<b>SPRING SEMESTER 2</b>											
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	0	4		BUS 152	Human Relations	3	0	0	0	3					
<b>TOTALS</b>							<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>16</b>		COM 231	Public Speaking <i>or</i>	3	0	0	0	3
<b>SPRING SEMESTER 1</b>								ENG 115	Oral Communication	3	0	0	0	3					
MEC 110	Intro to CAD/CAM	1	2	0	0	2		WBL 111	Work Based Learning	0	0	0	10	1					
WLD 115	SMAW (Stick) Plate	2	9	0	0	5			Behavioral/Social Sciences Elective	3	0	0	0	3					
WLD 131	GTAW (TIG) Plate	2	6	0	0	4		<b>TOTALS</b>						<b>9</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>10</b>	
WLD 141	Symbols and Specifications	2	2	0	0	3		<b>PROGRAM TOTAL</b>							<b>64</b>				
WLD 151	Fabrication I	2	6	0	0	4													
<b>TOTALS</b>							<b>9</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>18</b>								
<b>SUMMER SEMESTER</b>																			
ENG 110	Freshman Composition <i>or</i>																		
ENG 111	Writing and Inquiry	3	0	0	0	3													
	Humanities/Fine Arts Elective	3	0	0	0	3													
<b>TOTALS</b>							<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>								

**WELDING TECHNOLOGY  
Diploma (D50420)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
BPR 111	Print Reading	1	2	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
WLD 110	Cutting Processes	1	3	0	0	2
WLD 112	Basic Welding	1	3	0	0	2
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	0	4
<b>TOTALS</b>		<b>7</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>SPRING SEMESTER 1</b>						
MEC 110	Intro to CAD/CAM	1	2	0	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	0	5
WLD 131	GTAW (TIG) Plate	2	6	0	0	4
WLD 141	Symbols and Specifications	2	2	0	0	3
WLD 151	Fabrication I	2	6	0	0	4
<b>TOTALS</b>		<b>9</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SUMMER SEMESTER</b>						
ENG 110	Freshman Composition <i>or</i>					
ENG 111	Writing and Inquiry	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>DIPLOMA TOTAL</b>						<b>37</b>

**WELDING TECHNOLOGY  
Basic Welding Certificate (C50420A)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
BPR 111	Print Reading	1	2	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
WLD 110	Cutting Processes	1	3	0	0	2
WLD 112	Basic Welding	1	3	0	0	2
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	0	4
<b>TOTALS</b>		<b>7</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

**WELDING TECHNOLOGY  
Intermediate Welding Certificate (C50420B)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 1</b>						
WLD 115	SMAW (Stick) Plate	2	9	0	0	5
WLD 131	GTAW (TIG) Plate	2	6	0	0	4
WLD 141	Symbols and Specifications	2	3	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>DIPLOMA TOTAL</b>						<b>12</b>



# CAREER AND COLLEGE PROMISE



NC Career & College Promise offers qualified North Carolina students the opportunity to begin their diploma, certificate, two-year degree, or four-year college course work while they are in high school. Those eligible get a tuition-free head start on workplace job skills and college preparation. The goal of Career & College Promise is to offer educational opportunities and seamless dual enrollment in community college courses. This is accomplished through enrollment in College Transfer Pathways (CTP) and/or Career Technical Education Pathways (CTE) that are specifically designed to meet the educational goals of NC public schools, private schools, and homeschool students.

**This is a tuition-free program.**

Career & College Promise is aligned with the K-12 grade curriculum and career and college ready standards adopted by the NC State Board of Education.

**College Transfer** – College Transfer Pathways (CTP) provide tuition-free course credits toward the Associate in Arts or Associate in Science that will transfer to public or participating private colleges or universities.

**Technical Careers** – Career Technical Education Pathways (CTE) allow students to earn tuition-free course credits toward an entry-level job credential, certificate, or diploma in a technical career.

**Cooperative Innovative High School Programs** – Begin earning tuition-free college credits as a high school student by attending an approved Cooperative Innovative High School; leads to the completion of a high school diploma and associate degree or provides up to two years of college credit within five years (examples include Early College High Schools).

***CCP Program Qualifications***

**Eligibility for these programs is based on the following:**

**College Transfer Pathway**

**Be a high school Junior or Senior and:**

- Have an unweighted, cumulative GPA of 2.8 or higher on high school courses; and/or
- Demonstrate college readiness in English, reading, and mathematics on an approved assessment

**Be a high school Freshman or Sophomore and:**

- Be identified as gifted by local AIG plan in English/reading and math; and
- Demonstrate college readiness in English, reading, and mathematics on an approved assessment; and
- Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and recommendation of AIG Coordinator (if one is employed by the district); and
- Receive approval of college president or the college's chief student development administrator or the college's chief academic officer; and
- Receive written consent of the student's parent/guardian; and
- Receive academic advising prior to enrollment in the program.

**OR**



- Be identified as academically or intellectually gifted in English, reading and math on an aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on an aptitude and an achievement test included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measurement; and
- Demonstrate college readiness in English, reading and mathematics on an approved assessment; and
- Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and recommendation of AIG Coordinator (if one is employed by the district); and
- Receive approval of college president or the college's chief student development administrator or the college's chief academic officer; and
- Receive written consent of the student's parent/guardian; and
- Receive academic advising prior to enrollment in the program.

### **Career Technical Education Pathway (Certificates and Diplomas)**

#### **Be a high school Junior or Senior and:**

- Have an unweighted, cumulative GPA of 2.8 on high school courses; or
- Demonstrate college readiness in English, reading, and mathematics on an assessment; or
- Have the recommendation of the high school principal or his/her designee and his/her rationale for recommendation in place of GPA requirement (assessment scores should be considered) and have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
- If the pathway requires any course on the UGETC (Universal General Education Transfer Component) list, the same criteria for the transfer pathway will be required.
- Recommendation will not be allowed for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s) included in the pathways.

#### **Be a high school Freshman or Sophomore and:**

##### **Option 1:**

- Have the recommendation of the high school principal or his/her designee (assessment scores should be considered); and have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
- Pass Math I with a grade of C or better; and
- Score a 3, 4, or 5 on the End of Course assessment (EOC) for Math I; and
- Score a 3, 4, or 5 on the 8th grade End of Grade ELA assessment; and
- Enroll in Engineering, Industrial, Agriculture and Natural Resources, Transportation Systems, Construction, and Business Technologies programs.

Freshman and Sophomores may not enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.

**OR**

##### **Option 2:**

- Have the recommendation of the high school principal or his/her designee (assessment scores should be considered); and have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
- Demonstrate college readiness in English, reading **and** mathematics on an assessment; and
- Enroll in Industrial and Engineering Technologies, Agriculture and Natural Resources, Transportation Systems, Construction and Business Technologies programs.

Freshman and Sophomores may not enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.

**OR**

## **Under Temporary Rule for 2020-2021 admission:**

### **Option 3:**

- Have the recommendation of the high school principal or his/her designee (assessment scores should be considered); and have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
- Pass Math I with a grade of P or better; and
- Score a 3, 4, or 5 on the 7th or 8th grade End of Grade ELA assessment; and
- Enroll in Engineering, Industrial, Agriculture and Natural Resources, Transportation Systems, Construction and Business Technologies programs.

### **Cooperative Innovative High School Programs**

- High School students in grades 9 to 13 who are enrolled in an approved Cooperative Innovative High School may enroll in courses for which they are eligible with the approval of their high school principal (or designee).

With approval of the high school principal (or designee) and the community college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

A student may change his/her program of study major with approval of the high school principal (or designee) and the community college's chief student development administrator. Appropriate change of major form must be filled out by the 10% point of the semester in which the program is to be effective.

\*For complete details and requirements of the Career & College Promise Program, please see the MCC Catalog and your MCC Career Coach or Advisor. This Student Handbook does not represent full details and requirements; it is only meant as a guide.

### ***Textbooks***

The cost of textbooks and supplies varies. Textbooks are a student's responsibility, however there may be local provisions for them. A student's high school, the school district, or another local organization may cover these costs. Students should check with their principal or counselor to verify how these costs are paid. For other assistance with textbooks, you may contact the MCC Bookstore at 252-789-0242.

### ***Expectations of Students***

**College level courses require a college level work and college level attitude.** That means there may be times when a student must choose between going out with friends and attending class. It is expected that the student will choose attending his/her college class and complete all assignments when they are due.

**Maturity is very important.** MCC is not an extension of the high school. When a student is enrolled in MCC courses, he/she is a college student.

In order to earn college credit, the student **must complete all work and attend class.**

Every student should **read the course syllabi carefully and thoroughly.**

Students are required to have knowledge of and observe all regulations pertaining to **campus life and student conduct.**

Students are responsible for **maintaining communication with MCC** by keeping their current address and telephone number on file in the Registrar's Office.

Students are responsible for the **proper completion of their academic program.** Advisors counsel students, but the **final responsibility remains that of the student.**

## Career and College Promise

### College Transfer Pathways/Career Technical Education Pathways

NC Career & College Promise offers qualified North Carolina students the opportunity to begin their certificate, diploma, two-year, or four-year college course work while they are in high school. Those eligible get a tuition-free head start on workplace and college preparation. The goal of Career & College Promise is to provide seamless dual enrollment educational opportunities for eligible North Carolina high school students. This is accomplished through enrollment in College Transfer Pathways (CTP) and/or Career Technical Education Pathways (CTE) that are specifically designed to meet the educational goals of NC public schools, private schools, and homeschool students.

#### College Transfer Pathways

Associate in Arts Transfer Pathway	P1012C *for traditional high school students
Associate Degree Nursing (ADN) Pathway	P1032C * for traditional high school students
Associate in Science Transfer Pathway	P1042C *for traditional high school students
Associate in Arts	A10100 *for innovative/early college high school students
Associate in Science	A10400 *for innovative/early college high school students

#### Career Technical Education Pathways

Accounting & Finance Certificate Pathway	C25800P
Agriculture Education Diploma Pathway	D15330P
Agriculture Education Certificate Pathway	C15330P
Air Conditioning, Heating, & Refrigeration Technology Diploma Pathway	D35100P
Air Conditioning, Heating, & Refrigeration Technology Refrigeration Certificate Pathway	C35100P3
Air Conditioning, Heating, & Refrigeration Technology Heating Certificate Pathway	C35100P4
Applied Engineering Technology Diploma Pathway	D40130P
Automotive Systems Technology Diploma Pathway	D60160P
Automotive Systems Technology Engine Management, Suspension & Steering Certificate Pathway	C60160P4
Automotive Systems Technology Basic Transportation Technician Certificate Pathway	C60160P5
Automotive Systems Technology BHS Basic Transportation Technician Certificate Pathway	C60160P6
Business Administration Diploma Pathway	D25120P
Business Administration Certificate Pathway	C25120P
Cosmetology Certificate Pathway	C55140P
Manicuring/Nail Technology Certificate Pathway	C55400P
Criminal Justice Technology – Public Safety Pathway	C55180P
Criminal Justice Technology - Cadet Certificate Pathway (BHS)	C55180P1
Early Child Care Workforce Certificate Pathway	C55820P
Infant/Toddler Care Certificate Pathway	C55290P
Early Childhood Administration Certificate Pathway	C55850P
Early Childhood Preschool Certificate Pathway	C55860P
Electrical Systems Technology Diploma Pathway	D35130P
Electrical Systems Technology Residential/Commercial Electrical Tech. I	C35130P1
Electrical Systems Technology Industrial Electrical Tech. I	C35130P2
Electrical Systems Technology Residential Electrical Tech (Line Tech Prep)	C35130P3
Entrepreneurship Certificate Pathway	C25490P

Equine Training Diploma Pathway	D15290P
Industrial Systems Technology Diploma Pathway	D50240P
Industrial Systems Technology Facility Maintenance Certificate Pathway	C50240P2
Industrial Systems Technology Mechanical Installation Certificate Pathway	C50240P3
Information Technology Diploma Pathway	D25590P
Information Technology IT Foundations Certificate Pathway	C25590P1
Information Technology Windows OS Certificate Pathway	C25590P2
Medical Assisting Certificate Pathway	C45400P
Medical Office Administration Certificate Pathway	C25310P
Orthopaedic Technology Certificate Pathway	C45790P
Public Safety Administration - Security & Loss Prevention Certificate Pathway	C55480P1
Public Safety Administration - Emergency & Fire Management Services Certificate Pathway	C55480P2
Welding Technology Diploma Pathway	D50420P
Basic Welding Technology Certificate Pathway	C50420P1
Intermediate Welding Technology Certificate Pathway	C50420P2

**College Transfer Pathway**  
**ASSOCIATE IN ARTS TRANSFER PATHWAY**  
**P1012C**  
**For traditional high school students**

The Associate in Arts Transfer Pathway is designed for high school juniors and seniors and eligible freshmen and Sophomores (see guidelines on page 72) who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**General Education Requirements = 32 SHC**

***The following two English courses are required – 6 SHC***

**English Composition**

ENG 111	Writing & Inquiry	3 SHC	Preq – DRE 097 or ENG 002 (P2) or 2.8+ unweighted high school GPA
ENG 112	Writing/Research in the Disc	3 SHC	Preq - ENG 111

***Select three courses from the following from at least two different disciplines – 9 SHC***

**Communications/Humanities/Fine Arts**

ART 111	Art Appreciation	3 SHC	Preq – none
ART 114	Art History Survey I	3 SHC	Preq – none
ART 115	Art History Survey II	3 SHC	Preq – none
COM 120	Intro to Interpersonal Communication	3 SHC	Preq – none
COM 231	Public Speaking	3 SHC	Preq – none
ENG 231	American Literature I	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
ENG 232	American Literature II	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
ENG 241	British Literature I	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
ENG 242	British Literature II	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
MUS 110	Music Appreciation	3 SHC	Preq – none
MUS 112	Intro to Jazz	3 SHC	Preq – none
PHI 240	Introduction to Ethics	3 SHC	Preq – ENG 111

***Select three courses from the following from at least two different disciplines – 9 SHC***

**Social/Behavioral Sciences**

ECO 251	Principles of Microeconomics	3 SHC	Preq – none
ECO 252	Principles of Macroeconomics	3 SHC	Preq – none
HIS 131	American History I	3 SHC	Preq – none
HIS 132	American History II	3 SHC	Preq – none
POL 120	American Government	3 SHC	Preq – none
PSY 150	General Psychology	3 SHC	Preq – none
SOC 210	Introduction to Sociology	3 SHC	Preq – none

***Select one course from the following – 3-4 SHC***

**Math**

MAT 143	Quantitative Literacy	3 SHC	Preq – see page 208
MAT 152	Statistical Methods I	4 SHC	Preq – see page 208
MAT 171	Precalculus Algebra	4 SHC	Preq – see page 209

**Select 4 SHC from the following – 4 SHC**

**Natural Sciences**

BIO 110	Principles of Biology I	4 SHC	Preq – none
BIO 111	General Biology I	4 SHC	Preq – none
CHM 151	General Chemistry I	4 SHC	Preq – none
GEL 111	Geology	4 SHC	Preq – none

**The following course is required – 1 SHC**

**Academic Transition**

ACA 122	College Transfer Success	1 SHC	Preq – none
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**CCP CTP Program Total = 32-33 SHC**

**\*Optional General Education Hours (0-8 SHC)** – A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the Comprehensive Articulation Agreement (CAA) as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of “C” or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit. (Total SHC in Program = 32-41\*)

**\*\*High school students in the CCP Associate in Arts Transfer Pathway must complete the entire pathway before taking additional courses in the Associate in Arts degree (with the exception of mathematics courses beyond MAT 171).**



**College Transfer Pathway**  
**ASSOCIATE DEGREE NURSING (ADN) PATHWAY**  
**P1032C**  
**For traditional high school students**

The Career and College Promise (CCP) ADN Pathway is designed for high school students who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Block 1 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

MCC students may receive assistance for ADN advising by meeting with the MCC AGEN advisor. Applications open generally in November.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* with a GPA of at least 2.0 and a grade of C or better, and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

**English Composition – 6 SHC**

ENG 111 (3 SHC)      ENG 112 (3 SHC)

**Humanities/Fine Arts – 3 SHC**

ART 111 (3 SHC)      HUM 115 (3 SHC)      MUS 110 (3 SHC)      PHI 240 (3 SHC)

**Social/Behavioral Sciences – 6 SHC**

PSY 150 (3 SHC)      PSY 241 (3 SHC)

**Natural Sciences – 8 SHC**

BIO 168 (4 SHC)      BIO 169 (4 SHC)

**Other Required Courses – 1 SHC**

ACA 122 (1 SHC)

**Associate Pathway Total**

**24 credits**

**College Transfer Pathway**  
**ASSOCIATE IN SCIENCE TRANSFER PATHWAY**  
**P1042C**  
**For traditional high school students**

The Associate in Science Transfer Pathway is designed for high school juniors and seniors and eligible freshman and sophomores (see guidelines on page 72) who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**General Education Requirements = 34 SHC**

***The following two English courses are required – 6 SHC***

**English Composition**

ENG 111	Writing & Inquiry	3 SHC	Preq – DRE 097 or ENG 002 (P2) or 2.8+ unweighted high school GPA
ENG 112	Writing/Research in the Disc	3 SHC	Preq - ENG 111

***Select two courses from the following from at least two different disciplines – 6 SHC***

**Communications/Humanities/Fine Arts**

ART 111	Art Appreciation	3 SHC	Preq – none
COM 120	Intro to Interpersonal Communication	3 SHC	Preq – none
COM 231	Public Speaking	3 SHC	Preq – none
ENG 231	American Literature I	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
ENG 232	American Literature II	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
ENG 241	British Literature I	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
ENG 242	British Literature II	3 SHC	Preq – ENG 112, ENG 113 or ENG 114
MUS 110	Music Appreciation	3 SHC	Preq – none
PHI 240	Introduction to Ethics	3 SHC	Preq – ENG 111

***Select two courses from the following from at least two different disciplines – 6 SHC***

**Social/Behavioral Sciences**

ECO 251	Principles of Microeconomics	3 SHC	Preq – none
ECO 252	Principles of Macroeconomics	3 SHC	Preq – none
HIS 131	American History I	3 SHC	Preq – none
HIS 132	American History II	3 SHC	Preq – none
POL 120	American Government	3 SHC	Preq – none
PSY 150	General Psychology	3 SHC	Preq – none
SOC 210	Introduction to Sociology	3 SHC	Preq – none

***Select two courses from the following – 8 SHC***

**Math**

MAT 171	Precalculus Algebra	4 SHC	Preq – see page 209
MAT 172	Precalculus Trigonometry	4 SHC	Preq – MAT 171
MAT 263	Brief Calculus	4 SHC	Preq – MAT 171
MAT 271	Calculus I	4 SHC	Preq – MAT 172
MAT 272	Calculus II	4 SHC	Preq – MAT 271

***Select 8 SHC from the following – 8 SHC***

**Natural Sciences**

BIO 111	General Biology I	4 SHC	Preq – none <b><i>AND</i></b>
BIO 112	General Biology II	4 SHC	Preq – BIO 111
<b><i>OR</i></b>			
CHM 151	General Chemistry I	4 SHC	Preq – none <b><i>AND</i></b>
CHM 152	General Chemistry II	4 SHC	Preq – CHM 151 with a “C” or better
<b><i>OR</i></b>			
AST 151	General Astronomy I	3 SHC	Preq – none
AST 151A	General Astronomy I Lab	1 SHC	Co-req – AST 151
GEL 111	Geology	4 SHC	Preq – none

***The following course is required – 1 SHC***

**Academic Transition**

ACA 122	College Transfer Success	1 SHC	Preq – none
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**CCP CTP Program Total = 35 SHC**

**\*Optional General Education Hours (0-8 SHC)** - A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the Comprehensive Articulation Agreement (CAA) as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of “C” or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit. (Total SHC in Pathway = 35-43\*)

**\*\*High school students in the CCP Associate in Science Transfer Pathway must complete the entire pathway before taking additional courses in the Associate in Science degree (with the exception of mathematics courses beyond MAT 271).**

**College Transfer Pathway  
ASSOCIATE IN ARTS**

**A10100**

**For innovative/early college high school students**

The Career & College Promise Associate in Arts is designed for innovative/early college high school students who wish to begin study toward the Associate in Arts degree. Most students will be able to obtain their Associate degree along with their high school diploma at the end of their 5th year of high school. Courses in the Associate in Arts are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year Associate in Arts programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status. To be eligible for the transfer of credits under the CAA, the student must graduate with an AA degree and have an overall GPA of at least a 2.0 and a grade of “C” or better in all CAA courses.

The AA degree program of study is structured into:

- Universal General Education Transfer component comprises a minimum of 30 semester hours of credit, and
- Additional general education, pre-major, and elective courses that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree program to 60-61 semester hours.

\*To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student’s intended major and transfer institution.

\*Please see MCC Catalog for complete details/further requirements.

\*See MCC Catalog for prerequisite requirements.

**Associate in Arts**

**Universal General Education Transfer Component: 31-32 SHC**

**English Composition – 6 SHC**

ENG 111 (3 SHC)      ENG 112 (3 SHC)

**Humanities/Fine Arts – 9 SHC**

ART 111 (3 SHC)      ENG 231 (3 SHC)      MUS 110 (3 SHC)      PHI 240 (3 SHC)  
COM 231 (3 SHC)      ENG 232 (3 SHC)      PHI 215 (3 SHC)

**Social/Behavioral Sciences – 9 SHC**

ECO 251 (3 SHC)      HIS 131 (3 SHC)      POL 120 (3 SHC)      SOC 210 (3 SHC)  
ECO 252 (3 SHC)      HIS 132 (3 SHC)      PSY 150 (3 SHC)

**Math – 3-4 SHC**

MAT 143 (3 SHC)      MAT 152 (4 SHC)      MAT 171 (4 SHC)

**Natural Sciences – 4 SHC**

AST 111 (3) & AST 111A (1)      BIO 110 (4 SHC)      CHM 151 (4 SHC)  
AST 151 (3) & AST 151A (1)      BIO 111 (4 SHC)      GEL 111 (4)

**Additional General Education Component: 14 SHC**

ART 111 (3 SHC)	ENG 113 (3 SHC)	HIS 131 (3 SHC)	MAT 171 (4 SHC)	SPA 111 (3 SHC)
BIO 110 (4 SHC)	ENG 114 (3 SHC)	HIS 132 (3 SHC)	MUS 110 (3 SHC)	SPA 112 (3 SHC)
BIO 111 (4 SHC)	ENG 231 (3 SHC)	HUM 110 (3 SHC)	PHI 215 (3 SHC)	
BIO 112 (4 SHC)	ENG 232 (3 SHC)	HUM 115 (3 SHC)	PHI 240 (3 SHC)	
BIO 140 (3 SHC)	ENG 233 (3 SHC)	HUM 120 (3 SHC)	POL 120 (3 SHC)	
BIO 140A (1 SHC)	ENG 241 (3 SHC)	HUM 121 (3 SHC)	PSY 150 (3 SHC)	
CHM 131 (3 SHC)	ENG 242 (3 SHC)	HUM 122 (3 SHC)	PSY 241 (3 SHC)	
CHM 131A (1 SHC)	ENG 243 (3 SHC)	HUM 160 (3 SHC)	REL 110 (3 SHC)	
CHM 132 (4 SHC)	GEO 111 (3 SHC)	HUM 211 (3 SHC)	REL 211 (3 SHC)	
CIS 110 (3 SHC)	HIS 111 (3 SHC)	HUM 212 (3 SHC)	REL 212 (3 SHC)	
CIS 115 (3 SHC)	HIS 112 (3 SHC)	MAT 141 (3 SHC)	SOC 210 (3 SHC)	
COM 231 (3)	HIS 121 (3 SHC)	MAT 142 (3 SHC)	SOC 213 (3 SHC)	
ECO 251 (3 SHC)	HIS 122 (3 SHC)	MAT 143 (3 SHC)	SOC 220 (3 SHC)	
ECO 252 (3 SHC)				

***\*Must have 45 SHC between the two General Education Components above.***

**Other Required Hours: 15 SHC**

ACA 122 (1 SHC) *this course is required*

ACC 120 (4 SHC)	CHM 131 (3 SHC)	GEO 111 (4 SHC)	MAT 141 (3 SHC)	PSY 243 (3 SHC)
ACC 121 (4 SHC)	CHM 131A (1 SHC)	HEA 110 (3 SHC)	MAT 142 (3 SHC)	REL 110 (3 SHC)
ART 111 (3 SHC)	CHM 132 (4 SHC)	HEA 112 (2 SHC)	MAT 143 (3 SHC)	REL 211 (3 SHC)
AST 111 (3)	CIS 110 (3 SHC)	HIS 111 (3 SHC)	MAT 171 (4 SHC)	REL 212 (3 SHC)
AST 111A (1)	CIS 115 (3 SHC)	HIS 112 (3 SHC)	MAT 172 (4 SHC)	SOC 210 (3 SHC)
AST 151 (3)	ECO 251 (3 SHC)	HIS 121 (3 SHC)	MAT 263 (4 SHC)	SOC 213 (3 SHC)
AST 151A (1)	ECO 252 (3 SHC)	HIS 122 (3 SHC)	MAT 271 (4 SHC)	SOC 220 (3 SHC)
BIO 110 (4 SHC)	ENG 113 (3 SHC)	HIS 131 (3 SHC)	MAT 272 (4 SHC)	SPA 111 (3 SHC)
BIO 111 (4 SHC)	ENG 114 (3 SHC)	HIS 132 (3 SHC)	MUS 110 (3 SHC)	
BIO 112 (4 SHC)	ENG 231 (3 SHC)	HUM 110 (3 SHC)	PED 110 (2 SHC)	
BIO 140 (3 SHC)	ENG 232 (3 SHC)	HUM 115 (3 SHC)	PED 111 (1 SHC)	
BIO 140A (1 SHC)	ENG 233 (3 SHC)	HUM 120 (3 SHC)	PED 187 (1 SHC)	
BIO 163 (5 SHC)	ENG 241 (3 SHC)	HUM 121 (3 SHC)	PHI 215 (3 SHC)	
BIO 168 (4 SHC)	ENG 242 (3 SHC)	HUM 122 (3 SHC)	PHI 240 (3 SHC)	
BIO 169 (4 SHC)	ENG 243 (3 SHC)	HUM 160 (3 SHC)	POL 120 (3 SHC)	
BIO 275 (4 SHC)	GEL 111 (4 SHC)	HUM 211 (3 SHC)	PSY 150 (3 SHC)	
BIO 280 (3 SHC)	GEO 110 (3 SHC)	HUM 212 (3 SHC)	PSY 241 (3 SHC)	
BUS 110 (3 SHC)				
BUS 115 (3 SHC)				
BUS 137 (3 SHC)				
BUS 228 (3 SHC)				

**TOTAL HOURS IN ASSOCIATE IN ARTS PROGRAM: 60-61 SHC**

**\*See MCC Catalog & your MCC Transition Advisor for courses offered and suggested sequence of courses.**

**College Transfer Pathway  
ASSOCIATE IN SCIENCE**

**A10400**

**For innovative/early college high school students**

The Career & College Promise Associate in Science is designed for innovative/early college high school students who wish to begin study toward the Associate in Science degree. Most students will be able to obtain their Associate degree along with their high school diploma at the end of their 5th year of high school. Courses in the Associate in Science are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year Associate in Science programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status. To be eligible for the transfer of credits under the CAA, the student must graduate with an AS degree and have an overall GPA of at least a 2.0 and a grade of “C” or better in all CAA courses.

The AS degree program of study is structured into:

- Universal General Education Transfer component comprises a minimum of 30 semester hours of credit, and
- Additional general education, pre-major, and elective courses that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree program to 60-61 semester hours.

\*To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student’s intended major and transfer institution.

\*Please see MCC Catalog for complete details/further requirements.

\*See MCC Catalog for [prerequisite requirements](#).

**Associate in Science**

**Universal General Education Transfer Component: 34 SHC**

**English Composition – 6 SHC**

ENG 111 (3 SHC)      ENG 112 (3 SHC)

**Humanities/Fine Arts – 6 SHC**

ART 111 (3 SHC)      ENG 231 (3 SHC)      MUS 110 (3 SHC)      PHI 240 (3 SHC)  
COM 231 (3 SHC)      ENG 232 (3 SHC)      PHI 215 (3 SHC)

**Social/Behavioral Sciences – 6 SHC**

ECO 251 (3 SHC)      HIS 111 (3 SHC)      HIS 131 (3 SHC)      POL 120 (3 SHC)      SOC 210 (3 SHC)  
ECO 252 (3 SHC)      HIS 112 (3 SHC)      HIS 132 (3 SHC)      PSY 150 (3 SHC)

**Math – 8 SHC**

MAT 171 (4 SHC)      MAT 172 (4 SHC)      MAT 263 (4 SHC)      MAT 271 (4 SHC)      MAT 272 (4 SHC)

**Natural Sciences – 8 SHC**

AST 151 (3) **AND** AST 151A (1) **AND** GEL 111 (4)

**OR**

BIO 111 (4 SHC) **AND**

BIO 112 (4 SHC)

**OR**

CHM 151 (4 SHC) **AND**

CHM 152 (4 SHC)



**Additional General Education Component: 11 SHC**

ART 111 (3 SHC)	ECO 251 (3 SHC)	HIS 121 (3 SHC)	MAT 142 (3 SHC)	REL 212 (3 SHC)
BIO 110 (4 SHC)	ECO 252 (3 SHC)	HIS 122 (3 SHC)	MAT 143 (3 SHC)	SOC 210 (3 SHC)
BIO 111 (4 SHC)	ENG 113 (3 SHC)	HIS 131 (3 SHC)	MAT 171 (4 SHC)	SOC 213 (3 SHC)
BIO 112 (4 SHC)	ENG 114 (3 SHC)	HIS 132 (3 SHC)	MAT 263 (4 SHC)	SOC 220 (3 SHC)
BIO 140 (3 SHC)	ENG 231 (3 SHC)	HUM 110 (3 SHC)	MAT 271 (4 SHC)	SPA 111 (3 SHC)
BIO 140A (1 SHC)	ENG 232 (3 SHC)	HUM 115 (3 SHC)	MAT 272 (4 SHC)	SPA 112 (3 SHC)
CHM 131 (3 SHC)	ENG 233 (3 SHC)	HUM 120 (3 SHC)	MAT 273 (4 SHC)	
CHM 131A (1 SHC)	ENG 241 (3 SHC)	HUM 121 (3 SHC)	MUS 110 (3 SHC)	
CHM 132 (4 SHC)	ENG 242 (3 SHC)	HUM 122 (3 SHC)	PHI 215 (3 SHC)	
CHM 151 (4 SHC)	ENG 243 (3 SHC)	HUM 160 (3 SHC)	PHI 240 (3 SHC)	
CHM 152 (4 SHC)	GEO 111 (3 SHC)	HUM 211 (3 SHC)	POL 120 (3 SHC)	
CIS 110 (3 SHC)	HIS 111 (3 SHC)	HUM 212 (3 SHC)	PSY 150 (3 SHC)	
CIS 115 (3 SHC)	HIS 112 (3 SHC)	MAT 141 (3 SHC)	PSY 241 (3 SHC)	
			REL 110 (3 SHC)	
			REL 211 (3 SHC)	

***\*Must have 45 SHC between the two General Education Components above.***

**Other Required Hours: 15 SHC**

ACA 122 (1 SHC) *this course is required*

ACC 120 (4 SHC)	CHM 131 (3 SHC)	ENG 242 (3 SHC)	HUM 121 (3 SHC)	PHI 215 (3 SHC)
ACC 121 (4 SHC)	CHM 131A (1 SHC)	ENG 243 (3 SHC)	HUM 122 (3 SHC)	PHI 240 (3 SHC)
ART 111 (3 SHC)	CHM 132 (4 SHC)	GEO 110 (3 SHC)	HUM 160 (3 SHC)	POL 120 (3 SHC)
BIO 110 (4 SHC)	CHM 151 (4 SHC)	GEO 111 (3 SHC)	HUM 211 (3 SHC)	PSY 150 (3 SHC)
BIO 111 (4 SHC)	CHM 152 (4 SHC)	HEA 110 (3 SHC)	HUM 212 (3 SHC)	PSY 241 (3 SHC)
BIO 112 (4 SHC)	CIS 110 (3 SHC)	HEA 112 (2 SHC)	MAT 141 (3 SHC)	PSY 243 (3 SHC)
BIO 140 (3 SHC)	CIS 115 (3 SHC)	HIS 111 (3 SHC)	MAT 142 (3 SHC)	REL 110 (3 SHC)
BIO 140A (1 SHC)	ECO 251 (3 SHC)	HIS 112 (3 SHC)	MAT 143 (3 SHC)	REL 211 (3 SHC)
BIO 163 (5 SHC)	ECO 252 (3 SHC)	HIS 121 (3 SHC)	MAT 171 (4 SHC)	REL 212 (3 SHC)
BIO 168 (4 SHC)	ENG 113 (3 SHC)	HIS 122 (3 SHC)	MAT 172 (4 SHC)	SOC 210 (3 SHC)
BIO 169 (4 SHC)	ENG 114 (3 SHC)	HIS 131 (3 SHC)	MAT 263 (4 SHC)	SOC 213 (3 SHC)
BIO 275 (4 SHC)	ENG 231 (3 SHC)	HIS 132 (3 SHC)	MAT 271 (4 SHC)	SOC 220 (3 SHC)
BIO 280 (3 SHC)	ENG 232 (3 SHC)	HUM 110 (3 SHC)	MAT 272 (4 SHC)	SPA 111 (3 SHC)
BUS 110 (3 SHC)	ENG 233 (3 SHC)	HUM 115 (3 SHC)	MAT 273 (4 SHC)	SPA 112 (3 SHC)
BUS 115 (3 SHC)	ENG 241 (3 SHC)	HUM 120 (3 SHC)	MUS 110 (3 SHC)	
BUS 137 (3 SHC)			PED 110 (2 SHC)	
BUS 228 (3 SHC)			PED 187 (1 SHC)	

**TOTAL HOURS IN ASSOCIATE IN SCIENCE PROGRAM: 60-61 SHC**

***\*See MCC Catalog & your MCC Transition Advisor for courses offered and suggested sequence of courses.***

**Career Technical Education Pathway**  
**ACCOUNTING & FINANCE CERTIFICATE PATHWAY**  
**C25800P**

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 coursework 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.

Student Learning Outcomes:

- Demonstrate an understanding of the accounting process and functions.
- Prepare financial statements.
- Analyze essential information concerning financial operations.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ACC 120	Principles of Financial Accounting	4 credits	Preq – none
ACC 121	Principles of Managerial Accounting	4 credits	Preq – ACC 120
CIS 110	Introduction to Computers	3 credits	Preq – none
BUS 115	Business Law I	3 credits	Preq – none

**CCP Certificate Total** **14 credits**

**Career Technical Education Pathway**  
**AGRICULTURE EDUCATION DIPLOMA PATHWAY**  
**D15330P**

The Agriculture Education curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices. Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 122	College Transfer Success	1 credit	Preq – none
ENG 111	Writing and Inquiry	3 credits	Preq – ENG 002 Tier 2
AGR 139	Intro to Sustainable Ag	3 credits	Preq – none
AGR 121	Biological Pest Mgmt	3 credits	Preq – none
ANS 110	Animal Science	3 credits	Preq – none

**Spring Semester 1**

EDU 163	Classroom Mgmt and Instruction	3 credits	Preq – none
AGR 170	Soil Science	3 credits	Preq – none
AGR 214	Agricultural Marketing	3 credits	Preq – none
AGR 160	Plant Science	3 credits	Preq – none
AGR 110	Agricultural Economics	3 credits	Preq – none

**Fall Semester 2**

EDU 216	Foundations of Education	3 credits	Preq – none
AGR 261	Agronomy	3 credits	Preq – none
WBL 112	Work-Based Learning I	2 credits	Preq – none

**CCP Diploma Total** **36 credits**

**Career Technical Education Pathway**  
**AGRICULTURE EDUCATION CERTIFICATE PATHWAY**  
**C15330P**

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

AGR 139	Intro to Sustainable Ag	3 credits	Preq – none
AGR 121	Biological Pest Mgmt	3 credits	Preq – none
EDU 216	Foundations of Education	3 credits	Preq – none

**Spring Semester 1**

AGR 160	Plant Science	3 credits	Preq – none
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**CCP Certificate Total** **12 credits**

**Career Technical Education Pathway**  
**AIR CONDITIONING, HEATING, & REFRIGERATION TECHNOLOGY**  
**DIPLOMA PATHWAY**  
**D35100P**

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge needed to develop skills necessary to work with residential and light commercial systems.

Student Learning Outcomes:

- Install, service, and troubleshoot air conditioning, heating, and refrigeration systems and associated components
- Select and properly use a variety of air conditioning, heating, and refrigeration tools and equipment
- Prepare and interpret electrical, mechanical, and piping drawings

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
AHR 110	Introduction to Refrigeration	5 credits	Preq – none
AHR 111	HVACR Electricity	3 credits	Preq – none
AHR 113	Comfort Cooling	4 credits	Preq – none
AHR 115	Refrigeration Systems	2 credits	Preq – AHR 110
ISC 112	Industrial Safety	2 credits	Preq – none

**Spring Semester 1**

AHR 112	Heating Technology	4 credits	Preq – none
AHR 114	Heat Pump Technology	4 credits	Preq – AHR 110 or AHR 113
AHR 212	Advanced Comfort Systems	4 credits	Preq – AHR 114
CIS 110	Introduction to Computers	3 credits	Preq – none
PSY 118	Interpersonal Psychology	3 credits	Preq – none

**Summer Semester 1**

ENG 110	Freshman Composition	3 credits	Preq – none
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**CCP Diploma Total** **38 credits**

**Career Technical Education Pathway**  
**AIR CONDITIONING, HEATING, & REFRIGERATION TECHNOLOGY**  
**REFRIGERATION CERTIFICATE PATHWAY**  
**C35100P3**

**Required Courses:**

AHR 110	Intro to Refrigeration	5 credits	Preq - none
AHR 111	HVACR Electricity	3 credits	Preq - none
AHR 113	Comfort Cooling	4 credits	Preq - none
AHR 115	Refrigeration Systems	2 credits	Preq - AHR 110

**CCP Certificate Total** **14 credits**

**Career Technical Education Pathway**  
**AIR CONDITIONING, HEATING, & REFRIGERATION TECHNOLOGY**  
**HEATING CERTIFICATE PATHWAY**

**C35100P4**

**Required Courses:**

AHR 112	Heating Technology	4 credits	Preq – none
AHR 114	Heat Pump Technology	4 credits	Preq – AHR 110 or AHR 113
AHR 212	Advanced Comfort Systems	4 credits	Preq – AHR 114

**CCP Certificate Total** **12 credits**

**Career Technical Education Pathway**  
**APPLIED ENGINEERING TECHNOLOGY DIPLOMA PATHWAY**  
**D40130P**

The Applied Engineering Technology curriculum is designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

A course of study that prepares the students to use basic engineering principles and technical skills to solve technical problems in various types of industry. The course work emphasizes analytical and problem-solving skills. The curriculum includes courses in safety, math, physics, electricity, engineering technology, and technology-specific specialty areas.

Upon completion of this curriculum, students should be able to qualify for employment in a wide range of positions in research and development, manufacturing, sales, design, inspection, or maintenance. Employment opportunities exist in automation, computer, electrical, industrial, or mechanical engineering fields, where graduates will function as engineering technicians.

Student Learning Outcomes:

- ◆ Interpret electrical circuit schematics to properly design, construct, verify, and analyze DC/AC circuits.
- ◆ Utilize dedicated computer software to solve electrical/electronics problems.
- ◆ Demonstrate knowledge of a safe working environment and compliance with governing safety organizations.
- ◆ Use proper testing equipment to troubleshoot motors and control circuits.
- ◆ Design unique structures, objects, circuits, and systems for various developmental applications.

**Required Courses:**

ACA 115	Success & Study Skills	1 credits	Preq – none
CIS 110	Introduction to Computers	3 credits	Preq – none
ELC 112	DC/AC Electricity	5 credits	Preq – none
ELC 113	Residential Wiring	4 credits	Preq – none
ELC 117	Motors and Controls	4 credits	Preq – none
ELC 127	Software for Technicians	2 credits	Preq – none
ELC 128	Intro to PLC	3 credits	Preq – none
ENG 110	Freshman Composition	3 credits	Preq – none
HYD 110	Hydraulics and Pnuematics	3 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
MEC 110	Intro to CAD/CAM	2 credits	Preq – none
MEC 111	Machine Processes I	3 credits	Preq – none
PSY 118	Interpersonal Psychology	3 credits	Preq – none

**CCP Certificate Total** **38 credits**

**Career Technical Education Pathway**  
**AUTOMOTIVE SYSTEMS TECHNOLOGY DIPLOMA PATHWAY**  
**D60160P**

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians.  
 Student Learning Outcomes:

- Inspect, diagnose, disassemble, repair, replace, and service each of the basic and advanced systems in various types of vehicles to a NATEF (National Automotive Technician Education Foundation) standard
- Demonstrate knowledge and understanding of automotive systems to a level at or above that required for ASE (National Institute for Automotive Service Excellence) certification in general automotive service

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
CIS 110	Introduction to Computers	3 credits	Preq – none
PSY 118	Interpersonal Psychology	3 credits	Preq – none
TRN 110	Intro to Transport Tech	2 credits	Preq – none
TRN 111	Chassis Maintenance/Light Repair	4 credits	Preq – none
TRN 112	Powertrain/Light Repair	4 credits	Preq – none

**Spring Semester 1**

AUT 116	Engine Repair	3 credits	Preq – none
AUT 141	Suspension & Steering Systems	3 credits	Preq – none
AUT 151	Brake Systems	3 credits	Preq – none
AUT 181	Engine Performance I	3 credits	Preq – none
TRN 120	Basic Transport	5 credits	Preq – none

**Summer Semester 1**

ENG 110	Freshman Composition	3 credits	Preq – none
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**CCP Diploma Total** **37 credits**



**Career Technical Education Pathway**  
**AUTOMOTIVE SYSTEMS TECHNOLOGY - BASIC TRANSPORTATION**  
**TECHNICIAN CERTIFICATE PATHWAY**  
**C60160P5**

**Required Courses:**

TRN 110	Intro to Transport Tech	2 credits	Preq – none
TRN 111	Chassis Maint./Light Repair	4 credits	Preq – none
TRN 112	Powertrain Maint/Light repair	4 credits	Preq – none
TRN 120	Basic Transport Electricity	5 credits	Preq – none

**CCP Certificate Total** **15 credits**

**Career Technical Education Pathway**  
**AUTOMOTIVE SYSTEMS TECHNOLOGY - BHS BASIC TRANSPORTATION**  
**TECHNICIAN CERTIFICATE PATHWAY**  
**C60160P6**

**Required Courses:**

TRN 110	Intro to Transportation Technology	2 credits	Preq – none
TRN 111	Chassis Maintenance/Light Repair	4 credits	Preq – none
TRN 112	Powertrain Maintenance/Light Repair	4 credits	Preq – none
TRN 120	Basic Transport Electricity	5 credits	Preq – none
TRN 170	PC Skills for Transportation	2 credits	Preq – none

**CCP Certificate Total** **17 credits**

**Career Technical Education Pathway**  
**AUTOMOTIVE SYSTEMS TECHNOLOGY - ENGINE MANAGEMENT, SUSPENSION**  
**& STEERING CERTIFICATE PATHWAY**  
**C60160P4**

**Required Courses:**

AUT 116	Engine Repair	3 credits	Preq – none
AUT 141	Suspension & Steering	3 credits	Preq – none
AUT 181	Engine Performance I	3 credits	Preq – none
TRN 145	Advanced Transport Electronics	3 credits	Preq – TRN 120

**CCP Certificate Total** **12 credits**

**Career Technical Education Pathway**  
**BUSINESS ADMINISTRATION DIPLOMA PATHWAY**  
**D25120P**

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system.

Student Learning Outcomes:

- Demonstrate an understanding of the management process and functions and how these influence effective business practices
- Identify appropriate technology, techniques, and practices to collect, process, and interpret information for decision making
- Demonstrate professional communication skills to process, manage, and communicate information

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
ACC 120	Principles of Financial Accounting	4 credits	Preq – none
BUS 121	Business Math	3 credits	Preq – none
ENG 111	Writing & Inquiry	3 credits	Preq – DRE 098 or ENG 002 (P2) or 2.8+ unweighted high school GPA

**Spring Semester 1**

CIS 110	Introduction to Computers	3 credits	Preq – none
ECO 252	Principles of Macroeconomics	3 credits	Preq – none
MAT 110	Math Measurement & Literacy	3 credits	Preq – see page 207

**Fall Semester 2**

BUS 115	Business Law I	3 credits	Preq – none
BUS 137	Principles of Management	3 credits	Preq – none
CTS 130	Spreadsheet	3 credits	Preq – CIS 110 or CIS 111
MKT 120	Principles of Marketing	3 credits	Preq – none

**Spring Semester 2**

BUS 255	Org Behavior in Business	3 credits	Preq – none
BUS 153	Human Resource Management	3 credits	Preq – none
BUS 230	Small Business Management	3 credits	Preq – none

**CCP Diploma Total** **41 credits**

**Career Technical Education Pathway**  
**BUSINESS ADMINISTRATION CERTIFICATE PATHWAY**  
**C25120P**

**Required Courses**

BUS 110	Introduction to Business	3 credits	Preq – none
BUS 115	Business Law I	3 credits	Preq – none
BUS 137	Principles of Management	3 credits	Preq – none
MKT 120	Principles of Marketing	3 credits	Preq – none

**CCP Diploma Total** **12 credits**

**Career Technical Education Pathway**  
**COSMETOLOGY CERTIFICATE PATHWAY**  
**C55140P**

The Cosmetology curriculum is designed to provide competence-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry.

Student Learning Outcomes:

- Apply rules, regulations, and safety principles common to all branches of cosmetology
- Identify hair trichology including the structure of hair, types of hair, and hair growth phases
- Perform shampoos, styling, haircuts, hair colors, perms, hair straightening and relaxing, manicures, pedicures, and skin care services using proper techniques

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

COS 111	Cosmetology Concepts I	4 credits	Preq – none; Coreq – COS 112
COS 112	Salon I	8 credits	Preq – none; Coreq – COS 111
COS 113	Cosmetology Concepts II	4 credits	Preq – COS 111 & COS 112; Coreq – COS 114
COS 114	Salon II	8 credits	Preq – COS 111 & COS 112; Coreq – COS 113
COS 115	Cosmetology Concepts III	4 credits	Preq – COS 111 & COS 112; Coreq – COS 116
COS 116	Salon III	4 credits	Preq – COS 111 & COS 112; Coreq – COS 115
COS 223	Contemporary Hair Color	2 credits	Preq—COS 111 & COS 112

**CCP Certificate Total** **34 credits**

**Career Technical Education Pathway**  
**MANICURING/NAIL TECHNOLOGY CERTIFICATE PATHWAY**  
**C55400P**

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.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

COS 121	Manicuring/Nail Technology I	6 credits	Preq – none; Coreq – none
COS 222	Manicuring/Nail Technology II	6 credits	Preq/Coreq – COS 121

**CCP Certificate Total** **12 credits**

***\*Note: Per NC Cosmetic Arts, the Manicuring/Nail Technology Program and the Cosmetology Program cannot be taken at the same time.***

**Career Technical Education Pathway**  
**CRIMINAL JUSTICE TECHNOLOGY-PUBLIC SAFETY CERTIFICATE PATHWAY**  
**C55180P**

This program is an introduction to Criminal Justice Technology. This 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.

Student Learning Outcomes:

- Students will describe the evolution of criminal justice topics.
- Students will demonstrate how crime and criminal justice systems and processes interact and intersect to provide coordinated justice administration.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

CJC 111	Intro to Criminal Justice	3 credits	Preq – none
CJC 112	Criminology	3 credits	Preq – none

**Spring Semester 1**

CJC 221	Investigative Principles	4 credits	Preq – none
CJC 231	Constitutional Law	3 credits	Preq – none

**CCP Certificate Total** **13 credits**

**Career Technical Education Pathway**  
**CRIMINAL JUSTICE TECHNOLOGY-CADET CERTIFICATE PATHWAY (BHS)**  
**C55180P1**

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

CJC 111	Intro to Criminal Justice	3 credits	Preq – none
CJC 225	Crisis Intervention	3 credits	Preq – none

**Spring Semester 1**

CJC 141	Corrections	3 credits	Preq – none
CJC 221	Investigative Principles	4 credits	Preq – none

**CCP Certificate Total** **13 credits**

**Career Technical Education Pathway**  
**EARLY CHILD CARE WORKFORCE CERTIFICATE PATHWAY**  
**C55820P**

The Early Child Care Workforce curriculum prepares individuals to work in early childcare settings. Students will combine best practices, competency-based knowledge, and practice in actual settings with children 0-12 years old.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

EDU 119	Intro to Early Child Education	4 credits	Preq – none
EDU 130	Social Environments for Children	3 credits	Preq – none
EDU 159	Health & Safety for Early Children	2 credits	Preq – none

**Spring Semester 1**

EDU 151	Creative Activities	3 credits	Preq – none
EDU 162	Observe & Assess in ECE	3 credits	Preq – none
EDU 188	Trends/Policies in Early Child	3 credits	Preq – none

**CCP Certificate Total** **18 credits**

**Career Technical Education Pathway**  
**INFANT/TODDLER CARE CERTIFICATE PATHWAY**  
**C55290P**

The Infant/Toddler Care curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

EDU 119	Intro to Early Child Education	4 credits	Preq – none
EDU 131	Child, Family, and Community	3 credits	Preq – none
EDU 144	Child Development I	3 credits	Preq – none
EDU 234	Infants, Toddlers, and Twos	3 credits	Preq – EDU 119

**Spring Semester 1**

EDU 153	Health, Safety, and Nutrition	3 credits	Preq – none
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**CCP Certificate Total** **16 credits**

**Career Technical Education Pathway**  
**EARLY CHILDHOOD ADMINISTRATION CERTIFICATE PATHWAY**  
**C55850P**

The Early Childhood Administration curriculum prepares individuals pursuing administrating roles in diverse child care settings to effectively work with children, families and teachers. The certificate is composed of learning opportunities in developmental theories, competency and evidence-based professional knowledge, administrative skills and leadership qualities.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

EDU 119	Intro to Early Child Education	4 credits	Preq – none
EDU 131	Child, Family, and Community	3 credits	Preq – none
EDU 261	Early Childhood Admin I	3 credits	Coreq – EDU 119

**Spring Semester 1**

EDU 262	Early Childhood Admin II	3 credits	Preq – EDU 119 & EDU 261
EDU 153	Health, Safety, and Nutrition	3 credits	Preq – none

**CCP Certificate Total** **16 credits**

**Career Technical Education Pathway**  
**EARLY CHILDHOOD PRESCHOOL CERTIFICATE PATHWAY**  
**C55860P**

The Early Childhood Preschool curriculum prepares individuals to work with preschool aged children (3-5) in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with pre-school children.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

EDU 119	Intro to Early Child Education	4 credits	Preq – none
EDU 131	Child, Family, and Community	3 credits	Preq – none
EDU 146	Child Guidance	3 credits	Preq – none

**Spring Semester 1**

EDU 145	Child Development II	3 credits	Preq – none
EDU 153	Health, Safety, and Nutrition	3 credits	Preq – none

**CCP Certificate Total** **16 credits**





**Career Technical Education Pathway**  
**ELECTRICAL SYSTEMS TECHNOLOGY—RESIDENTIAL/COMMERCIAL**  
**ELECTRICAL TECH I**  
**C35130P1**

**Required Courses:**

ELC 112	DC/AC Electricity	5 credits	Preq – none
ELC 113	Residential Wiring	4 credits	Preq – none
ELC 118	National Electrical Code	2 credits	Preq – none
ELC 125	Diagrams and Schematics	2 credits	Preq – none

**CCP Certificate Total** **13 credits**

**Career Technical Education Pathway**  
**ELECTRICAL SYSTEMS TECHNOLOGY—INDUSTRIAL ELECTRICAL TECH I**  
**C35130P2**

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Student Learning Outcomes:

- Use electrical test equipment including volt meters, ohm meters, and amp meters to measure voltage, trouble-shoot, analyze and repair electric apparatus found in residences such as receptacles, light switches, circuit breakers, special purpose outlets.
- Install and maintain equipment which consists of conduit, service and lighting panels found in commercial related businesses such as schools, malls, stores, theaters, restaurants, and churches.
- Select, install, and maintain equipment found in industrial settings such as motors, motor starters, transformers, and PLCs. Interpret, write, and modify ladder logic diagrams used by control equipment and PLCs in industrial manufacturing processes.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ELC 112	DC/AC Electricity	5 credits	Preq – none
ELC 114	Commercial Wiring	4 credits	Preq – none
ELC 117	Motors and Controls	4 credits	Preq – none

**CCP Certificate Total** **13 credits**

**Career Technical Education Pathway**  
**ELECTRICAL SYSTEMS TECHNOLOGY—RESIDENTIAL ELECTRICAL TECH**  
**(LINE TECH PREP)**  
**C35130P3**

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Student Learning Outcomes:

- Use electrical test equipment including volt meters, ohm meters, and amp meters to measure voltage, trouble-shoot, analyze and repair electric apparatus found in residences such as receptacles, light switches, circuit breakers, special purpose outlets.
- Install and maintain equipment which consists of conduit, service and lighting panels found in commercial related businesses such as schools, malls, stores, theaters, restaurants, and churches.
- Create and test diagrams and schematics related to circuit systems in various electrical processes.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ELC 112	DC/AC Electricity	5 credits	Preq – none
ELC 113	Residential Wiring	4 credits	Preq – none
ELC 118	National Electrical Code	2 credits	Preq – none
ELC 125	Diagrams and Schematics	2 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
ACA 115	Success & Study Skills	1 credit	Preq – none

**CCP Certificate Total** **16 credits**

**Career Technical Education Pathway**  
**ENTREPRENEURSHIP CERTIFICATE PATHWAY**  
**C25490P**

The Entrepreneurship curriculum is designed to prepare students with the knowledge and skills necessary for employment and growth as self-employed business owners.

Student Learning Outcomes:

- Demonstrate an understanding of entrepreneurial concepts and how these concepts can lead to self-employment and business ownership.
- Identify and utilize appropriate technology, techniques and practices to collect, process, and interpret information for decision making and business promotion.
- Demonstrate professional interpersonal and communication skills necessary to create opportunities and to develop as a self-employed business owner.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ACC 120	Principles of Financial Accounting	4 credits	Preq – none
BUS 110	Introduction to Business	3 credits	Preq – none
ETR 220	Innovation and Creativity	3 credits	Preq – none
ETR 230	Entrepreneur Marketing	3 credits	Preq – none
ETR 240	Funding for Entrepreneurs	3 credits	Preq – ACC 120

**CCP Certificate Total** **16 credits**

**Career Technical Education Pathway**  
**EQUINE TRAINING DIPLOMA PATHWAY**  
**D15290P**

The Equine Training curriculum is designed to prepare students for positions within the horse industry. The curriculum is management oriented, preparing graduates for the widest range of available equine jobs.

Student Learning Outcomes:

- Demonstrate the level of responsibility and work ethic necessary to be effective and successful in the equine industry
- Assess equine injuries and apply first aid while utilizing proper safety techniques
- Demonstrate a balanced seat and the proper use of natural and artificial aids while applying basic riding and training techniques to green and broke horses

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
ENG 111	Writing & Inquiry	3 credits	Preq – none
EQU 111	Horse Science I	5 credits	Preq – none
EQU 120	Horsemanship I	3 credits	Preq – none; Coreq – EQU 111
EQU 130	Equine Anatomy & Physio	3 credits	Preq – none; Coreq – EQU 140
EQU 140	Equine Evaluation I	2 credits	Preq – none; Coreq – EQU 130

**Spring Semester 1**

CIS 110	Intro. to Computers	3 credits	Preq—none
ENG 115	Oral Communication	3 credits	Preq – none
EQU 112	Horse Science II	5 credits	Preq – EQU 111
EQU 121	Horsemanship II	2 credits	Preq – EQU 120; Coreq – EQU 112
EQU 150	Equine Nutrition	2 credits	Preq – none
EQU 240	Equine Evaluation II	2 credits	Preq – EQU 140
EQU 270	Equine Business Law	1 credit	Preq – EQU 111
MAT 110	Math Measurement & Literacy	3 credits	Preq – see page 207

**Summer Semester**

WBL 112	Work-Based Learning I	2 credits	Preq – none
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**CCP Diploma Total** **40 credits**

**Career Technical Education Pathway**  
**INDUSTRIAL SYSTEMS TECHNOLOGY DIPLOMA PATHWAY**  
**D50240P**

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to service, maintain, repair, or install equipment for a wide range of industries.

Student Learning Outcomes:

- Utilize tools and equipment to service and maintain mechanical systems, plumbing systems, hydraulic and pneumatic systems, and electrical and electronic systems
- Create, interpret, and modify industrial blueprints and schematics
- Perform preventive maintenance and troubleshoot a variety of industrial systems
- Perform various welding and cutting processes used in current industry

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
BPR 111	Print Reading	2 credits	Preq – none
ELC 112	DC/AC Electricity	5 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
MEC 111	Machine Processes I	3 credits	Preq – none
MNT 110	Intro to Maintenance Proced.	2 credits	Preq – none

**Spring Semester 1**

ELC 117	Motors and Controls	4 credits	Preq – none
HYD 110	Hydraulics/Pneumatics I	3 credits	Preq – none
MEC 110	Intro to CAD/CAM	2 credits	Preq – none
PSY 118	Interpersonal Psychology	3 credits	Preq – none
WLD 141	Symbols & Specifications	3 credits	Preq – none

**Summer Semester I**

ENG 110	Freshman Composition	3 credits	Preq – none
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**Fall Semester 2**

WLD 110	Cutting Processes	2 credits	Preq – none
WLD 112	Basic Welding Processes	2 credits	Preq – none

**CCP Diploma Total** **37 credits**



**Career Technical Education Pathway**  
**INFORMATION TECHNOLOGY DIPLOMA PATHWAY**  
**D25590P**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement, and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics, and others depending on the technical path selected.

Student Learning Outcomes:

- Identify and troubleshoot appropriate computer equipment, operating systems, software, security risks
- Build a small local area network using network devices
- Demonstrate the ability to utilize operating systems, hardware, and software to plan, design, and/or create various application tasks as needed to input, process, and manipulate data

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CCT 110	Intro to Cyber Crime	3 credits	Preq – none
CIS 110	Introduction to Computers	3 credits	Preq – none
COM 231	Public Speaking	3 credits	Preq – none
CTI 110	Web, Pgm, & DB Foundation	3 credits	Preq – none
CTS 115	Info Sys Business Concepts	3 credits	Preq – none
CTS 120	Hardware/Software Support	3 credits	Preq – CIS 110
DBA 110	Database Concepts	3 credits	Preq – none
ENG 111	Writing & Inquiry	3 credits	Preq – DRE 097 or ENG 002 (P2) or 2.8+ unweighted high school GPA
NOS 110	Operating Systems Concepts	3 credits	Preq – none
NOS 130	Windows Single User	3 credits	Preq – none
NOS 230	Windows Admin I	3 credits	Preq – none
SEC 110	Security Concepts	3 credits	Preq – none
SEC 150	Secure Communications	3 credits	Preq – none

**CCP Diploma Total** **40 credits**



**Career Technical Education Pathway**  
**INFORMATION TECHNOLOGY - IT FOUNDATIONS CERTIFICATE PATHWAY**  
**C25590P1**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement, and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics, and others depending on the technical path selected.

Student Learning Outcomes:

- Identify and troubleshoot appropriate computer equipment, operating systems, software, security risks
- Build a small local area network using network devices
- Demonstrate the ability to utilize operating systems, hardware, and software to plan, design, and/or create various application tasks as needed to input, process, and manipulate data

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CIS 110	Introduction to Computers	3 credits	Preq – none
CTI 110	Web, Pgm, & DB Foundation	3 credits	Preq – none
CTS 115	Info Sys Business Concepts	3 credits	Preq – none
CTS 120	Hardware/Software Support	3 credits	Preq – CIS 110

**CCP Certificate Total** **13 credits**

**Career Technical Education Pathway**  
**INFORMATION TECHNOLOGY - WINDOWS OS CERTIFICATE PATHWAY**  
**C25590P2**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement, and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics, and others depending on the technical path selected.

Student Learning Outcomes:

- Identify and troubleshoot appropriate computer equipment, operating systems, software, security risks
- Build a small local area network, using network devices
- Demonstrate the ability to utilize operating systems, hardware and software to plan, design, and/or create various application tasks as needed to input, process, and manipulate data

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CTI 120	Network & Security Foundation	3 credits	Preq – none
NOS 110	Operating Systems Concepts	3 credits	Preq – none
NOS 130	Windows Single User	3 credits	Preq – none
NOS 230	Windows Admin I	3 credits	Preq – none

**CCP Certificate Total** **13 credits**

**Career Technical Education Pathway**  
**MEDICAL ASSISTING CERTIFICATE PATHWAY**  
**C45400P**

The Medical Assisting curriculum prepares multi-skilled healthcare professionals to perform administrative, clinical, and laboratory procedures. Employment opportunities include physician's offices, health maintenance organizations, health departments, and hospitals.

Student Learning Outcomes:

- Identify and apply medical terminology
- Demonstrate administering patient care and assisting the physician
- Convey and teach health related information for patient education

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
MED 110	Orientation to Med Assist	1 credit	Preq – none
MED 118	Medical Law & Ethics	2 credits	Preq – none
MED 121	Medical Terminology I	3 credits	Preq – none
MED 122	Medical Terminology II	3 credits	Preq – MED 121
MED 130	Admin Office Procedures I	2 credits	Preq – none
MED 131	Admin Office Procedures II	2 credits	Preq – MED 130

**CCP Certificate Total** **14 credits**

**Career Technical Education Pathway**  
**MEDICAL OFFICE ADMINISTRATION CERTIFICATE PATHWAY**  
**C25310P**

The Medical Office Administration curriculum teaches students administrative and support functions to prepare them for employment in medical and other healthcare-related offices.

Student Learning Outcomes:

- Demonstrate an understanding of the administrative support process & functions and how these influence effective business practices in a medical office or medical setting
- Utilize appropriate technology, techniques, and practices to collect, process, and interpret information for decision making and administrative support in a medical office or medical setting
- Demonstrate professional communication skills to process, manage, and communicate information in a medical office or medical setting

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CIS 110	Introduction to Computers	3 credits	Preq – none
MED 118	Medical Law & Ethics	2 credits	Preq – none
MED 121	Medical Terminology I	3 credits	Preq – none
MED 122	Medical Terminology II	3 credits	Preq – MED 121
OST 148	Medical Insurance & Billing	3 credits	Preq – none

**CCP Certificate Total** **15 credits**

**Career Technical Education Pathway**  
**ORTHOPAEDIC TECHNOLOGY CERTIFICATE PATHWAY**  
**C45790P**

The Orthopaedic Technology curriculum prepares individuals for employment in clinical and surgical settings assisting the orthopaedic team. Employment opportunities are available in a variety of clinical settings including orthopaedic clinics, hospitals, independent surgical centers, and ambulatory care settings.

Student Learning Outcomes:

- Identify and apply orthopaedic medical terminology in the clinical setting.
- Demonstrate administering orthopaedic patient care and assisting the physician.
- Convey and teach health related information for patient education in the orthopaedic setting.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

OTC 110	Intro to Orthopaedic Technology	3 credits	Preq – none
OTC 112	General Patient Care	3 credits	Preq – none
OTC 115	Ortho Anatomy and Physiology	3 credits	Preq – none
OTC 210	Ortho Equipment	3 credits	Preq – none
OTC 212	Physical Assessment	3 credits	Preq – none
OTC 215	Casting & Splinting	3 credits	Preq – none

**CCP Certificate Total** **18 credits**

**Career Technical Education Pathway**  
**PUBLIC SAFETY ADMINISTRATION - SECURITY AND LOSS PREVENTION**  
**CERTIFICATE PATHWAY**  
**C55480P1**

The Public Safety Administration curriculum is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public safety and government organizations. Course work in diverse subject areas includes public safety administration and education, inter-agency operations, crisis leadership, government and agency financial management, professional standards, incident management, administrative law, and supervision, while providing a streamlined pathway that recognizes the value of previously earned skillsets and credentials within the public safety sector.

Student Learning Outcomes:

- Student will apply knowledge learned in the program to solve complex problems regarding public safety issues.
- Student will understand the laws, rules, procedures, public policy, and ethics of public safety.
- Student will display the ability to manage critical incidents and use de-escalation tactics.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

CJC 151	Intro to Loss Prevention	3 credits	Preq – none
CJC 153	Private Security Operations	3 credit	Preq – none
CJC 154	Private Security Business	3 credits	Preq – none
PAD 151	Intro to Public Administration	3 credits	Preq – none

**CCP Certificate Total** **12 credits**

**Career Technical Education Pathway**  
**PUBLIC SAFETY ADMINISTRATION - EMERGENCY & FIRE MANAGEMENT**  
**SERVICES CERTIFICATE PATHWAY**  
**C55480P2**

**Required Courses:**

FIP 132	Building Construction	3 credits	Preq – none
FIP 152	Fire Protection Law	3 credit	Preq – none
FIP 228	Local Govt Finance	3 credits	Preq – none
PAD 151	Intro to Public Administration	3 credits	Preq – none

**CCP Certificate Total** **12 credits**

**Career Technical Education Pathway**  
**WELDING TECHNOLOGY DIPLOMA PATHWAY**  
**D50420P**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Student Learning Outcomes:

- Demonstrate proper safety practices applicable to industrial work environment.
- Apply basic/strategic techniques to perform sufficient weld bead patterns using various industrial processes.
- Interpret industrial prints, welding symbols and process designs applicable to required procedures.
- Use various measuring/lay-out tools and jigs to prepare work for fabrication.

\*Please see MCC Catalog for complete details/further requirements.

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
BPR 111	Print Reading	2 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
WLD 110	Cutting Processes	2 credits	Preq – none
WLD 112	Basic Welding	2 credits	Preq – none
WLD 121	GMAW (MIG) FCAW/Plate	4 credits	Preq – none

**Spring Semester 1**

MEC 110	Intro to CAD/CAM	2 credits	Preq – none
WLD 115	SMAW (Stick) Plate	5 credits	Preq – none
WLD 131	GTAW (TIG) Plate	4 credits	Preq – none
WLD 141	Symbols & Specifications	3 credits	Preq – none
WLD 151	Fabrication I	4 credits	Preq – none

**Summer Semester I**

ENG 110	Freshman Composition	3 credits	Preq – none
PSY 118	Interpersonal Psychology	3 credits	Preq – none

**CCP Diploma Total** **37 credits**

**Career Technical Education Pathway**  
**WELDING TECHNOLOGY - BASIC WELDING CERTIFICATE PATHWAY**  
**C50420P1**

**Required Courses:**

BPR 111	Print Reading	2 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
WLD 110	Cutting Processes	2 credits	Preq – none
WLD 112	Basic Welding	2 credits	Preq – none
WLD 121	GMAW (MIG) FCAW/Plate	4 credits	Preq – none

**CCP Diploma Total** **12 credits**

**Career Technical Education Pathway**  
**WELDING TECHNOLOGY - INTERMEDIATE WELDING CERTIFICATE PATHWAY**  
**C50420P2**

**Required Courses:**

WLD 115	SMAW (Stick) Plate	5 credits	Preq – none
WLD 131	GTAW (TIG) Plate	4 credits	Preq – none
WLD 141	Symbols & Specifications	3 credits	Preq – none

**CCP Diploma Total** **12 credits**

# CONTINUING EDUCATION

## ***DIVISION OF CONTINUING EDUCATION***

The underlying philosophy of the Division of Continuing Education is that learning is a lifelong process. Education does not stop with the completion of formal schooling, but continues throughout life. The Division of Continuing Education offers classes to address the lifelong learning needs of the adult population in the service area.

In keeping with the Philosophy, Mission, and Goals of the College, the Division of Continuing Education delivers non-credit classes to the general public, government agencies, and business and industry. The Division of Continuing Education strives to meet the needs of the community at large by offering both professional and personal interest classes and may design or develop classes to meet specific needs.

Any adult 18 years of age or older, a high school graduate, or an individual between the ages of 16 and 18 who has officially withdrawn from high school is eligible to enroll in continuing education classes. High school students, 16 or older, are permitted to enroll under the dual enrollment policy with approval from the appropriate school officials.

The Division of Continuing Education provides learning opportunities in the following areas:

- \* **COLLEGE AND CAREER READINESS** (Formerly known as Basic Skills)
  - ~ Adult Basic Education (ABE)
  - ~ High School Equivalency (HSE)
  - ~ Basic Life Skills
  - ~ Transition Math and English
  - ~ (ELA) English Language Acquisition (Formerly known as ESL -English as a Second Language)
  
- \* **SPECIAL CLASSES**
  - ~ Workforce Education
  - ~ Community Services Classes
  
- \* **HUMAN RESOURCES DEVELOPMENT (HRD)**
  - ~ Personal Development Classes
  - ~ Job Seeking Classes
  - ~ Technology Awareness Classes
  - ~ Working Smart Classes
  - ~ Human Services Exploration Classes
  - ~ Career Pathways Classes
  - ~ Economic Literacy Classes
  
- \* **EXTENSION COURSES**
  - ~ Occupational Courses
  - ~ Community Service Courses
  - ~ Self-Supporting Courses
  
- \* **PUBLIC SAFETY**
  - ~ Fire/Rescue Training
  - ~ Emergency Medical Services Training
  - ~ Law Enforcement Training
  
- \* **BUSINESS & INDUSTRY**
  - ~ Specialized Training for Business and Industry
  - ~ Business and Industry Customized Training Program
  
- \* **HEALTH CARE**
  - ~ NA I, NA II, NAI Refresher, NA II Competency Assessment
  - ~ Phlebotomy
  - ~ Medication Aide: MEDAIDE for Long Term Care
  - ~ Pharmacy Technician
  - ~ Activity Director



Courses are offered at the Williamston campus, Bertie Campus, and other community sites in Martin and Bertie Counties.

Schedules are published prior to the start of each semester. Because of demand, some courses and services are offered on a continuing basis. However, the Division has the flexibility to offer courses on request that are customized to meet the needs of individuals, groups, industry, or other community service agencies. Visit our website at [www.martincc.edu](http://www.martincc.edu).

Express your interest by contacting the Division of Continuing Education at (252) 789-0248. For classes at the Bertie Campus call (252) 794-4861.

## ***GENERAL INFORMATION***

### ***Admission***

Any adult 18 years of age or older or an individual between the ages of 16 and 18 who has officially withdrawn from high school is eligible to enroll in Continuing Education courses.

High school students, 16 or older, are permitted to enroll under the dual enrollment policy with approval from the appropriate school officials. Contact your local school counselor for additional information.

### ***Fees***

Fees for occupational classes vary according to the length of the class (1-24 hours, \$70.00; 25-50 hours, \$125.00; 51+ hours, \$180.00). Fees for self-supporting classes are determined by the content, number of students, and length of each class.

HRD classes are under the same fee structure as occupational classes. However, some individuals enrolling in HRD classes may qualify for a fee waiver. (If unemployed; received notice of pending layoff; working and eligible for Federal Earned Income Tax Credit; or working and earning wages at or below 200% of the federal poverty lines).

No fees are required for Basic Skills classes. Students may register to take the GED® and pay any required fees directly through the GED® Testing Service website, rather than through the college.

Volunteer firemen, local fire department personnel, volunteer and local rescue and lifesaving department personnel, and local law enforcement officers are exempt from paying a registration fee when enrolling in work-related training programs.

Elementary and secondary school employees are exempt from paying a registration fee when enrolling in First-Aid or CPR courses.

Fees are subject to change.

### ***Refund Policy for Occupational Classes***

To comply with Title 23 of the North Carolina Administrative Code 2D.0203 (d) and to enhance uniformity of the Occupational Extension Refund Policy, a refund will not be made except under the following circumstances:

1. A 75% refund shall be made upon the request of the student if the student officially withdraws from the class(es) prior to or at the official 10% point of the class(es). Requests for refunds will not be considered after the 10% point.
2. For classes beginning at times other than at the beginning of the semester, applicable provisions as noted in Subparagraphs (d) (1) and (2) of this rule apply. For contact hour classes, ten calendar days from the first day of the class(es) is the determination date.
3. At the time of official withdrawal under this policy, the College shall notify the student of the right to receive a refund.

To officially withdraw and to determine eligibility for a refund, the student should contact the Continuing Education Office.

### ***Books and Supplies***

Books and supplies are generally available through the College Bookstore. When classes meet at community centers, the College Bookstore makes it possible for books to be purchased at the community center. Minimal supply fees are required for certain classes. Healthcare students and BLET students must purchase required uniforms.

**Note:** Textbooks and prices are subject to change based on instructor and publishers' adjustment or substitutions. To contact the MCC Bookstore, call (252) 789-0242.

## ***Attendance***

Students are encouraged to attend all classes. Generally, for a student to be presented an attendance certificate, he/she must attend a minimum of 80 percent of the classes as well as successfully complete the course. Certain classes may exceed this requirement.

## ***Cancellation***

Martin Community College reserves the right to cancel any course which has insufficient enrollment.

## ***Insurance***

An accident policy is available to all Continuing Education students at a nominal fee.

## ***Continuing Education Units (CEUs)***

Continuing Education courses may carry CEU credit. The Continuing Education Unit is a uniform standard of measurement for participation in non-credit Continuing Education courses. One CEU is defined as ten (10) contact hours of participation in an organized Continuing Education experience under appropriate sponsorship, capable direction, and qualified instruction.

Continuing Education Units may be used by individuals who need to verify participation in non-curriculum courses for purposes of required professional certification or recognition for job advancement.

The Division of Continuing Education maintains a permanent record on each student who takes a Continuing Education course. The records are available to students upon request.

## ***College and Career Readiness (Formerly known as Basic Skills)***

The purpose of the College and Career Readiness Program at MCC is to provide educational opportunities to individuals 16 years of age or older who are not in school and demonstrate a need to improve their math, reading, English, and/or life skills in order to further their education, earn their (HSE) High School Equivalency Diploma, or to function effectively in society. The College and Career Readiness Program is offered free of charge to students at all 58 community colleges in North Carolina.

College and Career Readiness classes are offered in Martin and Bertie Counties. Currently classes in Martin County are held on the MCC campus, Willow Acres, and at the Robersonville Senior Center site. Bertie County classes are held at the Bertie Campus in Windsor.

### ◆ **Adult Basic Education (ABE)**

The Adult Basic Education program provides instruction in reading, writing, and math for adults who need to learn or refresh skills. The instructional plan is a foundation for additional studies.

### ◆ **High School Equivalency (HSE) (Formerly known as GED)**

The High School Equivalency Diploma program is designed for persons preparing to take the HSE tests to qualify for a state-issued High School Diploma Equivalency. Individualized study in the areas of reading, science, social studies, writing, and math precedes a pre-test in each area to determine readiness for taking the HSE test battery. Graduates may participate in the annual graduation in May.

### ◆ **HSE/GED Online Classes**

HSE/GED online classes is online instruction that helps students prepare for the HSE/GED, improve employment opportunities, and build confidence for testing. It is instruction that works anywhere and anytime there is access to the Internet and supplements class instruction.

### ◆ **Basic Life Skills**

The Basic Life Skills program serves adults 18 years of age and older. Classes focus on seven areas of study: language, math, social studies, community living, consumer economics, health, and vocational education and enables students to develop to their ultimate potential and to achieve some level of independence. The program is offered at the MCC Bertie Campus in Windsor.

- ◆ **English Language Acquisition (ELA)** (Formerly known as ESL - English as a Second Language)  
English Language Acquisition is designed for adults who want to learn English language skills necessary to function effectively in an English-speaking environment.
- ◆ **Transition Math and English**  
Transition Math and English are offered to assist students wishing to prepare for College Gateway Math and English courses. Students enrolling in these courses receive assistance with achieving credit to enroll in gateway Math and English college courses with or without a corequisite saving money and time. These classes are offered to high school or HSE/GED graduates (and near HSE grads) at NO CHARGE!
- ◆ **Transition Digital Applications (BSP-4011)**  
This course is designed to build upon the digital literacy skills College and Career students need for employment and higher education courses by introducing them to specific computer-based applications. The curriculum framework and the content of the instructional materials will focus on learning about and using word processing software, spreadsheet software, and multimedia presentation software. This curriculum is aligned with Adult Education Content Standards for Digital Literacy.
- ◆ **Transition Digital Skills (BSP-4010)**  
This course is designed to provide foundational digital literacy skills that College and Career students need for employment and higher education courses. The curriculum framework and the content of the instructional materials will focus on computer skills for basic operations and keyboarding, email and internet skills, and learning technology-based job search strategies using resources. This curriculum is aligned with the Adult Education Content Standards for Digital Literacy.

### *Special Classes*

- ◆ **Workforce Education**  
Basic Skills classes are customized for specific industry requests. The purpose of the on-site classes is to assist employees in upgrading competencies relating to job performance or personal development.

### *MCC Learning Center*

The MCC Learning Center located on the Main Campus in Williamston provides classes for those who demonstrate a need for improvement in math, reading, and/or English, and life skills in order to achieve a HSE, further education, or function in society.

### *Human Resources Development Program*

The Human Resources Development (HRD) Program mission is to educate and train people in transition and the emerging workforce for success in the workplace. The goal of the HRD Program is three pronged in its purpose: to enhance and develop the student's employability skills; to assist the student in accessing meaningful training and/or employment opportunities and to develop and promote the individual's ability to acquire economic self-sufficiency. HRD core services include instructional training, skill and self assessments and career development activities.

### *Extension Courses*

- ◆ **Occupational Courses**  
Occupational classes consist of single courses, each complete in itself, designed for the specific purpose of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for employment in a new or different field. Examples of occupational classes are Nurse Aide I and II, Auto Mechanics, Basic Law Enforcement Training (BLET), Emergency Medical Technician (EMT), Effective Substitute Teacher Training, Real Estate, Insurance Pre-licensing, Spanish for Professionals, CFC Certification, Vehicle Safety Inspection, and a variety of computer classes.

- ◆ **Self-Supporting Courses**

Self-Supporting courses consist of single courses, each complete in itself, in the academic, practical skills, and designed to appeal to the personal interests of the students who take those classes. Examples of self-supporting classes include Line Dancing, Art, Guitar, Floral Design, and Cake Decorating. **Fees for Self-Supporting Courses:** Fees for Self-Supporting courses are determined by the content, number of students, and length of each class and are paid by all students. No exemptions.

### ***Public Safety***

- ◆ **Fire and Rescue Training**

The Fire Service Training program provides training to fire service personnel in the latest techniques and methods of firefighting and rescue. Training sessions may be held in the local communities or on campus.

- ◆ **Emergency Medical Services Training**

The Division of Continuing Education has an important function in providing Emergency Medical Services training to EMS personnel in the area. The College is committed to the concept of Emergency Medical Services and is active on the regional Emergency Medical Services Council and also the Training Committee. In order to assist local EMS agencies and hospitals to meet and maintain qualified and proficient manpower, the College offers a variety of specially designed courses.

- ◆ **Law Enforcement Training**

The Division of Continuing Education offers the Basic Law Enforcement Training (BLET) program accredited by the North Carolina Criminal Justice Training and Standards Commission. This course is mandated as a requirement for potential law enforcement officers. Anyone seeking to become a sworn officer with a law enforcement agency in North Carolina must complete the course in its entirety and pass the state examination. The course is approximately 669 hours in length.

In-service Law Enforcement Training is provided to law enforcement agencies. Courses are specially designed for those engaged in law enforcement activities.

Additional Law Enforcement Training will be provided to law enforcement agencies as scheduled. Training will be at Martin and Bertie Campuses.

### ***Business & Industry Services***

- ◆ **Special Training Services to Business and Industry**

Extension classes may be developed by Martin Community College to meet the needs of business and industry and to provide training needed by employed individuals of the area. Because of the flexibility of these programs, courses are tailored to specific group needs.

- ◆ **Business and Industry Customized Training Program**

The Customized Training Program is available to businesses and industries upon request. The College, in cooperation with the North Carolina Community College System, will design and administer these special training programs for new and existing local businesses and industries.

### ***Health Care Services***

- ◆ **NAI, NAII, NAI Refresher, NAII Competency Assessment**

The NAI course provides training to individuals seeking entry into health care as basic care providers. The NAII expands on knowledge gained in NAI and trains students to competently perform higher level patient care skills. NAI Refresher prepares the NAI with expired state certification within the last three (3) years to retake the State

NAI exam. NAII Competency Assessment prepares the NAII with expired state certification within the last 24 months to demonstrate competency in NAII skills and return to active status on the NAII registry.

◆ **Phlebotomy**

The Phlebotomy program trains students to safely and properly collect and handle blood specimens for diagnostic testing.

◆ **Medication Aide: MED AIDE for Long Term Care**

The Medication Aide for Long Term Care prepares NAI's to safely administer medications to individuals in skilled nursing homes.

◆ **Pharmacy Technician**

The Pharmacy Technician program prepares students to enter the pharmacy field as an assistant to licensed pharmacists.

◆ **Activity Director**

The Activity Director course prepares students to organize, conduct and lead recreational activities for clients and residents in Nursing Homes, Assisted Living Homes, Senior Centers and Group Homes.

### *Special Services*

◆ **Community Services Classes**

Martin Community College sponsors and promotes a number of community service classes. These classes contribute to the cultural, economic, and civic development of the community. The College may also be host to local, state, or national groups that will conduct seminars and conferences on campus. For out-of-town participants, lodging facilities and restaurants are located nearby.

◆ **Career Readiness Certificate (CRC):** The CRC is a portable nationally recognized credential that demonstrates achievement at a certain level of workplace employability skills in Applied Math, Graphic Literacy, and Workplace Documents. The CRC uses the WorkKeys System to assess skills in Applied Math, Graphic Literacy, and Workplace Documents; an individual may earn:

- ◆ A Bronze level which signifies that a recipient scored at least a level 3 in each of the three core areas and has the necessary foundational skills for 16% of the jobs in the WorkKeys database.
- ◆ A Silver level which signifies that a recipient scored at least a level 4 in each of the three core areas and has the necessary foundational skills for 67% of the jobs in the WorkKeys database.
- ◆ A Gold level which signifies that a recipient scored at least a level 5 in each of the three core areas and has the necessary foundational skills for 93% of the jobs in the WorkKeys database.
- ◆ A Platinum level which signifies that a recipient scored at least a level 6 in each of the three core areas and has the necessary foundational skills for 99% of the jobs in the WorkKeys database.

Martin Community College offers training using Career Ready 101 for individuals to develop or improve their skills in Applied Math, Graphic Literacy, Workplace Documents, and other WorkKeys assessments.



# GENERAL INFORMATION



## ***ADMISSION REQUIREMENTS AND PROCEDURES***

Martin Community College maintains an open-door admission policy to all applicants who are legal residents of the US and who are either high school graduates, at least 18 years of age, or an emancipated minor.

For curriculum programs, applicants are admitted if they are legal residents of the United States and are either high school graduates or possess the equivalent (i.e. GED or Adult High School Diploma). MCC also admits high school students who meet the eligibility requirements established by the State of NC. Students considered as undocumented immigrants are eligible for admission to MCC if they attended and graduated from a US public high school, private school, or home school that operates in compliance with State or local law. A student considered an undocumented immigrant with a diploma from an Adult High School that is located in the US and operates in compliance with State or local law is eligible for admission to MCC. A student considered an undocumented immigrant with a GED is not considered to have graduated from a US public high school, private school, or home school and is therefore not eligible for admission to MCC. International students may not be eligible for admission to MCC. MCC is responsible for performing student admission processing and placement determination. (SBCCC 400.2) Prospective students are encouraged to contact the Office of Admissions, Counseling, and Student Support Services for more detailed information regarding admissions as well as support with the admissions process.

Admission to a curriculum program is based on criteria established to ensure students have a reasonable chance of success in their program. To be eligible for admission to a curriculum program or to enroll as a special credit student, an applicant must have an official high school diploma from a regionally accredited school, or a GED, or an Adult High School Diploma, or a transcript from a state approved (registered) home school or private high school, or a diploma from a correspondence or online school that is regionally accredited, or accredited by the Distance Education and Training Council (DETC), or is part of a regionally accredited college or university. When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants; and students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

For continuing education programs, any adult 18 years of age or older or an individual between the ages of 16 and 18 who has officially withdrawn from high school is eligible to enroll in Continuing Education courses. High school students, 16 or older, are permitted to enroll under the dual enrollment policy with approval from the appropriate school officials. Contact your local school counselor for additional information.

### ***Safety Exception to Open-Door Admission***

Pursuant to 1D 400.2(e) and (f), entitled “Admission to College” Martin Community College will refuse admission to any applicant during the time period prior to being admitted to the College if there is an articulable, imminent, and significant threat to the safety of the applicant and/or another individual. The College defines “admitted” as the end of the application process, which begins with an application and ends when a student attends his/her first class. Once the application process is completed and a student is attending one or more classes, the Student Code of Conduct will apply. To deny admission based on a safety threat, the College must document detailed facts supporting the rationale for denying admission. In the documentation:

- (a) the College must be able to articulate the words, phrases, or actions of the applicant that unequivocally poses a threat;
- (b) the words, phrases, or actions of the applicant must pose an imminent threat that is likely to occur at any moment; and
- (c) the words, phrases, or actions of the applicant must provide specification about what indicates that the applicant poses a safety threat.

### ***Residency Determination Service (RDS) Effective February 2017***

Session Law 2013 - 360 directed the University of North Carolina (UNCGA), the North Carolina Community College System (NCCCS), the North Carolina State Education Assistance Authority (NCSEAA), and the North Carolina Inde-

pendent Colleges and Universities (NCICU) to create a centralized, uniform process for determining residency for tuition purposes and for administration of state financial aid. Following passage of the law, the Residency Determination Service (RDS) was created to provide accurate, consistent, timely, and cost effective residency determination in support of the admissions application process for North Carolina colleges and universities. RDS also supports establishing residency eligibility for NC state grant consideration.

To complete the RDS process and to gain a residency determination, students should utilize the online tool available through College Foundation of North Carolina (available at [www.cfncc.org](http://www.cfncc.org)). Students may be required to provide documentation to RDS to validate student-provided information. RDS informs each student of his/her residency determination at completion of initial classification and/or reconsideration, and at the conclusion of appeals processes; an appeals process is available through RDS. First-time, transfer, and non-degree seeking students must utilize RDS. Students who reapply for admission due to a gap in continuous enrollment (defined as an absence of two (2) consecutive semesters or more, not including summer sessions) may need to update their RDS status.

### ***Determining Residency Status***

The specific requirements for establishing residency for tuition classification purposes are prescribed by state law. A North Carolina resident for tuition purposes is a person or a dependent person who has established and maintained legal residence in North Carolina for at least 12 months. Residence in North Carolina must be legitimate and be a permanent situation rather than just for the purpose of maintaining a residence prior to enrollment at an institution of higher education. For more information about determining residency status, visit [www.ncresidency.org](http://www.ncresidency.org).

### ***Curriculum Programs and Admission Regulations***

An official high school, General Educational Development (GED), Adult High School Diploma (AHSD), or home-school transcript is required for admission to a curriculum program or to take courses as a special credit student. Transferring students may also submit official transcripts of all postsecondary work completed at other institutions; transcripts will be evaluated for transfer credits. Postsecondary transcripts may be required for some financial aid determinations and admission determinations for some programs. Students who fail to submit the required transcripts will not be allowed to register for subsequent semesters until all required transcripts have been received.

Students must meet all curriculum program standards for full acceptance and subsequent degree requirements. Detailed information on the various educational programs offered at the College may be obtained online at [www.martincc.edu](http://www.martincc.edu).

### ***Steps to Curriculum Program Admission***

1. Complete an official Martin Community College application. Applicants for admission to Martin Community College are encouraged to complete admission requirements as early as possible prior to their initial enrollment. High school students are encouraged to apply during their senior year. Others may apply at any time preceding their enrollment with the exception of specialized or limited enrollment programs which may require specific deadlines and have additional requirements that must be met before a student may be admitted. Applicants may apply online at [www.martincc.edu](http://www.martincc.edu) or [www.cfncc.org](http://www.cfncc.org).
2. Submit an official high school, GED, AHSD, or home-school transcript. To be considered official, transcripts must be sealed and include the student's graduation date. Home-school transcripts must also include a copy of the school's approved registration from the state in which they are registered. All transcripts become the property of Martin Community College and cannot be reproduced or returned to the student. Faxed copies are not considered official transcripts. The following will be accepted by the College:
  - a. High school diploma from regionally accredited public high schools or private high schools and home-schools that are regionally accredited and/or registered with the State.
  - b. Diplomas from correspondence or online schools that are regionally accredited, accredited by the Distance Education and Training Council (DETC), or part of a regionally accredited college or university.

- c. The GED or Adult High School Diploma.
- 3. Take any required placement tests (assessment) as part of the enrollment process for advising, guidance, and course placement purposes.

***Veterans Affairs***

General regulations in this catalog pertain to all students. Below are special conditions for enrollment of veterans.

**Admission** - The Department of Veteran Affairs requires that no eligible veteran will be certified until all admission requirements are met. To meet admission requirements, the student must provide:

- 1. Application for admission.
- 2. Official high school transcript or equivalent.
- 3. Official college transcripts for all previous education or training.
- 4. Placement test scores, if required.
- 5. DD 214 form and certificate of eligibility.

**Repeat of Courses** - Veterans and eligible dependents may not repeat courses for veterans’ benefits in which a grade of A, B, C, D, or AR was made.

**Adjustments and Terminations** - It is the veteran’s responsibility to notify the certifying official within 10 days of withdrawing from any/all courses.

**Curriculum Change** - A request for change of program must be filed with DVA at the beginning of the semester in which the change is anticipated.

**Address Change** - The DVA must be notified of any change of address to which assistance checks are mailed. Forms for this purpose are available from the NC Dept. of VA.

<b>Credit Hour Enrollment</b>	12 or more = full time	6 - 8 = 1/2 time
	9 - 11 = 3/4 time	less than 6 = tuition only

Students cannot receive VA benefits for Credit by Exam courses (section 30). Credit cannot be given for courses not listed under the student’s curriculum outline with the exception of developmental courses (course numbers under 100) that are required to complete the student’s chosen program of study. Full-time for Summer is 7 hours for veterans. Fall and Spring Semester include 12 hours for full-time enrollment.

***Prerequisites, Placement, & College Readiness***

Admission to a curriculum program is based on criteria developed to ensure students have a reasonable chance of success in their program. When evaluations of applicants’ records indicate a lack of readiness in English or math, applicants will be required to enroll in the appropriate transition or corequisite classes as determined by the prerequisites of their program. Applicants can also choose to take a placement test to satisfy English and math prerequisite requirements. Selected health-related programs require that certain prerequisites be met prior to students being considered for admission to those particular programs.

Students entering Martin Community College will be placed by unweighted, high school GPA (requires successful completion of high school Math 2). Additional guidelines: no time limit when the GPA was earned and graduation from a USA High School.

- 1. 2.8 or Above - Students with a GPA of 2.8 or above may enroll in curriculum gateway English and math courses without additional support.
- 2. 2.2-2.799 - Students with a GPA of 2.2-2.799 may enroll in curriculum gateway English and math with a

- mandatory corequisite course; the corequisite courses are MAT 001 and ENG 011.
3. 2.199 or Below - Students with a GPA below a 2.2 must enroll in transition courses; the transition courses are MAT 003 and ENG 002.

### ***Course Prerequisites and/or Corequisites***

Students must comply with the catalog requirements for all course prerequisites and corequisites. Students must take and pass (as required by their program) any prerequisites and/or be registered for any corequisites required for their courses. If a student fails the prerequisite, it must be retaken until a passing grade is achieved before proceeding to the next course. Students enrolled in a course who have not met the prerequisite and/or corequisite requirements will be removed from the course.

MCC prerequisite and/or corequisite waivers are granted only in exceptional cases where sufficient justification is presented and supported by ample documentation. This justification/documentation may include, but is not limited to, the student's transcript from another regionally accredited college showing that the student has successfully completed the same course or a course with similar content. The waiver must be approved and signed by the course instructor, student's advisor, and the Chief Academic Officer. The waiver must then be submitted to the Registrar for his/her signature and filing.

### ***Corequisite Course Guidelines***

If a student is withdrawn from or drops the curriculum course, the student may not remain in the corequisite course. The student is advised to meet with the Basic Skills coordinator to take the transition course for free through Basic Skills.

If a student is withdrawn from or drops the corequisite course, the student may not remain in the curriculum course unless the curriculum course instructor agrees that the student has the ability to be successful without the corequisite course based on at least 4 weeks of instruction, assignments, and assessments.

College readiness may also be demonstrated when verified by official transcripts/score reports. Applicants may provide evidence of the following:

- a. grade of "C" or higher in college-level English composition at a regionally accredited college or university
- b. grade of "C" or higher in a college-level mathematics course (one that meets the requirements of an associate's degree or higher) at a regionally accredited college or university
- c. College & Career Readiness Graduate Placement Test - 80 or higher
- d. SAT:
  - \* SAT Evidence-Based Reading and Writing - 480
  - \* SAT Mathematics - 530
- e. ACT:
  - \* ACT Reading - 22
  - \* ACT English - 18
  - \* ACT Mathematics - 22
- f. General Education Development (GED) - 165 or higher on all tests (gateway); 145-164 on all tests (gateway with corequisite)
- g. High School Equivalency Test (HiSET) - 15 or higher on all subject tests, with a minimum of 4 on the Essay
- h. Reinforced Instruction for Student Excellence (RISE) Placement Test - 70 or higher
- i. Score of 4 or 5 on Math 3 EOC (demonstrates readiness for college-level math)
- j. placement test scores from a North Carolina community college
- k. grade of "C" or higher or "P" (Passing) in developmental course(s) at a regionally accredited college or university
- l. Advanced Placement credit for English and/or mathematics on CLEP exams or AP exams

## ***Crosswalk from Other Developmental Education Models***

### **DMA to MAT 001 Tier Credit**

- DMA 010-030 → MAT 060 → MAT 003 Tier 1
  - ▶ A status of NC or a grade of P in DMA 010, DMA 020, **AND** DMA 030 allows a student to register for MAT 110 without a corequisite or MAT 143 or MAT 152 with a corequisite.
- DMA 010-050 → MAT 070 → MAT 003 Tier 2
  - ▶ A status of NC or a grade of P in DMA 010, DMA 020, DMA 030, DMA 040, **AND** DMA 050 allows a student to register for MAT 110, MAT 143 or MAT 152 without a corequisite or MAT 121 or MAT 171 with a corequisite.
- DMA 010-080 → MAT 080 → MAT 003 Tier 3
  - ▶ A status of NC or a grade of P in DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, **AND** DMA 080 allows a student to register for any gateway math course without a corequisite.

### **DRE to ENG 002 Tier Credit**

- DRE 096 does not provide credit for any developmental tier or course
  - ▶ A status of NC or a grade of P in DRE 096 requires a student to register for ENG 002 if there is no GPA placement into ENG 111 with or without a corequisite.
- DRE 097 → ENG 002 Tier 1
  - ▶ A status of NC or a grade of P in DRE 097 allows a student to register for ENG 111 with a corequisite.
- DRE 098 → ENG 002 Tier 2
  - ▶ A status of NC or a grade of P in DRE 098 allows a student to register for ENG 111 without a corequisite.

Any student may choose to take the RISE placement test to achieve higher placement. If the placement test score places the student into a different category for course registration, the student will be registered into the higher measured course(s).

### ***RISE Placement Test Overview***

The math placement test can take up to 3 hours to complete. The three tiers in the test correspond to the three tiers in the transition course. The English placement test can take up to 2 hours to complete. The two tiers in the test correspond to the two tiers in the transition course. Even if the placement test places a student in curriculum with no mandatory support courses, the student may opt to take a corequisite course with their curriculum class.

### ***Cost and Frequency of RISE Placement Testing***

1. Applicants can take each placement test without charge 2 times as long as they are not enrolled in a developmental course in that subject area.
2. Placement test scores are valid for 10 years.
3. A fee of \$5 will be charged for students per test who have not applied to Martin Community College. Students must pay the Business Office and present a receipt to the placement testing coordinator prior to taking the placement test.

For information regarding scores and placement guidelines, please contact the Office of Admissions, Counseling, and Student Support Services.

Enrollment in a certificate or diploma program which has no English or math prerequisites for the courses within the program is permissible without demonstration of college readiness in English or math. However, if the student changes to another program that requires English or math, the student must demonstrate readiness as outlined.

### ***Direct Placement for MAT 271 Calculus I***

A student may place directly into MAT 271 if the student has met at least one (1) of the following criteria within the past five (5) years:

- \* A score of 2 or higher on the AP Calculus AB Exam.
- \* A grade of “C” or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- \* A score of 90 or higher on the ACCUPLACER College-Level Math (CLM) test.
- \* A score of 46 or higher on the trigonometry section of the ACT Compass Math Placement test.
- \* A score of 580 or higher on the old (prior to March 2016) SAT Math and a grade of “C” or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- \* A score of 600 or higher on the new (March 2016 and beyond) SAT Math and a grade of “C” or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- \* A score of 24 or higher on the ACT Math and a grade of “C” or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- \* A score of 560 or higher on the SAT Subject Test in Mathematics Level 2.
- \* Local diagnostic exam or challenge exam which demonstrates proficiency in Pre-Calculus course(s) competencies.
- \* An unweighted HS GPA of 3.5 or higher and a grade of “C” or higher in the North Carolina Course of Study Pre-Calculus course or an equivalent course from another state.

### ***Special Credit Students***

Students who anticipate enrolling in only a few courses may be admitted as Special Credit students for up to 18 semester hours. Students need to complete an admission application and provide a high school transcript. The student must be advised by an advisor.

Post secondary transcripts are only required to satisfy course prerequisites.

Students wishing to earn more than 18 hours of credit at Martin Community College must declare a major and complete all forms and procedures for regular admission before registering for additional courses.

## ***TUITION / FEES***

### ***Tuition***

**In-State and Out-of-State Tuition Rates are set by the North Carolina General Assembly and may change without notice. Check our website for tuition rates.** Currently students pay per credit hour to a maximum of 16 credit hours. Hours taken over 16 are not charged. The costs of textbooks and supplies are additional expenses which vary according to the program of study or courses taken. Tuition is waived for students taking curriculum courses in Career & College Promise Pathways and for courses provided to students of Early College High Schools. Home-schooled students may be eligible to enroll in a Career and College Promise program(s).

Students registered for 12 or more credit hours Fall and Spring semesters are classified full-time. Students enrolled during the Summer semester are considered to be full-time if enrolled for 9 or more credit hours (***12 or more credit hours for Financial Aid purposes and 7 or more hours for Veterans***).

**-Residency Status:** North Carolina law (G.S. 115-143.1) states ***“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 or her classification as a resident for tuition purposes.”*** This domicile must be a permanent home of indefinite duration as opposed to merely a temporary residence or abode incident to enrollment in an institution of higher education. Please be aware that many factors in addition to the 12-month domicile requirement are considered in determining residency status. Please see Residency section for further information.



### ***Tuition Refund***

1. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to “make” due to insufficient enrollment.
2. A 75 percent refund shall be made if the student officially withdraws from the class(es) after the semester begins and prior to or on the official 10 percent point of the semester. A refund shall not be made if the student withdraws after the 10 percent point of the semester.
3. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund shall be made if the student officially withdraws from class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class. A refund shall not be made if the student withdraws after the 10 percent point of the class.
4. For contact-hour classes and block classes refer to number 3 of this refund policy except use ten calendar days from the first day of the class(es) as the determination date.
5. To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule. **Please refer to Return of Title IV Funds Policy.**
6. When a student, having paid the required tuition for the semester, dies during that semester (prior to or on the last day of examinations), all tuition and fees for that semester may be refunded to the estate of the deceased.
7. Notwithstanding section (b), if the State Education Assistance Authority makes a final validation (see page 118 - Residency Determination Service (RDS) ) determination prior to the 10 percent point of the course section or academic term, as determined by local college policy and noted on the college calendar, a college shall provide a 100 percent refund using States funds if all of the following conditions apply:
  - a.) At the time of the student’s registration, the State Education Assistance Authority made an initial determination that the student was a resident for tuition purposes, as defined in G.S. 116-143.1 (a).
  - b.) After validation of the information provided in the student’s residency application, the State Education Assistance Authority subsequently determines that the student was a nonresident for tuition purposes, as defined in G.S. 116-143.1 (a).
  - c.) The student officially withdraws from the course section within 10 calendar days of the college notifying the student of the change in residency status.

If the State Education Assistance Authority makes a final validation determination that a student is a nonresident for tuition purposes, as defined in G.S. 116-143.1 (a), after the 10 percent point of the course section or academic term, as determined by local college policy and noted on the college calendar, the college shall apply the nonresident tuition determination to the following term.

When a student withdraws from curriculum class(es) within the designated time as specified, a refund check will be mailed to the student unless tuition is paid by a third party.

### ***College Fees***

Full-time curriculum students are required to pay an activity fee of \$30 per semester. Part-time curriculum students are required to pay an activity fee in amounts pro-rated to their total credit hours (see table below). No activity fee is charged during the summer. Career and College Promise high school students and senior citizens age 65 or older will not be charged a student activity fee. All curriculum students are eligible to participate in all school-sponsored activities.

### ***Tuition and Fees for Online or Distance Learning Courses***

Tuition for online or distance learning courses is the same as tuition for face-to-face courses (see “Tuition/Fees” in the MCC catalog). Students are not required to pay any additional fees for individual online or distance learning courses, including charges associated with verification of student identity.



The student activity fee paid by the curriculum student is non-refundable except when a course is cancelled by the College. **Fees are subject to change pending MCC approval; tuition is subject to change pending Legislative approval.**

STUDENT ACTIVITY FEES			
CREDITS	FEES	CREDITS	FEES
1-3	\$16.50	8	\$24.00
4	\$18.00	9	\$25.50
5	\$19.50	10	\$27.00
6	\$21.00	11	\$28.50
7	\$22.50	12 or more	\$30.00

**AUT/TRN Lab Fee:** \$25 per class for the following courses: AUT 116, AUT 141, AUT 151, AUT 181, AUT 221, TRN 110, TRN 111, TRN 112, TRN 120, TRN 145; high school students are not required to pay AUT/TRN lab fee

**Equine Fee:** \$25 per credit hour for each EQU course *EXCEPT* EQU 111, EQU 112, EQU 120, EQU 121, EQU 211, EQU 212, EQU 220, and EQU 221 which have a \$75 per credit hour fee

**Graduation Fee:** \$0 for first application for current students; high school students are required to pay \$30 for the first application; \$5 for additional application; \$5 for additional cover; \$3 for additional tassel (graduation fees are non-refundable)

**Library Lost-Item Service Fee:** \$5 service fee for lost library item. This fee is in addition to the charge to replace the lost item

**MEC 110 Lab Fee:** \$50 per student for MEC 110; high school students are not required to pay MEC 110 lab fee

**Placement Testing Fee:** \$5 per tier for non-MCC students; students can re-take each tier one time

**Science Lab Fee:** \$8 per student for each BIO, CHM, or SCI course as well as AGR 140, AGR 170, and AGR 261; high school students are not required to pay science lab fee

**Student ID Card Fee:** \$5 for all replacements (first student ID card is free)

**Technology Fee:** \$15.25 per student per semester; high school students are not required to pay technology fee

**Transcript Fee:** \$2 for official curriculum transcripts; unofficial transcripts are free

### ***FINANCIAL AID***

Martin Community College attempts to assist students in meeting their financial needs to complete their educational goals. Coordination of all financial aid services is handled by the Student Services Division of the College, which also serves as a referral agency for the following:

- ◆ Department of Veterans Affairs (DVA),
- ◆ Workforce Investment Act (WIA),
- ◆ Division of Vocational Rehabilitation,
- ◆ Department of Social Services, and
- ◆ Employment Security Commission (Job Service).

The financial aid program at Martin Community College was established to ensure that qualified students have the opportunity to continue their education. Financial aid is awarded largely on the basis of need, which is defined as the difference between a student's annual cost of education and the amount the student and his or her family can reasonably contribute toward his or her education and is determined by a formula established by the U.S. Congress.

Financial aid is awarded in the form of grants, scholarships, and part-time employment (work-study). Grants and scholar-

ships are gifts that do not have to be repaid. Work-study is money that a student earns by working part-time for the College or a governmental and/or a nonprofit agency. Financial Aid awards are mailed to the address on record in the Registrar's Office. It is the responsibility of the student to keep his or her information current.

**Students who qualify for financial aid must be enrolled in a curriculum program and must meet all academic requirements which includes making satisfactory academic progress as defined by the Satisfactory Academic Progress Policy for Financial Aid.**

**Students wishing to either double major or change their major should see the Financial Aid Director to ensure continuation of their Financial Aid funding.**

### ***Satisfactory Academic Progress Policy for Financial Aid Financial Aid Academic Eligibility Standard***

The U.S. Department of Education has recently published final regulations with an effective date of July 1, 2011. These regulations make significant changes to how institutions measure satisfactory progress toward program completion for students who receive federal aid. The College monitors satisfactory academic progress (SAP) of financial aid recipients at the end of each term. To maintain eligibility for financial aid, a student must comply with the following standard:

- ◆ Must have a program GPA of 2.0
- ◆ Must have a program completion rate of 66.67% at the end of each term. The rate is calculated by dividing the total number of hours the student has successfully completed by the total number attempted. Successful completion of a course is defined as earning a grade of A, B, C, or D. Grades of "F", "AU", "I", "W", and "WF" are not considered as successful completion. The rate also includes transfer credit hours that are accepted toward a student's educational program.
- ◆ Must complete a program of study in a time frame not to exceed 150% of the published length of the program. This is measured in credit hours (e.g., if the academic program length requires 60 credit hours, maximum time frame cannot exceed 90 credit hours attempted). Financial aid eligibility is limited to the 150% maximum time frame of a program's credit length even if the program is not completed. Change of major or program may not be sufficient reason to extend the credit limit. Financial Aid/ Multiple Major policy: Effective Summer Semester 2013, students may major in more than one program. For Satisfactory Academic Progress (SAP) determination, a student may only have one 150% time frame calculation, regardless of multiple eligible programs. The longest credit hour program will be used to determine the student's 150% time frame calculation..

Failure to meet any of the standard requirements may result in denial of federal financial aid at Martin Community College.

If a student fails to meet these eligibility standards, an automatic WARNING status (see below) is enforced. Grades of A, B, C, and D only will be evidence of successful completion of course work for purposes of calculating institutional percentage completion rates.

### **Measurement Point/Times Standard Applied**

The financial aid academic eligibility standard will be evaluated at the end of each term for financial aid applicants. Eligibility for receipt of financial aid can be denied at any measurement point if either standard is not met.

### **Good Standing Status**

Financial aid applicants who meet a program GPA of 2.0 and a program completion rate of 66.67% of their calculated hours at the time of evaluation are considered to be in GOOD STANDING and are otherwise eligible for aid.

### **Warning Status**

When a student in GOOD STANDING fails to meet the eligibility standards for either completion rate and/or GPA, an au-

tomatic WARNING status is enforced. The student will be notified in writing of this change in status and the potential impact it may have on aid eligibility. If a student in WARNING status fails to meet the minimum standards for another term, he/she becomes ineligible for aid. The student has the option to appeal after becoming ineligible (see appeal procedures).

### **Failed Status**

Students who do not meet the program requirements at the end of the warning term will be suspended from financial aid but may appeal their eligibility. If the appeal is approved, students would be on PROBATION status for one more term. At the end of the PROBATION term, students would not be eligible for aid unless they are meeting the program requirements.

The new regulations also give the appeal committee the option to develop an academic plan for students who would not be able to meet program requirements in one semester. Students who are given an academic plan are required to meet SAP program requirements by a certain point in time established by the appeal committee.

### **Reinstatement of Aid Eligibility**

A student may apply for a re-determination of eligibility through the APPEAL process. A student may submit an appeal for reinstatement on the basis of 1) mitigating circumstances or 2) after successfully rehabilitating the program 2.0 GPA or better and completion rate of 66.67%.

### **Appeal Procedures**

Reinstatement of aid is never automatic. A student must apply for re-determination of aid eligibility by completing a Martin Community College Financial Aid Appeal form. A student may use the appeal process to petition any financial aid action that the law allows. Appeals are made through the Financial Aid Office (Financial Aid Director) on the official form and will require the following: an explanation and documentation regarding why the student failed to make SAP and a statement and documentation as to what has changed in the student's situation that would allow the student to meet SAP in future terms. Appeals are reviewed by the Appeal Committee. Students will be allowed one appeal after failing SAP minimums. If the appeal is approved, the student's transcript will be re-evaluated and they will be given the following: 1) an academic plan of action that allows them adequate time to make Satisfactory Academic Progress (SAP), or 2) one semester of financial aid that allows them to make Satisfactory Academic Progress (SAP). Appeal eligibility will be reviewed on a case by case basis and it will be determined by the Appeal Committee on what is the best alternative for the student.

### **Probation Status**

Successful appeals will allow a student to be placed in PROBATION status. Students must meet the conditions outlined in the appeal decision. If a student is unable to meet these conditions, the student will be ineligible for aid until the program GPA is at least 2.0 and the program completion is at least 66.67%.

### **Transfer Student Requirements**

Course work taken at another institution that is accepted and officially transcribed as transfer credit by Martin Community College will count toward the 150% maximum time frame calculated hours as well as the cumulative completion rate. If the limit is exceeded, the student must submit an appeal to determine aid eligibility. GPAs from other schools are not considered in Martin Community College's financial aid satisfactory progress policy.

### **Consortium Agreements**

Students enrolled in more than one institution under consortium agreements are subject to the home institution's Satisfactory Academic Progress policy.

### **Developmental Course Work**

Students will be allowed a maximum of 30 credit hours of developmental course work in addition to the credit hour maximum. Developmental course work is defined as course numbers below 100.

### ***Applying for Financial Aid***

Students wishing to apply for financial aid must do so **each year** by completing a Free Application for Federal Student Aid (FAFSA). This application is available online at [www.fafsa.gov](http://www.fafsa.gov) or in the Financial Aid Office at MCC and may also be obtained from other educational institutions. Students should submit an application before May 1, for the following academic year. After submitting the FAFSA, the student will receive a document called a Student Aid Report (SAR). This document should be checked for accuracy and any necessary changes should be corrected immediately. The Financial Aid Office at MCC can make these changes electronically if MCC's school code is listed on the application. Other documentation may be required and will be requested from the student as necessary. After all documentation has been submitted, the Financial Aid Office will process the financial aid application, verify academic eligibility, and send an award letter to the student indicating the financial aid awarded for the current academic year, if eligible.

### ***Financial Aid Eligibility Requirements***

Financial aid is awarded primarily on the basis of need. In addition, financial assistance depends on the availability of financial resources. To be considered for financial aid, applicants must meet the following criteria:

1. Be enrolled or accepted for enrollment in an eligible curriculum program at Martin Community College;
2. Be a citizen or an eligible non-citizen of the United States with a valid Social Security Number;
3. Be an undergraduate student who has not previously received a bachelor's degree;
4. Demonstrate financial need;
5. Have a high school diploma or GED certificate;
6. Be making satisfactory progress in the course of study being pursued;
7. Not be in default on a Federal Perkins Loan (formerly NDSL) or a Student Loan (formerly Guaranteed Student Loan) and not owe a refund of federal funds at any institution;
8. Meet any applicable program or degree-specific criteria;

If students qualify for financial aid, they will receive an award letter. Students should review the award carefully.

### ***Return of Title IV Funds Policy***

The Higher Education Amendments of 1998, Public Law 105-244, details the way funds paid toward a student's education are handled when a recipient of Title IV funds withdraws from the school. Title IV funds include Federal Pell Grant and Federal Supplemental Educational Opportunity Grant.

If a recipient of Title IV funds **withdraws from school** then the institution (MCC) uses a pro rata schedule to determine the amount of Title IV funds the student has earned at the time of withdrawal.

If the amount of Title IV aid disbursed to the student at the time of withdrawal is greater than the amount of aid earned by the student, unearned funds must be returned to the fund from which the aid came. If the amount of Title IV aid disbursed to the student is less than the amount of aid earned, then the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. **The student will be responsible for repaying all Title IV aid that was received but not earned.**

### ***Types of Financial Aid***

**Education Lottery Grant** - The North Carolina Education Lottery Scholarship (ELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state of North Carolina. Student must complete the FAFSA, be a North Carolina resident, enroll for at least six credit hours per semester in a curriculum program, and meet Satisfactory Academic Progress.

The value per grant will vary according to information that is generated from the FAFSA. Grants will range from \$152 to \$2,852 for the year.

**Federal Pell Grant** - The Federal Pell Grant program is designed to be the foundation of a financial aid package. The

U.S. Department of Education calculates the expected family contribution for each student using a standard formula. The College uses the student's expected family contribution and his or her cost of attendance to make an annual award. All students are encouraged to apply for a Federal Pell Grant each year that they will be enrolled in college.

**Federal Supplemental Educational Opportunity Grant** - The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federally-funded program that provides grants for students of exceptional financial need with priority given to Pell Grant recipients.

**North Carolina Community College Grant** - The North Carolina Community College Grant is a state grant program that is available to the neediest students whose (a) Federal Pell Grants are less than the "required educational expenses" and (b) estimated income tax liability (according to federal guidelines) is too low for the family to be eligible for the Federal Tax Credit. Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for this grant.

**Federal Work-Study** - The Federal Work-Study program provides part-time jobs for students with financial need. It allows students to earn money to help pay their educational expenses while enhancing their work experiences. Students who are accepted in this program work approximately 10-12 hours/week, earn minimum wage, and are paid on a monthly basis.

**Less Than Half Time/Targeted Assistance Grant** - Very limited funds are received from the State of North Carolina for this grant. Rules of eligibility are determined by the State Board. For Less Than Half Time Grant, students must be attending less than 6 credit hours and have an EFC between 801 and 4000. The maximum award is \$30 per credit hour for a total of \$150. For the Targeted Assistance Grant, students must be in a high demand/low enrollment program.

**Child Care Grant** - Child Care Grant is funded by the State of North Carolina to assist currently enrolled students with day care expenses. Funds are paid directly to day care providers. Preference is given to students who are enrolled full-time (12+ credit hours).

**Short-term Loans** - Under Martin Community College's loan program, students may borrow money to pay tuition or book expenses. Monies have been made available from the following sources for short-term loans for students: Martin County Chamber of Commerce, Clarence E. Biggs (Emergency Loan Fund), Trustees/Friends, and the North Carolina Community College Loan Program.

**Scholarships** - Martin Community College has a limited number of institutional scholarships which are generally awarded to students with exceptional academic averages. In selecting recipients, the Financial Aid Director reviews all applications and presents award candidates to the Financial Aid Committee based on the student's academic record, financial need, and other requirements as described for the individual scholarships. The Financial Aid Committee and/or appointed Scholarship Committee makes the final decision on scholarship awards. Scholarship applications and information are available online or in the Financial Aid office.

***MCC Scholarships:***

Ed Rick's Automotive Scholarship	Golden L.E.A.F. Scholarship
State Employees' Credit Union Foundation Scholarship	Targeted Assistance Scholarship
The Wells Fargo Technical Merit Scholarship	

***Martin Community College Foundation Scholarships:***

Ambassadors of MCC Scholarship	Area High School Scholarship
Automotive Scholarship	Clarence E. Biggs Continuing Education Scholarship
Equine Scholarship	GED Graduate Free Class Certificate Scholarship
E. M. Hunt Scholarship	HVAC Scholarship
Kitty & David Moore Scholarship	MCC High School Equivalency Scholarship

Francis M. Barnes Memorial Scholarship	Coy Lavonia Bland Sr. Memorial Scholarship
Elijah T. Freeman IT Endowed Scholarship	Frances Hardy Endowed Scholarship
Women's Club of Williamston Scholarship	A.B. Ayers Endowed Scholarship
H. Leman & Marie S. Barnhill Endowed Scholarship	Jerry K. Bembridge Memorial Endowed Scholarship
Robert Newell Endowed Memorial Scholarship	Z.T. & N.B. Piephoff Endowed Scholarship
Gwen Norville Cadet Scholarship	
Edgecombe Martin Electric Membership Cooperation Electrical Scholarship	
Dwayne Alex McCaskey Legendary Legacy Leaders Memorial Scholarship	
Milton Phelps Bennett Endowed Scholarship	
John & Cindy Davis Opportunity Endowed Scholarship to Honor Dr. Kenneth Boham	
Wanda F. Dawes & Vicky E. Rogers Endowed Scholarship	
Rev. Dr. St. Paul & Kathryn Epps Endowed Scholarship	

For additional scholarship opportunities, please go to the Financial Aid Office.

### ***REGISTRATION***

Martin Community College operates on the semester system. All students must officially register and pay fees during the early registration period or registration period scheduled at the beginning of each semester. Students are eligible to register after their files are completed with the necessary admission data. Students who apply late and are in the process of completing admission requirements at the time they report for registration may be allowed to register for their first semester without submitting their official high school transcript, GED, or Adult High School Diploma. However, it will be necessary for students to meet all admission requirements before registering for the next semester. Early registration and registration dates are listed in the Academic Calendar. Prerequisites and corequisites must be met when registering.

### ***Self-Service***

Self-Service is a web-based tool that allows students to register for classes, view grades, plan courses, and view financial statements. Each student is assigned an advisor who monitors and can approve student registration requests.

### ***Course Section Codes***

10-19	Traditional Classes	M	Mini-Mester
20-29	Independent Study	MC	Main Campus
30-39	Credit by Exam	NER	NERsBA
50-59	Online	OC	Off-Campus
60-69	Hybrid	S1	Session 1
70-79	Blended	S2	Session 2
80-89	HyFlex	SYN	Synchronous
BC	Bertie Campus		
BCI	Bertie Correctional Institute		
BEC	Bertie Early College		
BG	Bear Grass Charter School		
BHS	Bertie High School		
E	Evening Class		
LS	Late Start		

### ***Drop/Add***

During the Drop/Add period at the beginning of each semester (first five school days or its equivalent in abbreviated session), students may drop and/or add classes prior to finalizing their course schedule. At the end of the Drop/Add period, students will be held accountable for the courses in which they are enrolled. To drop/add classes, students must complete the following steps:

1. Complete a Drop/Add Form listing each course to be added or dropped in the appropriate section of the form;



2. Sign the Drop/Add Form; then have the advisor make the change; and
3. Report to the Business Office for payment of additional fees, if applicable.

**Note: Additional charge/fees must be paid on the same business day.**

**According to state policy, beginning the first day of classes, the student must drop and add a course at the “same time”; otherwise, he/she will pay 25% tuition for the course dropped in addition to 100% for the added course!**

### ***Withdrawal from Class(es)***

Students' course enrollments are official at the 10% point. Students will be graded on their performance in all courses in which they are enrolled. During the first 11 weeks of the semester (or its equivalent in abbreviated session), or as set forth in the Academic Calendar, students are allowed to “withdraw” from courses with a “W” placed on their transcript for that course. Choosing to withdraw from school is an important decision and students are urged to discuss their choice with their advisor, the college counselor, and the Financial Aid Director before making the decision to withdraw. Students who are compelled to withdraw due to extenuating circumstances after the 11th week deadline or its equivalent may see the Chief Academic Officer to see if their case merits special consideration. Students who are enrolled and fail to withdraw and thus overcut their class(es) may receive a grade of “WF” or “F” which is used in calculating their GPA. **Students receiving financial aid may be held responsible for repayment of aid.** Please refer to the **Return of Title IV Funds Policy**. Hours will be counted as hours attempted in the time frame limitation. To process a course withdrawal, students should:

1. Complete the Withdrawal form,
2. Obtain appropriate signatures,
3. Return completed form to Registrar's office by the course withdrawal deadline.

### ***Auditing Courses***

Students who wish to audit a course must officially register for that course. Auditors do not receive credit. Even though it is not required, auditors are encouraged to attend classes regularly, participate in class discussions, and take all examinations. Tuition for auditors is the same as that for credit students. A grade of “AU” with no credit hours or quality points is recorded on the student's record. The decision to register as an auditor must be made by the “Last Day to Add Courses” as published in the **Academic Calendar** and clearly noted on the Student Class schedule form or Registration Change form. Audited hours cannot be used in calculating the amount of financial aid (Pell Grants, DVA, etc.) that students receive. **Students may not audit a course more than two (2) times.**

### ***Special Provisions for Senior Citizens (1E SBCCC 1000.2)***

For the purpose of this provision, an individual is a senior citizen if the individual is at least 65 years of age as of the first day of the applicable course section. The individual must provide proof of age through a driver's license, State identification card, or other government-issued document.

Notwithstanding 1D SBCCC 700.1; 1E SBCCC 300.1, 1E SBCCC 400.1, and 1E SBCCC 1000.1 (a) and consistent with G.S. 115B-2.2, a senior citizen may audit a course section without payment of any required tuition or registration fee. Senior citizens shall pay the applicable self-supporting fee for enrollment or registration into self-supporting course section. Senior citizens shall pay any applicable local fees to audit a course section consistent with the college's local fee policies.

Colleges shall follow System Office procedures for tracking and reporting the number of senior citizens who audit courses under subsection (b). Student membership hours associated with senior citizens who audit courses under subsection (b) shall not be counted in the computation of enrollment for funding purposes (budget full-time equivalent students).

### ***Work-Based Learning***

Work-Based Learning (WBL) is a viable work experience and will enhance the educational process of the student. The student and his/her advisor will work together in deciding on an approved work experience.

To qualify for Work-Based Learning, the student must:



1. Be at least 18 years of age
2. Be enrolled in a curriculum program that is approved to offer WBL
3. Have a minimum cumulative GPA of 2.0
4. Have completed a minimum of nine (9) semester hours in the appropriate program of study

### ***Credit for Prior Learning/Transfer Credit***

Martin Community College (MCC) awards credit to students for prior learning through non-credit coursework and from previously completed instruction transferred from accredited institutions of higher learning, work-based learning programs, and skill-based experiences related to a program of study.

**College-Level Examination Program (CLEP) Examinations and Advanced Placement (AP) Tests** - The College grants credit for satisfactory scores on CLEP Examinations and AP tests that are applicable to the student's program of study. Students wishing to have CLEP Examinations and/or AP Tests evaluated for credit should have official score reports sent to the Registrar. Upon receipt of the required score reports, the Registrar will review the scores earned and grant appropriate credit toward the program being pursued at Martin Community College. CLEP and AP credit will not be calculated in a student's GPA. Questions concerning requirements and credit should be directed to the Registrar.

**Credit for Military Schools** - The College grants credit for military service schools that are applicable to the student's program of study in accordance with the recommendations of the American Council of Educator's Guide to the Evaluation of Educational Experiences in the Armed Services. Students wishing to have military schools evaluated for credit should contact the Registrar to determine the required military documents. Upon receipt of the required military documents, the Registrar will evaluate the schools completed and grant appropriate credit toward the program being pursued at Martin Community College. Credit for military schools will not be calculated in a student's GPA. Questions concerning credit for military schools should be directed to the Registrar.

## ***ACADEMIC SUPPORT/GUIDELINES***

### ***Student Academic Responsibility***

Students are responsible for the proper completion of their academic program; for familiarity with all requirements of the MCC College Catalog under which they intend to graduate; for maintaining the grade point average required for continued enrollment and at all times knowing their academic standing; and for meeting all other degree, diploma, or certificate requirements. Advisors counsel students, but the final responsibility remains that of the students.

Students are required to have knowledge of and observe all regulations pertaining to campus life and student conduct. Students are also responsible for maintaining communications with Martin Community College by keeping their current address and telephone number on file in the Registrar's Office.

### ***Course Load***

Full-time students are those who are taking a course load of 12 or more credit hours during the Fall or Spring semesters and 9 or more credit hours during the Summer semester (12 or more for Financial Aid purposes). A normal load for an average student will vary between 16 and 20 credit hours per semester. Students' class schedules and course loads should be carefully planned through consultation with their advisor. Students desiring to take more than 21 credit hours must obtain special permission from their advisors and the Chief Academic Officer.

### ***Degree, Diploma, and Certificate Requirements***

Martin Community College confers the Associate in Applied Science Degree upon students who successfully complete a two-year technical program and the Associate in Arts Degree or the Associate in Science Degree to those who successfully complete a two-year college transfer program. An Associate in General Education Degree is awarded to students who successfully complete the two-year General Education Program. A diploma is awarded to students who satisfactorily complete a vocational program or an approved diploma-level program. A certificate is awarded to students who complete

approved certificate-level programs.

### ***ACA Policy***

All students enrolled in an associate degree or diploma program are encouraged to take ACA 115 Success in Study Skills or ACA 122 College Transfer Success within their first 12 hours attempted. ACA is required for graduation in all associate degree programs.

The ACA 115/122 course requirement for associate and diploma programs may be waived for any student who meets at least one of the following conditions:

- ◆ Has a college degree from a regionally accredited institution
- ◆ Has completed a similar college course and has a successful academic record (cumulative GPA of 2.5 or better in previous college courses)
- ◆ Has successfully completed (cumulative GPA of 2.5 or better) at least 30 hours of transfer credit from another college or university
- ◆ Has completed a tour of duty in the military with the successful completion of military occupational specialty (MOS) training
- ◆ Is taking courses as part of an apprenticeship or employer-sponsored training.

In extraordinary circumstances, the Chief Academic Officer may waive the ACA requirement for an individual student. The student will be advised that a local waiver may not be accepted by a transfer institution, especially if used for the Associate in Arts (AA), Associate in Science (AS) degrees, including the Teacher Prep AA and AS degrees.

Students are scholastically eligible for graduation when they have satisfied the specific requirements of the program in which they are enrolled, have paid all outstanding debts to the College, and have a major grade point average of 2.0. Physical Therapist Assistant and Medical Assisting students must make a “C” or better on all courses including General Education to be eligible for graduation. PTA students should refer to the PTA Handbook for grading of Clinical Evaluation.

No matter how many hours students transfer from another institution, they must complete a minimum of 25 percent of the credit hours required in their program at MCC to be eligible to graduate from that program.

### ***Grading System***

Martin Community College allows the use of a 7-point or a 10-point scale in its grading system. Letter grades are awarded as follows:

<b><u>Letter Grade</u></b>	<b><u>Definition</u></b>	<b><u>Quality Points</u></b>	<b><u>7-point</u></b>	<b><u>10-point</u></b>
A	Excellent	4 per semester hour	93-100	90-100
B	Above Average	3 per semester hour	85-92	80-89
C	Average	2 per semester hour	77-84	70-79
D	Below Average	1 per semester hour	70-76	60-69
F	Failure	0 per semester hour	69 and below	59 and below
*I	Incomplete	0 per semester hour		
AU	Audit	0 per semester hour		
NA	Never Attended	0 per semester hour		
W	Withdrawal	0 per semester hour		
WF	Administrative Withdrawal	0 per semester hour		
T	Transfer	0 per semester hour		
XA	Credit by Exam	4 per semester hour		
XB	Credit by Exam	3 per semester hour		
XC	Credit by Exam	2 per semester hour		
AP	Advanced Placement	0 per semester hour		
AR	Articulation Agreement.	0 per semester hour		

P	Pass
R	Repeat

\* A letter following an “I” (IA, IB, IC, ID, IF) indicates the resolution of the “I” grade and the appropriate quality points have been awarded.

Developmental courses have the following grading scale: P, P1, P2, P3, R.

Supplemental courses have the following grading scale: P, F

**I (INCOMPLETE)** - A temporary grade of “I” is entered on students’ records at the discretion of the instructor if *at least 85% of the course work has been completed*. A grade of “I” is calculated into the overall grade point average in the same manner as an “F.” Once the “I” grade is satisfactorily removed, the quality points for the grade earned are added to the previous total and the grade point average is recalculated. Students receiving an “I” must make up work required for passing the course **by the last day to withdraw without receiving an “F” of the following semester** (whether student is enrolled or not), or the “I” will automatically revert to an “F.” Students should not re-register for a course in which they have received an “I” until the “I” has officially been changed to an “F” or a passing grade. (See policy on Repeat Courses.) Incomplete course forms are sent to students who receive “I’s” at the end of the semester, and it is the student’s responsibility to contact the appropriate instructor(s) and make the necessary arrangements to remove an “I.”

**AU (AUDIT)** - A grade of “AU” is entered on students’ records when they audit a course. Auditors do not receive credit. Auditors must satisfy pre & corequisite requirements. Even though it is not required, they are encouraged to attend classes regularly, participate in class discussions, and take all examinations. Tuition for auditors is the same as that for credit students. The decision to change from credit to audit must be made by the “Last Day to Add a Course” as published in the Academic Calendar. Audited hours cannot be used in calculating the amount of financial aid (Pell Grants, DVA, etc.) students receive. Students may not audit a course more than two times.

**NA (NEVER ATTENDED)** - An “NA” is entered on students’ records when students never attended a class.

**W (WITHDRAWAL)** - A “W” is entered on students’ records when they officially withdraw between the 10 percent point and the end of the eleventh week of the sixteen-week semester or its equivalent during an abbreviated semester. (See Academic Calendar for specific dates.) Withdrawals beyond the end of the eleventh week may be allowed if extenuating circumstances are approved through the Chief Academic Officer. Withdrawals must be initiated by students who complete the necessary withdrawal forms. A grade of “W” does not count as hours attempted when computing the GPA for that semester.

**WF (ADMINISTRATIVE WITHDRAWAL)** - A “WF” is entered on students’ records as an administrative withdrawal when students have exceeded the allowable absence rate for the course. This action is initiated by the instructor of the course. The “WF” is treated as an “F” in quality point calculation and will affect financial aid as hours attempted.

**T (TRANSFERRED COURSES)** - A “T” is entered on students’ records when credit is given for course work transferred from another institution or CLEP exams.

**X (CREDIT BY EXAM)** - The grade preceded by an “X” (example: XA) is entered on students’ records if they complete a course through proficiency examination with a grade of “C” or better. No more than one-half of the required credits for a degree, diploma, or certificate may be earned through credit by exam.

**AP (ADVANCED PLACEMENT)** - A grade of “AP” is entered on students’ records when they are granted credit for selected courses taken in high school and proof of satisfactory scores on AP test is provided. Hours will be counted toward graduation but not in calculating the grade point average.

**AR - (ARTICULATION AGREEMENT)** - A grade of “AR” is entered on students’ records when they are granted credit

for courses taken in high school as outlined in the NC High School to Community College Articulation Agreement. To obtain credit taken for identified courses a grade of “B” or higher must be earned in the high school course, and a raw score of 93 or higher must be made on the standardized VoCats post-assessment. In order to receive articulated credit, students must enroll at the community college within two years of their high school graduation date.

### ***Traditional and Non-Traditional Delivery of Curriculum Classes***

Non-traditional Delivery Classes are not consistent with the definitions of regularly scheduled classes. These Non-traditional Delivery Classes may include courses offered at times other than traditionally scheduled courses or may be taught by non-traditional methods.

### **TRADITIONAL - SECTION 10-19**

College curriculum or continuing education course in which 100% of the instruction is delivered face to face with the instructor in the physical presence of students. This is true even when some instructional activities are conducted using web-based technology.

### **INDEPENDENT STUDY - SECTION 20**

Students enrolled in an Independent Study section are able to obtain the same information that is taught in the traditional class, but the Independent Study section is arranged at a time other than the class time posted in the schedule of classes. Independent Study courses have the same requirements and earn the same credit as regular courses. Students interested in Independent Study must obtain permission of the instructor and indicate the Independent Study section on their registration form or add/drop form.

### **CREDIT BY EXAMINATION - SECTION 30**

Credit by examination may be allowed for a given course if students can demonstrate the required level of proficiency because of independent study and/or experience. Students who desire to earn credit by examination must complete the process by the end of the first four (4) days of classes during each Fall and Spring semester and by the end of the first two days of Summer session. To earn credit by exam, the student must initiate the process with his/her advisor and the instructor responsible for the credit by exam course. The instructor will complete the “Credit by Exam Request Form” and submit it to the Vice President Academic Affairs/CAO; justification for the exam must be provided. Once approved, the student must pay the required tuition and fees, and the exam will be administered. If the student receives a grade of at least a C, their grade will be submitted on the grade roster. If a student makes below a C on the exam, they must officially drop the section 30 course and may enroll in a scheduled section of that course. No more than one-half of the required credits for a degree, diploma, or certificate may be earned through credit by examination.

The transfer of credit by exam grades earned at other institutions will be decided on a course-by-course basis in consultation with the appropriate division chair/instructor. Martin Community College does not guarantee transferability of credit by examination courses to any other institution. Students are urged to contact the college or university to which they intend to transfer to find out that institution’s policy regarding the acceptance of credit by exam grades. Credit by examination courses are not eligible for Federal Financial Aid.

### ***Distance Learning***

In keeping with its mission to “build better futures by providing affordable, accessible, quality educational programs and workforce development in a student-centered environment in order to meet the community’s needs,” Martin Community College offers a range of online and distance learning options. Distance learning includes any course or program in which less than or equal to 50% of the instruction is delivered online. Instruction may be synchronous or asynchronous. Most distance learning courses at MCC are delivered via the Internet or the North Carolina Information Highway, and some courses may be supplemented by videoconferencing technology.

Students may take courses in a variety of delivery formats, including courses that are conducted completely online via the

Moodle Open Learning Management System (LMS), courses that meet wholly on campus (but may have a supplemental Moodle Open LMS shell), and courses that combine on-campus and online contact. MCC also offers distance learning classes through the North Carolina Information Highway, where courses may be broadcast from other institutions to the MCC campus and from MCC to other institutions.

#### **ONLINE/INTERNET COURSE - SECTION 50**

College curriculum or continuing education course in which 100% of the instruction is delivered online. Courses may have proctored testing, but instruction is delivered online.

#### **HYBRID COURSE - SECTION 60**

College curriculum or continuing education course in which >50%, but <100% of instruction is delivered online. Instructional delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.

#### **BLENDED COURSE - SECTION 70**

College curriculum or continuing education course in which less than or equal to 50% of instruction is delivered online. Instructional delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.

#### **HYFLEX COURSE - SECTION 80**

A multi-modal instructional delivery method where the college has the option to deliver the online portion of a curriculum course synchronously, asynchronously, or both as long as 100% of the instruction is offered face to face with the instructor in a physical classroom. Students may choose to attend the regularly scheduled in-person session or the online option on a session by-session basis.

#### ***Standards and Learning Goals in Online or Distance Learning Courses***

Online or distance learning courses at Martin Community College are conducted with the same academic rigor as face-to-face courses and comply with the *Principles of Accreditation* of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

- ◆ Students in online or distance learning courses are expected to commit the same amount of time to studying and completing assignments and are assessed on the same learning outcomes as students in equivalent face-to-face courses.
- ◆ Credits awarded for online or distance learning courses are the same as those awarded for equivalent face-to-face courses.
- ◆ Faculty who teach online or distance learning courses hold the same credentials and possess the same subject area expertise as faculty in equivalent face-to-face courses. Faculty members who teach these courses are expected to be proficient in delivering online instruction.

#### ***Characteristics of Successful Students in Online or Distance Learning***

While an online or distance learning course can be convenient for a student juggling multiple responsibilities outside of school and can allow flexibility in completing coursework, online or distance learning courses may not be the best option for every student. Consider the following list of traits traditionally associated with online learning success when deciding on online option:

- ◆ Independent Learner: self-regulates course involvement to meet requirements.
- ◆ Time management: completes course activities in a timely manner, does not procrastinate; creates a schedule of course activities to manage time effectively.
- ◆ Reading and communication skills: has a good grasp of the written word as a large majority of online learning occurs through forum postings, emails, assignments and other features.
- ◆ Technology access and skills: has regular, unimpeded access to a computer with reliable high-speed Internet access; is proficient in using computer programs such as Microsoft Word, using course

- ◆ delivery systems such as Moodle Open LMS, and using the Internet for research and learning.
- ◆ Motivated and goal-oriented: self-selects objectives and uses organizational tools to stay on track.

Students who enroll in an online /Internet, hybrid, blended, or HyFlex class are also encouraged to complete the online Moodle Student Orientation. MCC's Online Distance Learning Department is available to assist students with supplemental Moodle orientation and troubleshooting. Please email [distancelearning@martincc.edu](mailto:distancelearning@martincc.edu) for assistance.

### ***Student Responsibilities in Online or Distance Learning Courses***

While online or distance learning courses allow students flexibility in completing course work, these courses are not self-paced. A student in an online or distance learning course is expected to complete assignments regularly and by assigned due dates, just as in a face-to-face course.

A student in an online or distance learning course is expected to "attend" class regularly. These courses begin on the first day of the semester and run according to the MCC Academic Calendar schedule, just as face-to-face classes do. A student in an online course must complete an enrollment assignment (designated by the instructor) during the first ten percent (10%) of a course to be considered enrolled in the class. If a student does not complete the enrollment assignment by the census date, the student will be dropped from the class.

Attendance in online courses may be based on assignments submitted. A student who does not complete assignments for an online or distance learning course for a specified period of time may be administratively withdrawn from the course. Specific assignment and attendance requirements are outlined in each course syllabus.

A student in an online or distance learning course is responsible for communicating with his or her instructor. The student should check his or her MCC e-mail and the course Moodle Open LMS site regularly for messages from the instructor, and the student should contact the instructor immediately with any questions or problems.

### ***Insuring Student Identity in Online or Distance Learning Courses***

Each Martin Community College student is assigned an official my.Martin account with a unique, confidential online user ID and instructions to create a unique password. The user ID is a combination of the student's name and MCC student identification number; the password is created individually by the student through MCC's Password Portal. This combination of user ID and password is the only means by which an MCC student can access online courses. This combination allows a student to access only the courses for which he or she is registered. To protect student privacy and insure the identity of a student logged into a course, students are encouraged to keep their login information confidential.

### ***Insuring Security and Privacy in Online or Distance Learning Courses***

Online courses are offered through the Moodle Open Learning Management System, owned by Learning Technologies Group (LTG), the largest commercial Moodle provider in the world. Moodle Open LMS offers support for security and maintaining online privacy in its learning platforms. For a copy of LTG's Data Protection Policy, email [distancelearning@martincc.edu](mailto:distancelearning@martincc.edu). In addition, as stated above, Martin Community College insures student security and privacy by encouraging students to keep their login information confidential.

### ***Equality of Access in Online Courses***

Because Martin Community College stresses equivalent rigor and learning outcomes in its online or distance learning courses, students in these courses have equal access to academic resources and services via MCC e-mail, Internet, and telephone. Most resources and services are available in person, online, by phone, or by videoconference.

### ***Technical Support for Online or Distance Learning Courses and Programs***

Students who experience log in issues with my.Martin accounts, including Moodle Open LMS can receive assistance by calling the MCC IT Support Line at 252-789-0300 or by visiting the College website.



Students who experience technical difficulties in Moodle Open LMS courses can receive 24/7 support by calling the off site Martin Community College Help Desk at 1-866-833-2953.

### ***State Authorization***

In compliance with U.S. Department of Education regulation 600.9(c) regarding State Authorization, Martin Community College must secure authorization from states and territories beyond North Carolina to offer online courses to residents who do not reside in North Carolina.

Martin Community College is participating in NC-SARA, National Council for State Authorization Reciprocity Agreement. As a result, Martin Community College is authorized to offer online courses to residents from states that are also participating in NC-SARA.

For more information on State Authorization, visit [www.martincc.edu/state\\_authorization](http://www.martincc.edu/state_authorization).

### ***Computing the Grade Point Average (GPA)***

Academic quality must be achieved in order to graduate from any program at Martin Community College. The standard for a student's work is determined by the grade point average (GPA). For the purpose of determining grade point averages, final grades have the following quality points (QP's): A=4, B=3, C=2, D=1, I=0, F=0, and WF=0. Grades of T, AU, NA, W, AR, and AP are not included in the GPA. Total quality points are computed by multiplying the number of credit hours per course by the quality points of the grade earned.

#### ***Example of Computing Grade Point Average:***

<b><u>Course</u></b>	<b><u>Credit Hrs.</u></b>	<b><u>Final Grade</u></b>		<b><u>QP'S Earned</u></b>
ENG 111	3	C	(3 x 2)	6
MAT 115	3	D	(3 x 1)	3
PSY 150	3	B	(3 x 3)	9
SOC 210	3	A	(3 x 4)	12
CIS 111	2	F	(2 x 0)	0
<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>30</b>

Divide the total quality points earned (30) by the total credit hours attempted (14)  $30 \div 14 = 2.14$  grade point average (GPA).

### ***Faculty Advisor System***

Students are assigned to a faculty advisor depending upon their chosen program of study. Faculty advisors help students with planning their program of study; interpreting placement and other test scores; registering for classes; and dropping, adding, or withdrawing from classes. The student is responsible for following program requirements and meeting Financial Aid policy.

The relationship with an advisor can be very special and personal. Faculty advisors are available during the advisor/advisee conference period and registration period of each semester. They are also available during their posted office hours. Students are encouraged to consult with their advisors throughout the semester as the need arises.

### ***Tutoring***

Tutoring services at Martin Community College are exclusively online through our Upswing partnership. Students can get live support from a professional tutor 24 hours a day by accessing the link and setting up a scheduled session. The Tutoring (Upswing) link can be found on the MCC website, at the top there is a Tutoring (Upswing) icon link. Students use their my.martincc email address and log-in credentials to access the platform and services. Upswing is committed to responding to the needs of students who wish to improve their success in a course or program of study either live, synchronously, and/



or through assignment submission and feedback asynchronously.

### ***Academic Progress***

Students are required to meet the academic standards of both their program of study and the College to remain in good standing. Students who experience academic difficulty may be placed on warning/probation.

### ***Warning/Probation***

Minimum grade point average of 2.0 is required to remain in good academic standing with the College and financial aid. Students whose grade point average drops below 2.0 GPA will be notified by letter from the College that they have been placed on academic/financial aid warning.

Students who are placed on academic/Financial Aid warning will be counseled and may be encouraged to consider enrolling in a program more commensurate with their academic abilities.

If students fail to raise their grade point average to 2.0 at the end of the first semester of warning, they will be placed on probation for the following semester and will be required to take a reduced course load not to exceed 9 credit hours. The course load will be developed with the approval of the academic advisor as part of a formal academic improvement plan. All Title IV aid will be withheld until GPA standards are met. State, college, foundation, and other financial aid awards may also be withheld, depending on the requirements of the specific award program. Once students have raised their grade point average above 2.0, they will be permitted to register for a full course load. Students meeting the conditions of their academic improvement plan may be allowed to take more than nine credits if called for by the plan. In the summer, a reduced course load for probation is six semester hours.

### ***Dismissal from Program***

Certain programs enroll students as a “class” and require them to take all courses in a sequential pattern. The courses are offered only once each year, and there is no opportunity for repeating a course or offering a substitution. Accordingly, a student who fails to achieve a satisfactory level of academic performance is dismissed from the program at the end of the semester providing standards are not met. Students enrolled in Medical Assisting, and Physical Therapist programs must make a “C” or better in **all** courses including General Education to be eligible to remain in the program.

Students should refer to their respective handbook (PTA or Medical Assisting) for specific guidelines on Academic Standing and Grading.

Students dismissed under this policy may petition the director of the program for enrollment in a later class.

### ***Grade Forgiveness Policy***

Martin Community College (MCC) offers students an opportunity for any grades from one semester to be eliminated from the GPA calculations. To qualify for academic forgiveness, students must meet the following criteria:

- ◆ Be currently enrolled in curriculum courses.
- ◆ Have successfully completed a minimum of 12 semester hours of credit coursework with grades of “C’s” or better subsequent to the semester for which they are requesting forgiveness.
- ◆ If a financial aid student and/or veteran, check with the Financial Aid Office and Veteran’s Affairs counselor to discuss possible impacts of funding.

In addition:

- ◆ Grades earned at other colleges cannot be forgiven.
- ◆ A student may receive grade forgiveness one time only during his/her academic career at MCC.
- ◆ Forgiveness grades remain on the transcript but are not calculated in the GPA.
- ◆ Grades cannot be forgiven from a term which was part of a graduated program.

To request grade forgiveness, students must complete an Application for Grade Forgiveness, discuss with their advisor, have it signed by their Advisor, Division Chair, then submit it to the Registrar's office. Students will be notified by email that the request has been processed.

### ***Grade Replacement Policy/Repeat of Courses***

Martin Community College (MCC) offers students an opportunity to retake a course to replace a grade in the same course. A student may only attempt replacement one (1) time per course. Courses with an original grade of "A" or "P" cannot be replaced. Students wishing to avail themselves of the grade replacement policy should understand the following:

- ◆ It is the student's responsibility to check with Financial Aid and/or Veteran's Affairs to see how this could affect their award.
- ◆ The student's first grade in the course will be averaged with the second grade regardless of whether it is higher or lower. However, if the student withdraws during the withdrawal period, the first grade will be retained.
- ◆ The first grade will no longer be calculated in the GPA if it is replaced.
- ◆ There is no special form or procedure to apply for grade replacement. The student registers for the course and the replacement will occur automatically at the end of the semester.
- ◆ Students cannot use grade replacement for a course that was used in a program from which they have graduated and is also required in the new program in which they are currently enrolled.
- ◆ Students cannot utilize grade replacement for any course which is no longer offered.
- ◆ The previous course grade will remain on the transcript; however, it will not be used in the GPA calculation.

### ***Change of Major Program/Double Major***

When students decide to change programs, and/or add a program they must complete the appropriate form signed by previous and new advisors and returned to Registrar's Office by the 10% point of the semester in which the program change is to be effective.

### ***Grade Point Average for Program Change***

The Major GPA will be recalculated on the basis of the following guidelines when a program is changed:

1. If students made a grade of "F" in a course which is normally considered to be part of the new program, the students will receive no credit for that course; but the "F" will be included in the new major GPA calculation.
2. Courses which are not applicable to the new program will not be included in recalculating the major GPA.
3. The responsibility for deciding which courses are transferable rests upon the Registrar. The advisor may be consulted in making this decision. (Special Note to Veterans: Because of specific Veterans Administration policies regulating benefits, questions concerning program changes and the academic probation policy should be referred to the VA Certifying Official.)

### ***Attendance Policy***

Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours of a course, which includes classes, labs, and shops. Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter. General Education and Developmental courses require 85 percent attendance. The syllabus for each course will specify the attendance requirement. Attendance is recorded in online classes; attendance is usually recorded through students' submission of assignments.

Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class session by the ten percent census date, the instructor will

submit a grade of “NA.”

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor will be administratively withdrawn from the class by the instructor and may result in a failing grade for the course if after the Last Date for Withdrawal (LDW). The course syllabus will indicate what the instructor considers a justifiable absence and will define “verifiable contact.” The last day to officially withdraw without receiving an “F” is published in the academic calendar for each academic term. The official withdrawal date for mini-sessions, block courses, or other nontraditional schedules are available from the Registrar.

When a student has been administratively withdrawn from a course, and he/she wishes to be reinstated, he/she must contact the instructor of the course within 5 days of being administratively withdrawn. Reinstatement can only be allowed before the LDW. If the instructor grants the student’s request to be reinstated to the course, a *Course Reinstatement* form must be signed by the instructor and submitted to the Registrar.

Make-up work may be allowed at the discretion of the instructor, and the instructor’s policy on make-up work will be included in the course syllabus. Students in clinical and cooperative educational work experiences must complete 100 percent of the required hours to receive a passing grade. Clinical or cooperative work experience make-up hours require clinical or cooperative educational work site approval and approval of the instructor.

Habitual tardiness and/or early departure in a course may, at the discretion of the instructor, be considered in computing class attendance. The course syllabus will include the instructor’s definition of tardiness and early departure. Students will be counted absent from the date they register for each course.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

If an instructor fails to report for a class within 15 minutes of the scheduled beginning time and has not left instructions, those students present should sign a sheet before leaving and should designate a student to submit it to the Chief Academic Officer.

### ***Administrative Withdrawal Policy***

Martin Community College is an attendance taking institution. Instructors may administratively withdraw a student missing six (6) contiguous hours or failing to attend the required percentage of total hours of a course without justifiable absence and verifiable contact with the instructor. Students who exceed the allowed number of absences for a course must be administratively withdrawn which should occur no more than 30 days from the last date of attendance. If a student notifies the instructor of their intent to withdraw, the instructor should advise the student to complete the course withdrawal form found in the Registrar’s Office.

Administrative withdrawals are due a week before the end of class.

Students who are administratively withdrawn, per the *Attendance Policy*, before the Last Date of Withdrawal (LDW) will automatically receive a W grade for the course. When a student has been administratively withdrawn from a course and he/she wishes to be reinstated, he/she must contact the instructor of the course within 5 days of being administratively withdrawn. If the instructor grants the student’s request to be reinstated to the course, a *Course Reinstatement* form must be signed by the instructor and submitted to the Registrar. Students who are administratively withdrawn after the LDW will receive a WF for the course and instructors should indicate the student’s LDA. The Last Date for Withdrawal (LDW) can be found for each term on the *Academic Calendar*.

### ***Course Substitution***

Course substitutions may be approved to fulfill graduation requirements provided the substitution is appropriate to the student's program and comparable courses are offered. Substitutions cannot be made for core courses.

Requests for course substitution must be approved by the academic advisor and the Chief Academic Officer. If a course substitution is approved, the completed Course Substitution Form must be submitted to the Registrar's Office for verification of the substitution and input of the information into the system.

### ***Evening Curriculum Students***

Because of the large number of contact hours in some courses and the student demand for certain courses, it is not always possible to complete the graduation requirements for all programs during evening hours. In programs which do not offer all courses at night, it will be necessary for students to attend certain day classes to complete the requirements for graduation.

### ***President's List***

To qualify for the President's List, students must be enrolled in a minimum of 12 credit hours and earn a grade point average of 4.0 (A) in all courses taken during the semester. A grade of "I" (Incomplete) automatically disqualifies students from the President's List.

### ***Dean's List***

To qualify for the Dean's List, students must be enrolled in a minimum of 12 credit hours and earn a grade point average of 3.5 or better with no grade below "C" for the semester. A grade of "I" (Incomplete) automatically disqualifies students from the Dean's List.

### ***Graduation Requirements***

Curriculum students are scholastically eligible for graduation when they have (1) satisfied the specific requirements of the program in which they are enrolled, (2) have paid all outstanding debts to the College, and (3) have a major GPA of 2.0 (C) or better. Developmental courses do not count toward required hours for graduation.

Graduation fees are non-refundable. An additional graduation fee will be charged for each additional certificate, diploma, or degree ordered for a given graduation exercise. The graduation fee covers diploma, cover, cap, gown, and tassel. **Candidates should apply for graduation during registration of their last semester of enrollment.** The graduation deadline to guarantee receiving a degree, cap, gown, and including the student's name in the graduation bulletin is indicated on the academic calendar. Late applicants may apply until April 1, but are not guaranteed a cap and gown. Students who will complete program requirements at the end of Summer or Fall Semesters are required to apply for graduation by date indicated on the Academic Calendar.

### ***Graduation Catalog of Record***

Students in continuous attendance (Summer Semester excepted) may graduate under the provisions of the catalog in effect on their date of entry into their current curriculum, or under the requirements of the catalog in effect at the time of graduation, if they have made a change in their Catalog of Record. Students who would like to change their Catalog of Record must notify the Registrar and their Advisor. Students not enrolled for one academic year must graduate under the provisions of the catalog in effect on their **first** date of re-entry into the curriculum or the catalog in effect at the time of graduation. Students who do a program change must graduate under the provisions of the catalog in effect on the date that their program change becomes effective or the catalog in effect at the time of graduation.

### ***Graduation with Honors***

Graduates who have maintained a major grade point average of 3.5 or better are eligible for graduation with honors. Honor

graduates wear a gold cord during graduation exercises.

### ***Awards***

During each graduation exercise, special awards are presented to graduates who have distinguished themselves in the areas of service, leadership, and scholastic achievement. To be eligible for such awards, students must have a minimum major grade point average of 3.0.

**Program Award** - Nominees must be candidates for graduation, have demonstrated academic excellence, and possess outstanding qualities in cooperation and initiative.

**Distinguished Graduate Award** - Nominees for this award must be candidates for graduation, have demonstrated academic excellence, possess outstanding qualities of leadership and citizenship, be of good moral character, and have demonstrated active participation in student activities and service to the College.

### ***Commencement Exercises***

Degrees, diplomas, and certificates are awarded to curriculum students who have met requirements for graduation. Commencement exercises are held annually at the end of Spring Semester.

### ***Marshals***

Six students will be chosen to serve as marshals during graduation. Faculty will select marshals based on GPA, academic promise, and other positive qualities and characteristics. Students from each of the following program areas will be selected: College Transfer, Allied Health, Career and Technical Education, and Advanced Manufacturing and Automotive. Possible candidates will be non-graduating students registered for Spring Semester class(es) with a minimum of 12 and a maximum of 30 completed credit hours, a cumulative GPA of 3.75 or higher, and no financial or administrative restrictions.

## ***INTELLECTUAL PROPERTY***

Martin Community College encourages students, faculty, and staff to participate in creating innovative ideas. This includes but is not limited to research, publication, copyrighted protections, and patents. This policy outlines the ownership of intellectual property.

Ownership of intellectual property created by faculty and staff is retained by the creator provided the following conditions are met:

- ◆ There is no direct, significant use of institutional resources including, but not limited to, College supplied equipment, supplies, computer usage, laboratory, shop, office time, or College funds.
- ◆ The development of the intellectual property is neither performed at the College nor while under contract to the College for any purpose such that a conflict of interest would occur.
- ◆ The intellectual property is not created as part of the faculty or staff member's normal job duties or as a special project requested by College administrators.

Students are allowed to retain ownership of all intellectual property created in the course of their education at the College. In order to comply with State and MCC policy, originals of course work may be retained by the instructor as proof of completion of the requirements for a course. These will be destroyed in compliance with policy in order to protect the student's ownership and confidentiality of the material.

Members of the faculty/staff, including full-time and part-time adjunct faculty, are allowed to take course materials created for the College, including distance education courses and any supplemental materials created for the courses, to other institutions of higher education for institutional, educational use. However, Martin Community College retains the rights to continue to use and distribute these course materials, including distance education courses and supplemental materials,

created during the faculty/staff member's employment with the College. The College also retains the right to use those materials as it sees fit and to make changes to the course and the materials without notification to the creator of the course or material.

Unless otherwise provided in a written agreement, the College owns all rights to copyright or patentable work created by an employee in the course or scope of employment with College facilities, time, or resources. The College may enter into an agreement with the employee for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the College for its costs and support of the employee's creation of intellectual property.

## ***STUDENT CONDUCT***

Self-discipline is an essential element of individual growth and development. Accordingly, students are expected to display the qualities of courtesy and integrity which characterize the behavior of mature individuals.

### ***Student Governance and Conduct Code***

**ACADEMIC STANDING** - Students' academic standing shall be determined under the rules and regulations proposed by the faculty and approved by the President. However, students may appeal a decision on academic standing by doing so in writing. Such an appeal should be made to the Chief Academic Officer.

**RIGHTS AND RESPONSIBILITIES** - The rights of students, including the freedom to observe, hear, study, and write are acknowledged by Martin Community College. In exercising their rights of citizenship, students are encouraged to act as responsible citizens and to further the principles of free learning. All students or constituted group of students have the right to express their views and concerns regarding the operation of Martin Community College.

**DISMISSAL, SUSPENSION, OR EXPULSION** - The President or any other authorized college official may dismiss, suspend, or expel any student who disrupts the legal mission, educational processes, or functions of the College. A record of the dismissal, suspension, or expulsion (for non-academic disciplinary purposes) will be maintained in the student's educational record.

**DISRUPTION** - Students shall not, by use of violence, force, coercion, threat, intimidation, or any other means, intentionally cause obstruction or disruption of any educational processes or other school-related functions. Students shall not encourage or urge other students to engage in disruptive activities. Disruptive behavior includes, but is not limited to, the following:

1. Occupying any college building or room with the intent of depriving others of its use;
2. Blocking the entrance or exit of any building or corridor to willfully deprive others of access to or from the building or corridor;
3. Setting fire to or damaging any college building or property;
4. Possessing a firearm or any other weapon on the College premises or threatening the use of explosives. The only exception to this policy is that law enforcement officers, either on duty or on call, may wear a firearm while on campus as part of their prescribed equipment. Basic Law Enforcement Training students may possess a weapon if used in connection with a regularly scheduled educational, recreational, or training program under adequate supervision of an MCC employee;
5. Preventing or attempting to prevent any class, activity, meeting, or assembly on the College campus;
6. Blocking normal pedestrian or vehicular traffic on the campus of Martin Community College;
7. Continuously and/or intentionally making noise or acting in any manner so as to interfere with instructors' ability to conduct their classes or other duties;
8. Stealing or attempting to steal College property or personal property belonging to other students, employees, or visitors while on the campus of Martin Community College;
9. Intentionally causing physical injury or behaving in such a way as to cause physical injury to other students or



- employees while on campus or while at a college-sponsored activity off campus;
10. Possessing, using, transmitting, or being under the influence of any narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or any other kind of intoxicant while on campus. Using a drug as prescribed and officially authorized by a physician will not be considered a violation of this regulation;
  11. Intentionally and knowingly furnishing false information with intent to exploit or to commit an act of fraud;
  12. Deliberately cheating or knowingly and intentionally engaging in acts of plagiarism;
  13. Outright refusing to obey or follow the instructions of instructors or any other college officials in a manner which could jeopardize the education or the security of others;
  14. Gambling while on campus or at a college-sponsored activity;
  15. Intentionally and openly using profanity while on campus or at a college-sponsored activity in such a manner that listeners could be unnecessarily embarrassed, offended, or insulted;
  16. Intentionally and openly engaging in obscene activities while on campus or at a college-sponsored event;
  17. Using portable radios, cassettes, CDs, portable/cellular telephones, pagers, etc., inside any building on the campus of Martin Community College in a disruptive manner. If these devices disrupt class, instructors have the right to ask students not to bring them; and
  18. Bringing food or drinks into classrooms where signage indicates “No Food or Drinks Allowed.”

### ***Cheating Policy***

**Cheating is Unacceptable** - Cheating is defined by Merriam-Webster’s dictionary (2017) as: “to use unfair or dishonest methods to gain an advantage.” Cheating is a form of academic dishonesty that can be intentional or unintentional and includes, but is not limited to: plagiarism, copying from another student and/or paper or online sources, misrepresenting someone else’s work as your own, working with others if your instructor explicitly asks you not to, falsifying documents or other records, and/or submitting work under your name that was not done by you.

Students can avoid cheating by following the assignment instructions, clarifying with the instructor when they can and cannot collaborate with others, reviewing their work with a critical eye and honestly asking themselves if the information they are providing is their own work or if someone else should have been given credit by citing the work. Library resources are available to learn about cheating, plagiarism, and citations.

**What are the consequences of cheating/plagiarism?** Cheating and plagiarism are serious offenses and will result in the following sanctions:

- 1st offense:** Failure of the assignment in which the action occurred
- 2nd offense:** Failure of the course, with a grade of F (not WF) in which the action occurred
- 3rd offense:** Expelled from Martin Community College (MCC) for one full-calendar year

Incidents of cheating and plagiarism will be reported to the Chief Academic Officer and the Registrar, and will be kept on file as part of the student’s academic record in the Registrar’s Office.

*(Note: Specific program policies may supersede this policy)*

### ***Student Grievance Procedure***

The purpose of MCC’s Student Grievance Policy is to assure students that their grievances will be considered in a fair and rapid manner and in a non-threatening atmosphere. Students have the right to grieve when they have reason to believe that a condition, situation, or an action affecting them is unjust, inequitable, and/or a hindrance to effective performance. A grievable action is an action that is in violation of written campus policies or procedures or constitutes arbitrary, capricious, or unequal application of written campus policies and procedures.

### ***Procedures***

The procedure is not intended to initiate disciplinary action against a member of the faculty, staff, or administration, or to alter college policy. Students dissatisfied with a financial aid decision must see the Financial Aid Director.

The following outlines the grievance procedure to be followed:



1. Students with concerns should first discuss their problem with the faculty or staff member(s) who are involved. Both parties should attempt to resolve the issue in discussion.
2. If the complaint is not resolved, the student must talk with the faculty/staff member's immediate supervisor who will attempt to resolve the complaint.
3. In the event that the grievance cannot be resolved within the department, students should submit a signed grievance form to the Chief Academic Officer within five (5) school days after completion of step 2. (Forms are available in the Registrar's Office.) Copies of the complaint will be forwarded to the appropriate dean of the area involved. The complaint should fully specify the time, place, and nature of the incident which resulted in the complaint.
4. Within five (5) school days after receiving a signed grievance form, the Chief Academic Officer will schedule a meeting of the Hearing Committee to establish facts and recommend action. The student or staff member may have persons appear on his/her behalf provided a list of names is given to the Chief Academic Officer one (1) calendar day prior to the hearing. If the grievance is related to a clinical issue, a representative with clinical knowledge must serve on the Hearing Committee.
5. Within ten (10) school days, the Hearing Committee shall submit its findings of facts and recommendations to the Chief Academic Officer with copies going to each party of the grievance and to the college President. The Hearing Committee's facts & recommendations, with any revisions by the Chief Academic Officer, shall serve as a final decision unless changed through the appeal process.
6. The accused, or the grievant, may request in writing an appeal to the President within three (3) school days of receipt of a decision. The President will render a decision within ten (10) school days and transmit it in writing to both concerned parties and to the Hearing Committee. In all cases, the President's decision shall serve as the final governing authority of the College.

### ***Grade Appeal Policy and Procedures***

The Grade Appeal Policy and Procedure is intended to provide an orderly and equitable process for resolving differences between students and faculty relating to final course grades. A course grade assigned in a manner consistent with Martin Community College policy can be changed only by the instructor. College administrators can direct a grade to be changed only when it is determined through the procedure established by this policy that the faculty member assigned the course grade impermissibly or arbitrarily as define below.

For purposes of this policy, a course grade is deemed to have been assigned arbitrarily or impermissibly if a student establishes that:

1. The course grade was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, at the beginning of the course in the course syllabus but supplemented on occasion during the semester in other clearly documented communication directed to the class; or
2. The course grade was based upon the student's race, color, creed, national origin, sex, age, sexual orientation, disabling condition, or other personal characteristics, or for some other arbitrary or personal reason unrelated to the instructor's exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
3. The course grade assigned by the instructor was the result of a clear and material mistake in calculating or recording grades. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a course grade are generally NOT subject to appeal or subsequent review during a grade appeal procedure. However, individual elements may be appealed under these procedures providing all the following conditions are met:
  - a. The student presents evidence that one or more individual elements were graded on arbitrary or impermissible grounds (defined in 1-3 above in this section);
  - b. Grounds can be established for determining a professionally sound grade for the appealed element(s); and
  - c. The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

### ***Faculty Responsibility***

It is a fundamental principle of higher education that faculty members are expected to exercise their professional judgment in evaluating student performance. At the first class meeting, regardless of delivery modality, faculty members have the responsibility to specify in each of their courses:

1. Course requirements and expectations for academic performance
2. Procedures for evaluating performance (method(s) of evaluation and grading scales).

Faculty members must clearly document to all students and subsequent additions to or changes in these requirements, standards, and procedures. Finally, faculty members have the responsibility to apply the specified grading criteria equitably to the academic performance of all students in the course regardless of their race, color, creed, national origin, sex, age, sexual orientation, disabling condition, or other personal characteristics.

### ***Student Responsibility***

Students have the responsibility to know and adhere to college policies and standards pertaining to them. As students willingly accept the benefits of membership in the Martin Community College academic community, they are obligated to uphold and observe the principles and standards articulated in the Martin Community College Catalog, Student Handbook and course syllabi.

### ***Grade Appeal Procedure***

Within the first two (2) weeks of the following term, a student who believes his/her final grade in a course has been incorrectly assigned may seek corrective action through the following procedure.

#### **Informal Grade Appeal Process**

Every reasonable effort should be made to resolve the matter at the informal level and through the following steps:

##### **Step 1 - Consultation with the faculty member:**

The student should first request a meeting with the instructor to explain why he/she considers the grade to be incorrect. If the instructor is not available, the student should contact the Division Chair to schedule an appointment with the instructor. This meeting must occur within the first two (2) weeks of the following semester. The instructor should document the result of the meeting and maintain this record in the event the appeal proceeds further.

##### **Step 2 - Consultation with the department chair:**

If the student and the instructor fail to reach a mutual agreement, the student may submit a written appeal to the Division Chair of the area with five(5) business days following the meeting with the instructor.

#### **Formal Grade Appeal Process**

**Step 3** - If the dispute over the course grade cannot be resolved through the informal process outlined above, the student may submit a Grade Appeal Form, available from Student Services/Registrar's office or on MCC website (Student Help, Student Forms), to the Chief Academic Officer within five (5) business days of the consultation with the division chair.

##### **Step 4 - Appeal to the Chief Academic Office:**

1. Once the formal grade appeal is received, the Chief Academic Officer will appoint a grade appeal committee to hear the appeal within ten (10) business days of the receipt of the appeal.
2. The grade appeal committee will be chaired by the Chief Academic Officer, or a designee, who will be a non-voting member except in the case of a tie. Voting members will consist of at least three (3) and no more than five (5) faculty members not associated with the appeal, one (1) member of the curriculum committee or off-site faculty (if student is from another site), a student representative with a minimum GPA of 2.5 or greater, if student requests such representation, and a Division Chair of another instructional area.
3. The grade appeal hearing will be conducted in closed session in accordance with the Open Meetings Law unless otherwise requested in writing by the student. Neither the college nor the student will be permitted to have legal representation during the grade appeal hearing.

4. The committee will hear all parties involved and render a written decision within five (5) business days. The decision of the committee will be reviewed by the Chief Academic Office, who will support the findings of the committee and/or make further recommendations.
5. The student will receive a certified letter from the Chief Academic Officer regarding the grade appeal decision within ten (10) business days of the hearing.

#### **Step 5 - Appeal to the President:**

6. If the student is not satisfied with the decision of the committee and the recommendations (if any) from the Chief Academic Officer, he/she may appeal in writing within five (5) business days from receiving the committee response, to the President (or designee) who will review all documents and renderings to make a final decision.

### ***CAMPUS POLICIES, PROCEDURES, AND ACTIVITIES***

Martin Community College offers a variety of services designed to meet the needs of students. Most of these services are administered by Student Services staff and are available upon request. The Student Services staff are located in Building 1. Staff are available Monday through Thursday, 8:00 am to 5:00 pm, and Friday, 8:00 am to 2:30 pm. Summer hours may vary.

#### ***Counseling***

The chief function of counseling at MCC is to assist students who may have a personal or social concern in adapting to the College environment. Necessary resources and referrals are provided, when appropriate, by trained counselors to help students become more self-knowing, reliant, and directive. Students are encouraged to contact the Office of Admissions, Counseling, and Student Support Services as a need arises.

#### ***On-Campus Emergency/Health***

Martin Community College does not provide any direct health services. The College's division of Student Services staff does provide information and educational materials on health topics identified as issues for students.

The College counselor is available for individual counseling sessions with students. Referrals are made to area health care providers and support agencies as necessary.

Health and medical needs are referred to local health care providers, and, when appropriate, local emergency agencies. For non-emergency medical needs, first-aid kits are maintained in each College building and every laboratory area.

Students are encouraged to report any health condition which may affect their ability to participate in classes or may pose a risk to other individuals. The College encourages students to voluntarily share that information with the appropriate College employee, such as an instructor, advisor, or to the Office of Admissions, Counseling, and Student Support Services.

#### ***Accident Insurance***

All full and part-time curriculum students are provided accident insurance. The accident insurance covers students during the hours they are in school and while going to and from school. (Note: To be eligible to file a claim for damages or losses resulting from an automobile accident under the policy, a student must be traveling on the most direct route to or from school. **ANY INTERRUPTION** of travel while en route to or from school may disqualify the student from receiving any compensation or benefits for losses suffered, including the loss of a life.)

#### ***Americans with Disabilities Act & Disability Services***

Martin Community College supports the Americans with Disabilities Act and is sensitive to the needs of applicants with documented disabilities. Students who wish to request accommodations should contact the Office of Admissions, Counseling, and Student Support Services.

### ***New Student Orientation***

All new students are expected to participate in the orientation program. Topics include college policies and procedures, facility locations, and provide an introduction to selected college staff and an opportunity to meet student leaders. Discussions are used to familiarize the student with all the educational opportunities and resources that are available at MCC. Students registering for Internet Courses can attend an Orientation for Online Courses that will introduce students to distance learning and familiarize students with using the Moodle system.

### ***Job Placement Services***

Job announcements are posted on the Job Search Information Bulletin Board located between Rooms 21 & 22 in Building 1. Further information regarding full-time and part-time job openings may be obtained at the Martin County NCWorks Career Center located on the Martin Community College campus. Students may also access information regarding full-time and part-time employment at [www.ncworks.gov](http://www.ncworks.gov) through computers located in the Library.

### ***Career Counseling***

Information about occupations, educational opportunities, and the world of work are available through the College to students, college alumni, prospective students, and residents of the community. Student Services staff available to assist students and others in finding informative materials on various careers and colleges. Students can also visit the ***Career Planning Tool*** for career and salary information at [www.cfnc.org](http://www.cfnc.org).

### ***Student Activities / Student Government Association***

On a non-discriminatory basis, the Student Government Association (SGA) provides students an opportunity to gain practical experience in the democratic process through participation in a program of self-government. The SGA promotes student leadership, encourages good citizenship and high standards of personal conduct, and provides student-led activities that are in the best interest of Martin Community College. SGA activities are open to curriculum students and operates according to its approved constitution and bylaws. The activities of the association are subject to approval and sanction by the administration of the College.

### ***Phi Theta Kappa***

Phi Theta Kappa is the international honor society for community and junior colleges. The purpose of Phi Theta Kappa is to recognize and encourage scholarship, leadership, fellowship, and service among two-year college students. Membership in MCC's Alpha Chi Gamma chapter is by invitation only. To be considered for membership, students must be enrolled in a curriculum program at Martin Community College, have maintained a cumulative grade point average of 3.5 or higher for a minimum of 12 semester hours, have established academic excellence as judged by the faculty, be of good moral character, and possess recognized qualities of citizenship.

### ***Alpha Beta Gamma***

Alpha Beta Gamma is an international business honor society established to recognize and encourage scholarship among college students in business curricula. To be eligible for membership in Alpha Beta Gamma, a student must be enrolled in a business curriculum in a junior or community college or a two-year accredited program within a college or university. A student must have completed 12 credit hours with at least 12 hours of his/her work being in courses leading to a degree recognized by his/her institution. A student must also be of good moral character, must possess recognized qualities of citizenship, and must maintain a 3.0 GPA or its equivalent in business courses as well as a 3.0 cumulative average.

### ***Scholar of Global Distinction***

MCC participates in the University of North Carolina at Chapel Hill World View Scholar of Global Distinction Program. MCC's faculty are committed to develop and offer globally intensive courses and activities through which students can earn the Scholar of Global Distinction graduation honor. Students must apply to become a member of the MCC Scholar of Global Distinction and complete all required courses and activities in order to earn the graduation honor and UNC Chapel Hill Scholar of Global Distinction certificate.

### ***Grade Reports and Transcripts***

Immediately following the end of each semester, official grades are available to curriculum students. Official transcripts will be sent to other educational institutions, prospective employers, subsidizing agencies, etc., when a student requests, in writing, that the College do so. Requests for official transcripts will not be honored if the student has an outstanding debt to the College.

### ***Reverse Transfer***

The Reverse Transfer Program is a collaborative effort between North Carolina's Community Colleges and the University of North Carolina's 16 constituent institutions. Students who transfer to a North Carolina university from one of the 58 North Carolina community colleges are given the opportunity to combine the credits earned at the university with credits already earned at the community college to determine if the associate degree requirements have been met. Eligible students will be asked to participate when they transfer to one of the participating universities through their student services account and must agree to release their university academic records back to the community college for review. There is no cost for awarding of the degree. If a student wishes to receive a printed diploma or to participate in graduation ceremonies, he or she should complete the graduation application form (located in the Registrar's Office) and pay the appropriate graduation fee(s) to the Business Office.

### ***Student Records and Privacy***

Students have access to their academic records at Martin Community College. Academic records for curriculum students are housed in the Registrar's Office and can be viewed by the student by scheduling an appointment with the Registrar. Enclosed in the student's academic record will be the Martin Community College transcript (academic grades), application for admission, copies of letters of correspondences, high school transcript and/or GED scores, post-secondary college transcript(s), transcript evaluation, and placement test scores, if applicable. Other than individuals qualified under the Family Educational Rights and Privacy Act (FERPA), only institutional personnel may be allowed to view the student's academic record for educational purposes only. A Record of Disclosure Form is filed in each student's academic record noting who, other than Student Services staff, has reviewed the file and for what reason.

In accordance with the Family Educational Rights and Privacy Act, student transcripts will not be released to any other individual or organization in any form without the written consent of the student with the exception of educational institutions or eligible subsidizing agencies. Requests for official transcripts will not be honored if the student has an outstanding debt to the College.

### ***Directory Information***

When inquiries are made by other persons or parties, only directory information may be released; directory information releases must be approved by college administration. Such information may include the following: student's name, city and state of address, major field of study, participation in officially recognized activities, dates of attendance, degrees, awards received, and the name of the educational agency or institution most recently attended. This policy is for the convenience of students, parents, institutional personnel, and the general public. **Students must notify the Registrar in writing that they do not want such information released**, and all information concerning their record will be withheld.

In compliance with the Community College Public Records Retention and Disposition Schedule, all information in a student's file is normally destroyed, with the exception of the MCC transcript(s) and high school transcripts, five (5) years after the student leaves the College.

Students who believe that their rights under the Family Educational Rights and Privacy Act have been violated should discuss their concerns with the Chief Academic Officer, the Executive Vice President and/or the President of the College. However, students, if they wish, may file a complaint directly with the Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave. S.W., Washington, DC 20202-5920, email: [FERPA.complaints@edu.gov](mailto:FERPA.complaints@edu.gov), web site: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

A complete copy of the Family Educational Rights and Privacy Act as printed and released by the Department of Health, Education, and Welfare is on file in the Student Services Office with the Registrar.

### ***Lockers***

Student lockers are conveniently located in classroom buildings. Students desiring to use a locker must purchase a lock through the College Bookstore. Locks not purchased through the Bookstore will be removed; the college will attempt to notify the student prior to removal of the lock. Although the contents maintained in a locker are the personal property of students, the College reserves the right to inspect lockers at any time deemed necessary. Students who graduate or stop attending classes should remove the lock and clear the locker before leaving the college campus. At the end of Spring Semester, all locks and locker contents must be removed. The College will remove all locks and locker contents left by students between Spring and Summer Semesters.

### ***Dress Code***

Students are expected to dress appropriately for class, lab, or shop. However, instructors may specify the type of clothing they consider to be most appropriate for certain classes. Safety glasses are required in some labs or shops; i.e., automotive.

### ***ID Policy***

All Martin Community College faculty and staff will be issued ID badges at no initial cost. Curriculum students (part-time and full-time) and continuing education students will be issued ID badges at no initial cost. The cost of replacing a lost or damaged ID badge is \$5. Current government issued photo ID and proof of active student status must be presented before receiving a college ID badge.

### ***Computer Lab Guidelines***

The Computer Lab, located in the Martin Community College Library is for the use of currently enrolled Martin Community College curriculum students as well as the community. All College students must present their MCC issued photo ID when entering the lab and signing in. Students must also sign out when leaving the computer lab. All cell phones and pagers must be turned off when in the lab. No food, beverages, or children are allowed in the lab. The lab is not to be used for socializing. Students should work quietly while in the lab as other students are working, studying, or testing. The lab is primarily for academic-related work and research. Violating these rules may result in suspension from the lab.

### ***Internet Policy***

Internet services are provided for Martin Community College staff, faculty, and students to support professional activities and educational needs. All MCC users are responsible for using the Internet in an effective, efficient, ethical, and lawful manner. Internet access is a privilege, not a right, and, as such, students who use it improperly can be suspended or dismissed.

This policy applies to all college-owned and -managed computer systems including hardware, data, software, and the communication networks associated with these computers. In addition, this policy applies to all non-college-owned computers connected to the college's network and to all users of computer resources owned or managed by the college.

### ***Email Policy***

The official email for Martin Community College is required for official Martin Community College business, including but not limited to course communication, college activities, communication between students and faculty, and any other communication exchange that involves the College business and academic operations.

### ***Lost and Found***

If students lose items on campus, they should check with the Student Services Office. All students are urged to turn in items which have been found to the Student Services Office as soon as possible. Articles which are turned in and not claimed within a reasonable length of time will be given to charity.



### ***Religious Observance***

In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a maximum of two excused absences per academic year for religious observances required by a student's faith. The policy limits the excused absences to a maximum of two days per academic year.

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The Request for Excused Absences for Religious Observance can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

### ***Smoking***

Smoking is prohibited by students, staff, faculty, and visitors in all campus buildings, facilities, and vehicles owned by Martin Community College and/or the State of North Carolina. Smoking is permitted in designated areas only.

### ***Telephone Calls***

Except in cases of emergencies, students will not be called from classes to answer the telephone or to be given a message. Cell phones, smartphones, and pagers are to be turned off during class time. Students who use cell phones or smartphones in a manner that interrupts the educational process of others or disrupts the class can be suspended or dismissed.

### ***Personal Information Updates***

Students should notify the Registrar's Office promptly of any change in address, phone number, or change in name as a result of marriage or divorce.

### ***Parking***

All students who plan to park a vehicle on campus are permitted to park in any area designated for parking. Areas in front of shop doors are NOT for parking. Drivers should not exceed 15 mph and should observe all traffic signs. Special areas have been designated for the HANDICAPPED. These spaces should be used ONLY by handicapped individuals with an official handicapped hang tag or license plate. If ticketed by MCC personnel, a \$25 fine will be charged to those who illegally park in a handicapped space or exceed the posted speed limit. In other cases, a fine of \$5 will be charged to those who park illegally.

### ***Student Organizations/Clubs***

Students are encouraged to initiate new organizations/clubs to meet student needs, provide additional learning experiences, and enhance school spirit. The following steps should be followed in initiating a new organization:

1. Discuss plans and get tentative approval from the Student Government Association advisor;
2. Discover and promote other interested students;
3. Select a faculty sponsor;
4. Develop a statement of purpose and objectives;
5. Have the first organizational meeting and elect officers; officers installed if approved;
6. Establish a time and place for meetings;
7. Certify that members of the organization are registered students at the College;
8. Develop a budget and present it to the Student Government Association for approval, if applicable;
9. Petition the Student Government Association for recognition;
10. Provide a constitution/bylaws to the SGA Advisor;
11. Obtain approval of College President.

### ***Fund Raising***

Solicitation of funds in the name of Martin Community College must be in compliance with the College's mission, in accordance with applicable laws, and is such that the College's good public image in the community is enhanced. This



includes grants and all other solicitation activities on behalf of the College by any student, student group, employee, or private, non-profit corporation established to support the College, such as the Martin Community College Foundation. Employees, students, and student organizations/clubs must follow procedures established by the President of the College for any fund-raising activities. The activity must be approved by the President prior to the fund-raising activity commencing.

### ***Solicitation on Campus***

Solicitation on the Martin Community College Campus by outside persons or agencies is subject to approval by the President or his or her designee. Solicitation of employees should be kept at a minimum and should not be disruptive of the work schedule.

### ***Publications***

Publications printed and circulated by students and financed through the Student Government Association of the College are coordinated under the supervision of an advisor. Students who knowingly print and distribute publications which are not in the interest of the College will be subject to disciplinary action.

### ***Bookstore***

The Bookstore is operated by the College for the convenience of students, faculty, and staff. Textbooks and required supplies are available as well as general supplies, bookbags, MCC imprinted clothing and gifts. Hours of normal operation are Monday - Thursday, 8:00 a.m. - 5:00 p.m. and Friday, 8:00 a.m. - 2:30 p.m. Summer hours may vary based on the college's hours of operation. Books may be returned for a full refund within ten (10) days of the date on the receipt. They must not be defaced in any way, must still be in plastic if purchased in plastic, and must be accompanied by a cash register receipt. NO EXCEPTIONS WILL BE MADE. Book buybacks will be held on the last two (2) days of each semester from 8:30 a.m. to 1:00 p.m. and from 2:00 p.m. to 5:00 p.m.

### ***Children and Pets on Campus***

To avoid disruptive behavior and to ensure the safety of all people at MCC, children on campus must at all times be under the direct supervision of an adult. Children under the age of 16 are not permitted in classrooms, computer labs, or in the recreational facilities unless given permission by college personnel. Pets are not allowed in any of the buildings on the main or branch campuses. Service/therapy animals are allowed.

### ***Drug and Alcohol Policy***

The abuse and use of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. Illicit drug use and the abuse of alcohol are dangerous to one's health and may result in serious illness or death. From a safety perspective, the users of drugs or alcohol may impair the well-being of all employees, students, and the public at large; drug and alcohol use may also lead to damage of College property.

Each MCC employee shall, as a condition of employment, (\* see definitions - pp 159-160)

- a. Abide by the terms of this Drug and Alcohol Policy, and
- b. Notify the College of any criminal drug statute conviction for a violation occurring within the College workplace, on College premises, or as part of any College sponsored activity no later than five (5) days after such conviction.

Each MCC student shall abide by the terms of this Drug and Alcohol Policy as a condition of enrollment.

### ***Lawful Conduct***

Therefore, it is the policy of Martin Community College (MCC) that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance\* or alcoholic beverage\* is prohibited in the College workplace, on College premises, or while participating in or attending any College sponsored activities. MCC does not differentiate between

those who manufacture, distribute, dispense, sell, possess, or use controlled substances or alcohol. Furthermore, it is the policy of MCC that any MCC current employee or currently enrolled student who is convicted of violating any criminal drug statute or alcoholic beverage control statute be subject to the MCC disciplinary action policy, up to and including termination/expulsion.

### ***Timely Notice***

Each employee or student is required to notify the College within five (5) calendar days after he/she is convicted for a violation of any federal, state, or local criminal drug statute or alcoholic beverage control statute where such violation occurred while in the workplace, on College premises, or as part of any College-sponsored activity. The College shall take appropriate disciplinary action within thirty (30) calendar days from receipt of such notice.

Counseling services are available on a limited basis by the counselor in Student Services. Additional counseling, treatment, and rehabilitative services will be referred by the counselor in Student Services.

### ***Federal Grants***

Convictions\* of employees working under federal grants for violating any federal, state, or local criminal drug statute where such violation occurred while in the workplace, on College premises, or as part of any College sponsored activity shall be reported to the appropriate federal agency. Each employee engaged in the performance of such a grant shall be given a copy of the policy statements regarding lawful conduct, timely notice, the requirement to abide by the terms of these statements, and actions that might be taken against employees for violating such policies.

The President of MCC shall ensure that the federal agency with which the grant was made is notified within ten (10) days after receiving notice of a conviction for a violation occurring in the College workplace, on College premises, or as part of any College-sponsored activity from an employee or otherwise receiving actual notice of such conviction. The College shall, within thirty (30) calendar days from receipt of such notice, take appropriate disciplinary action.

NOTE: As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

### ***Disciplinary Action***

Any College employee or student violating these policies will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

Alternatively, the College may require the MCC employee or student to satisfactorily participate in a drug abuse assistance or rehabilitation program or alcohol rehabilitation program approved for such purpose by a federal, state, or local health agencies, law enforcement, or other appropriate agency.

### ***Drug-Free Awareness Program***

#### ***Dangers of Drug Abuse***

Drug abuse occurs when a person begins a consistent pattern of use of a substance beyond what is recommended if the substance is prescribed. If the substance is not prescribed, abuse occurs when the quantity of the substance used is increased to achieve a high that was once achieved at a lower quantity. There are many dangers to abuse of drugs including physical and psychological addiction, change in brain chemistry and functioning, and death.

#### ***Danger of Addiction***

When a drug is abused, the potential for addiction is increased due to physical need that the body develops once the drug's effects are achieved. Abuse turns into addiction through chemical changes that the drug supplies to the body when used regularly. Additionally, an emotional and mental attachment develops, causing preoccupation with gaining the pleasurable effects that the drug brings. The body misses the drug when it is not present, causing the person to seek that feeling

through ongoing drug abuse. Addiction has the unfortunate side effects of mental and physical withdrawal, depending on the drug abused. This can lead to need for medical and psychological intervention in order to break free from the addiction that develops.

### ***Danger of Brain Change***

The brain is a natural messenger system with chemicals being created to provide the rest of the body with the tools needed to feel, think, function and thrive. Drugs provide additional or an overload of chemicals to the brain causing interference with the natural process. This occurs due to the drug imitating an already-occurring chemical provided by the brain and through over-stimulation of the pleasure circuits of the brain. Ultimately a process called flooding the circuits happens during drug abuse, which creates an imbalance in the normal body process. Initially the over-stimulation feels good, causing euphoria during early drug abuse. With time the body and the brain come to rely on the drug for feeling pleasure and stop creating the natural flow of chemicals that were once present. The danger of brain changes leads to depression, anxiety, disrupted communication patterns, memory impairment, poor appetite, reduced or increased sleeping, and isolation from once pleasurable people and activities.

### ***Danger of Death***

According to the National Center for Health Statistics, over 19,000 people died of accidental poisoning or drug overdose in the United States in 2004 and by 2005, the Centers for Disease Control and Prevention reported over 22,000 people losing their lives to death by overdose. It is unknown how many of those deaths were suicide and how many were accidental, but this is an attestation to the severe danger of abusing drugs no matter if prescribed or illegal.

### ***Government Policy***

The Drug-Free Workplace Act of 1988 (“Act”) is a U.S. federal legislation that tries to reduce drug use within organizations that have contracts with the federal government. The Workplace Act directly affects federal contractors as well as organizations that receive grants from the federal government. The Act requires organizations and companies to agree to run a drug-free workplace before entering into a contract or grant program with the U.S. government.

The Act established formal guidelines for federal contractors and those who receive federal grants. The Act requires organizations to post antidrug-use policies within the workplace and provide employee awareness training on drug use policies.

All covered contractors and grantees must maintain a drug-free workplace. However, the specific components necessary to meet the requirements of the Act vary based on the type of organization.

(Drug-Free Workplace Act of 1988, n.d.)

### ***Drug or Alcohol Abuse Counseling, Rehab, Assistance***

Port Human Services - **252-752-2431**

Alcoholics Anonymous - **252-975-6113**

Walter B. Jones Alcohol and Drug Abuse Treatment Center - **252-830-3426**

### ***Penalties for Violating Drug Alcohol Policies***

Any College employee or student violating these policies will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

Alternatively, the College may require the MCC employee or student to satisfactorily participate in a drug abuse assistance or rehabilitation program or alcohol rehabilitation program approved for such purposes by a federal, State, or local health, law enforcement, or other appropriate agency.

### ***Safety Precautions***

For reasons of safety, students are reminded to enter and leave buildings through the main and side doors and not through labs and shops. Students enrolled in lab or shop classes are reminded that they **must** wear goggles and/or other types of personal protective equipment (PPE), as required by law, while working on shop projects or performing lab experiments.

### ***Inclement Weather***

In cases of inclement weather, Martin Community College will announce by 6:15 a.m. the status of opening or closing the College - through appropriate local media outlets; via text, email, or phone call; and/or through an announcement on the College's website ([www.martincc.edu](http://www.martincc.edu)). The College shall make a concerted effort to make up any college closing or hours of instruction which are missed due to inclement weather or unexpected conditions. A variety of approaches shall be utilized for this purpose including the following:

- a. Extending the length of the class session meeting times remaining in the semester.
- b. Conducting classes on Friday nights.
- c. Conducting classes on Saturdays.
- d. Extending the length of the semester.
- e. Special arrangements with instructors of individual classes as approved by the Chief Academic Officer.
- f. Extra assignments through Moodle.

Other arrangements may be presented to the appropriate Chair for his/her consideration. Exceptions may be made if the request does not appear to diminish the quality of the College's operation.

The college must maintain documentation of how instruction was rescheduled or otherwise made up until released from all compliance reviews.

### ***Reporting Emergencies***

In the event of an emergency, such as a fire, campus violence, etc., follow the instructions of the Building Coordinator or other staff/faculty member. If you discover a fire and a staff/faculty member is not immediately available, pull the nearest fire alarm and exit the building.

If there is a need for immediate medical/first aid attention, notify the switchboard operator by picking up any red emergency phone or dial "0" on any in-house telephone or (252) 792-1521 from a cell phone or outside line. When calling, stay calm and explain the nature and location of the emergency.

### ***Campus Security and Crime Awareness***

Martin Community College (MCC or College) shall comply with the requirements of the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Title II of Public Law 101-542, amended 1998), also known as the *Clery Act*. It is available online at <http://www.martincc.edu/securityreport> or a hard copy is located at the front desk in Building 1.

The following statements of MCC Policy and associated practices shall be provided to the campus community and the public.

### ***Reporting Crimes***

It is the policy of Martin Community College to require all persons to report all known and suspected criminal activities and other emergencies that occur on campus to the Vice President of Operations/Business and Industry Services. The MCC switchboard operator shall be available during normal business hours so that reports of an urgent nature may be reported. The Vice President of Operations/Business and Industry Services, having been notified of an incident, shall notify appropriate personnel, including law enforcement personnel, and investigate and document the incident.

Martin Community College encourages anyone who is the victim of or witness to criminal incidents that occur at MCC sponsored off-campus activities to report them to the appropriate law enforcement agency having jurisdiction. If a victim

or witness does not wish to pursue action under the MCC system or the criminal justice system, he/she may file a report on the details of the incident with the Vice President of Operations/Business and Industry Services without revealing his/her identity. The purpose of a confidential report is to comply with one's wish to keep the matter confidential, while taking steps to ensure the future safety of the campus community. Reports filed in this manner shall be included in the Annual Crime Report.

All criminal activities that occur on any MCC campus or at MCC-sponsored activities, including off-campus activities, shall be reported by the College President, or his/her designee, to the appropriate law enforcement agency.

### ***Security of and Access to Campus Facilities***

Access to MCC facilities (e.g., buildings) shall be provided to the public Monday-Thursday, 7:00 a.m. until 9:00 p.m. and Friday, 7:00 a.m. until 3:30 p.m., except for scheduled holidays or announced periods of closure. Access at other times shall be controlled by the assignment of keys and alarm system access codes.

Access to private offices shall be controlled by the assignment of keys to individuals.

Access to classrooms or sensitive areas (e.g., Maintenance facilities, network server rooms, etc.) shall be controlled by assignment of keys to responsible faculty and/or staff members.

### ***Lockdown***

If there is a campus intruder who is armed, the campus will go on lockdown. Students who are on campus should seek cover in a classroom and follow the instructor's directions while the campus is on lockdown. If students are outside, they should seek concealment behind cars, dumpsters, or other large objects, using extreme caution to prevent being a visible target. Cell phones should be put on vibrate immediately. Students who are off campus will be notified by email to remain off campus until the emergency is resolved.

### ***Campus Law Enforcement***

The College receives support from local and State agencies having jurisdiction. These security personnel have complete police authority to apprehend and arrest anyone involved in illegal acts, either on or off campus.

### ***Alcohol and Illegal Drugs***

See MCC Policy, Illegal Drugs and Alcohol.

### ***Title IX Policy: Discrimination on the Basis of Sex & Sexual Misconduct***

Martin Community College is committed to providing a learning and working environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sex discrimination violates an individual's fundamental rights and personal dignity. Martin Community College considers sex discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination, including but not limited to: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. See the complete MCC Title IX Policy and procedures on the MCC website.

### ***Firearms and Other Weapons on Campus***

Martin Community College endorses North Carolina General Statute 14-269.2 "*Firearms and Other Weapons on Campus.*" It is therefore prohibited to possess or carry weapons as defined by GS 14-269.2 or powerful explosives as defined by GS 14-284.1 on College premises or to a curricular or extra-curricular activity sponsored by the College. This includes hunting rifles left in vehicles in parking lots.

Students who possess (openly or concealed) or use a Class I Felony Weapon of any kind or powerful explosive (see definitions) on campus or at a campus-related activity sponsored by the College will be suspended from enrollment for a period of not less than one year. For a second offense, the student will be expelled.

Employees who possess (openly or concealed) or use a Class I Felony Weapon of any kind or powerful explosive on campus or at a campus-related activity sponsored by the College will be terminated from employment at the College.

Students who possess (openly or concealed) or use a Class I Misdemeanor Weapon (see definitions) will be suspended from enrollment for a minimum period of at least one semester. For a second offense, the student will be expelled.

NOTE: Certain exceptions are made in GS 14-269.2(g) for weapons used solely for educational purposes or a College approved program conducted under the supervision of an adult whose supervision has been approved by the College (e.g., BLET).

### ***Records Collection and Retention (Clery Act)***

The College shall establish and maintain records of crimes reported to the Vice President of Operations/Business and Industry Services. Records to be kept include, but are not limited to, copies of crime reports; Daily Crime Logs; records of arrests made on College property and referrals for disciplinary action related to criminal activity; Timely Warning reports; and documentation such as letters to and from local police having to do with *Clery Act* compliance.

The College shall establish and maintain a Daily Crime Log and ensure that it is open to public inspection. This Crime Log shall include all reported crimes, not just *Clery Act* crimes. The Daily Crime Log shall be kept for three years following the publication of the last Annual Crime Report to which they apply (in effect, seven years).

The College shall also make a reasonable good-faith effort to obtain crime statistics from appropriate law enforcement agencies to include in the Annual Crime Report and the web-based report to the U.S. Department of Education's Office of Postsecondary Education (OPE). If local law enforcement agencies having jurisdiction cannot provide a breakdown of statistics specific to *Clery Act* geographic areas, these statistics may be omitted from the Annual Crime Report and OPE data. In this situation, the College shall provide a statement explaining that local law enforcement could not provide a statistical breakdown appropriate for *Clery Act* reporting.

### ***Information Dissemination***

To provide campus community members with the information necessary to make informed decisions about their safety, the College shall disseminate information in the following ways:

#### ***Timely Warning***

In order to keep the campus community informed about safety and security issues on an ongoing basis, the Vice President of Operations/Business and Industry Services shall alert the campus community of any *Clery Act* crimes that are

- ◆ reported to campus security authorities or local police agencies; and
- ◆ considered by the College to represent a serious or continuing threat to students, employees, or visitors.

(See definitions of *Clery Act* crimes in The Handbook for Campus Crime Reporting, published by the U.S. Department of Education Office of Postsecondary Education).

These alerts shall be issued by the Vice President of Operations/Business and Industry Services (or his/her designee) to students, faculty, staff, and, where appropriate, visitors by means of the College email system, bulletin boards, including electronic bulletin boards, or circulars. These warnings shall include the nature of the threat, when and where it occurred, and what, if any, action one should take to mitigate the threat to themselves.

Exceptions: The College is not required to provide a timely warning for crimes reported to a professional counselor (see definitions p. 159). There are no other exceptions.

### ***Access to the Daily Crime Log***

The Daily Crime Log for the most recent 60-day period shall be accessible to the public at MCC's main campus, upon request, during normal business hours. Any portion of the log that is older than 60 days shall be made available within two business days of a request for public inspection.

### ***Annual Crime Report***

The Vice President of Operations/Business and Industry Services (or designee) shall prepare an Annual Crime Report and distribute it to all current students and employees. The categories of crimes so reported shall comply with the definitions



given in the *Clery Act*.

The Annual Crime Report shall be distributed to all current students and employees by giving a copy to individuals via the US Post Office, campus mail, email, or a combination of these methods. This distribution shall take place no later than October 1 of each year. In addition, the Annual Crime Report shall be posted on the MCC web site. The report shall also be provided free of charge to prospective students and employees upon request (see definitions p. 159). The Annual Crime Report shall be made available at the offices of Student Services and Administrative Services.

### ***Security [Crime] Awareness and Prevention Programs***

Crime awareness shall be addressed periodically through appropriate media.

### ***Information about Registered Sex Offenders***

The College shall inform the campus community that an SBI registration list of sex offenders is maintained and available from the NC SBI at the following site: <https://www.ncsbi.gov/Services/Sex-Offender-Registry.aspx>

### ***Submission of Crime Statistics to the OPE (ED.gov)***

The Vice President of Operations/Business and Industry Services (or his/her designee) shall participate in the Campus Crime and Security at Postsecondary Education Institutions Survey, conducted by the U.S. Department of Education's Office of Postsecondary Education (OPE). This will be accomplished by entering crime data included in the Annual Crime Report into a database at the URL: <http://surveys.ope.ed.gov/security>

### ***Access to Pertinent Regulations, Laws, and Statutes***

Copies of or access to regulations, laws, and statutes pertinent to the *Clery Act*, including G.S. 14-269.2 Firearms and Other Weapons on Campus, G.S. 14-2841, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Title II of Public Law 101-542, amended 1998) shall be made available at the offices of Administrative Services and Student Services.

### ***Definitions***

**Class I Felony Weapon:** per GS 14-269.2(b) any gun, rifle, pistol, or other firearm of any kind. (Does not apply to BB guns, stun guns, air rifles, or air pistols).

**Class I Misdemeanor Weapon:** per GS 14-269.2(d) any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except for personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for the preparation of food, instruction, and maintenance.

**Expelled:** a student who has been expelled is cut off from membership or relations with the College. Expelled students are barred from registering and/or attending classes and official College functions. Appearance on College premises should be limited to official business with the College, such as attendance at a Grievance Hearing or reinstatement proceedings.

**Powerful Explosive:** per GS 14-284.1 includes but is not limited to nitroglycerin, trinitrotoluene, and blasting caps, detonators, and fuses for the explosion thereof.

**Professional Counselor:** a person whose official responsibilities include providing mental health counseling to members of the College's community and who is functioning within the scope of his or her license or certification. This definition applies even to professional counselors who are not employees of the institution, but are under contract to provide counseling at the institution.

**Prospective Employee:** an individual who has contacted the College requesting information concerning employment with the College.

**Prospective Student:** an individual who has contacted the College requesting information about admission to the College.





# COURSE DESCRIPTIONS

	Class	Lab	Clinic	Work	Credit
<b>ACA 115 Success &amp; Study Skills</b>	0	2	0	0	1
Prerequisites: None					
Corequisites: None					
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. Topics include active reading strategies, time management, note taking, test taking, technology, career education, and other strategies for effective learning.					
<b>ACA 122 College Transfer Success</b>	0	2	0	0	1
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 policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>ACC 120 Principles of Financial Accounting</b>	3	2	0	0	4
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>ACC 121 Principles of Managerial Accounting</b>	3	2	0	0	4
Prerequisites: ACC 120					
Corequisites: None					
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>ACC 129 Individual Income Taxes</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.					
<b>ACC 140 Payroll Accounting</b>	1	3	0	0	2
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					

	Class	Lab	Clinic	Work	Credit
<p>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.</p>					
<p><b>ACC 150     Accounting Software Applications</b></p> <p>Prerequisites: ACC 115 or ACC 120</p> <p>Corequisites: None</p> <p>This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems.</p>	1	3	0	0	2
<p><b>ACC 220     Intermediate Accounting I</b></p> <p>Prerequisites: ACC 120</p> <p>Corequisites: None</p> <p>This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.</p>	3	2	0	0	4
<p><b>ACC 225     Cost Accounting</b></p> <p>Prerequisites: ACC 121</p> <p>Corequisites: None</p> <p>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.</p>	3	0	0	0	3
<p><b>ACC 240     Government &amp; Not-For-Profit Accounting</b></p> <p>Prerequisites: ACC 121</p> <p>Corequisites: None</p> <p>This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.</p>	3	0	0	0	3
<p><b>ACC 269     Auditing &amp; Assurance Services</b></p> <p>Prerequisites: ACC 220</p> <p>Corequisites: None</p> <p>This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.</p>	3	0	0	0	3
<p><b>AGR 110     Agricultural Economics</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p>	3	0	0	0	3

This course provides an introduction to basic economic principles in agriculture. Topics include supply and demand, the role of agriculture in the economy, economic systems, and micro- and macroeconomics. Upon completion, students should be able to explain economic systems, interpret supply and demand curves, and complete cost and revenue production schedules.

<b>AGR 121</b>	<b>Biological Pest Mgmt</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insects and diseases.

<b>AGR 139</b>	<b>Intro to Sustainable Ag</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices.

<b>AGR 150</b>	<b>Ag-O-Metrics</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces basic calculations for agricultural applications. Topics include the metric system, land measurement, feed efficiency, rate of gain, chemical calibration, and payroll. Upon completion, students should be able to perform calculations that pertain to agricultural production.

<b>AGR 160</b>	<b>Plant Science</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.

<b>AGR 170</b>	<b>Soil Science</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course covers the basic principles of soil management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and the impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.

<b>AGR 212</b>	<b>Farm Business Management</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon

completion, students should be able to prepare and analyze a farm budget.

<b>AGR 214</b>	<b>Agricultural Marketing</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product.

<b>AGR 261</b>	<b>Agronomy</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course provides a basic introduction to field and forage crops. Topics include forage crops, field crops, seed selection, fertility management, field preparation, harvesting, and storage. Upon completion, students should be able to demonstrate a knowledge of forage and field crop production practices.

<b>AHR 110</b>	<b>Introduction to Refrigeration</b>	2	6	0	0	5
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Prerequisites: None

Corequisites: None

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

<b>AHR 111</b>	<b>HVACR Electricity</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

<b>AHR 112</b>	<b>Heating Technology</b>	2	4	0	0	4
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Prerequisites: None

Corequisites: None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

<b>AHR 113</b>	<b>Comfort Cooling</b>	2	4	0	0	4
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Prerequisites: None

Corequisites: None

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications,

	Class	Lab	Clinic	Work	Credit
and test instruments to determine proper system operation.					
<b>AHR 114 Heat Pump Technology</b>	2	4	0	0	4
Prerequisites: AHR 110 or AHR 113					
Corequisites: None					
This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.					
<b>AHR 115 Refrigeration Systems</b>	1	3	0	0	2
Prerequisites: AHR 110					
Corequisites: None					
This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.					
<b>AHR 120 HVACR Maintenance</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.					
<b>AHR 160 Refrigerant Certification</b>	1	0	0	0	1
Prerequisites: None					
Corequisites: None					
This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.					
<b>AHR 211 Residential System Design</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.					
<b>AHR 212 Advanced Comfort Systems</b>	2	6	0	0	4
Prerequisites: AHR 114					
Corequisites: None					
This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.					



	Class	Lab	Clinic	Work	Credit
<b>AHR 213 HVACR Building Code</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.					
<b>ANS 110 Animal Science</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.					
<b>ART 111 Art Appreciation</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>AST 111 Descriptive Astronomy</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>AST 111A Descriptive Astronomy Lab</b>	0	2	0	0	1
Prerequisites: None					
Corequisites: AST 111					
The course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>AST 151 General Astronomy I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					

	Class	Lab	Clinic	Work	Credit
<b>AST 151A General Astronomy I Lab</b>	0	2	0	0	1
Prerequisites: None					
Corequisites: AST 151					
The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>AUT 116 Engine Repair</b>	2	3	0	0	3
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.					
<b>AUT 141 Suspension &amp; Steering Systems</b>	2	3	0	0	3
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.					
<b>AUT 151 Brake Systems</b>	2	3	0	0	3
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.					
<b>AUT 181 Engine Performance I</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.					
<b>AUT 221 Automatic Transm/Transaxles</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.					

	Class	Lab	Clinic	Work	Credit
<b>BIO 106 Introduction to Anatomy/Physiology/Microbiology</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the fundamentals and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. <i>This is a diploma-level course.</i>					
<b>BIO 110 Principles of Biology</b>	3	3	0	0	4
Prerequisites: None					
Corequisites: None					
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>BIO 111 General Biology I</b>	3	3	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>BIO 112 General Biology II</b>	3	3	0	0	4
Prerequisites: BIO 111					
Corequisites: None					
This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>BIO 140 Environmental Biology</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
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 demonstrate an understanding of environmental interrelationships of contemporary environmental issues. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>BIO 140A Environmental Biology Lab</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: BIO 140					
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. <i>This course has been approved for transfer under the Comprehensive Articulation Agree-</i>					

	Class	Lab	Clinic	Work	Credit
<i>ment as a general education course in Natural Science.</i>					
<b>BIO 163 Basic Anatomy and Physiology</b>	4	2	0	0	5
Prerequisites: None					
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BIO 168 Anatomy and Physiology I</b>	3	3	0	0	4
Prerequisites: None					
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BIO 169 Anatomy and Physiology II</b>	3	3	0	0	4
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BIO 275 Microbiology</b>	3	3	0	0	4
Prerequisites: Take one: BIO 111, BIO 163, BIO 165, or BIO 168.					
Corequisites: None					
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BIO 280 Biotechnology</b>	2	3	0	0	3
Prerequisites: Take one: BIO 111, CHM 131, or CHM 151					
Corequisites: None					
This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					

	Class	Lab	Clinic	Work	Credit
<p><b>BPR 111      Print Reading</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>	1	2	0	0	2
<p><b>BUS 110      Introduction to Business</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i></p>	3	0	0	0	3
<p><b>BUS 115      Business Law I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion, students should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i></p>	3	0	0	0	3
<p><b>BUS 121      Business Math</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.</p>	2	2	0	0	3
<p><b>BUS 135      Principles of Supervision</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the workplace.</p>	3	0	0	0	3
<p><b>BUS 137      Principles of Management</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i></p>	3	0	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>BUS 139 Entrepreneurship I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs.					
<b>BUS 153 Human Resource Management</b>	3	0	0	0	3
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.					
<b>BUS 225 Business Finance</b>	2	2	0	0	3
Prerequisites: ACC 120					
Corequisites: None					
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.					
<b>BUS 228 Business Statistics</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BUS 230 Small Business Management</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the challenges of entrepreneurship including the start-up and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.					
<b>BUS 239 Business Applications Seminar</b>	1	2	0	0	2
Prerequisites: Take one set: Set 1: ACC 120, BUS 115, BUS 137, MKT 120, and ECO 151 Set 2: ACC 120, BUS 115, BUS 137, MKT 120, and ECO 251 Set 3: ACC 120, BUS 115, BUS 137, MKT 120, and ECO 252					
Corequisites: None					
This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply techniques, processes, and vital professional skills needed in the work place.					

	Class	Lab	Clinic	Work	Credit
<b>BUS 245      Entrepreneurship II</b>	3	0	0	0	3
Prerequisites: BUS 139					
Corequisites: None					
This course is designed to allow the student to develop a business plan. Topics include the need for a business plan, sections of the plan, writing the plan, and how to find assistance in preparing the plan. Upon completion, students should be able to design and implement a business plan based on sound entrepreneurship principles.					
<b>BUS 255      Org Behavior in Business</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.					
<b>BUS 260      Business Communication</b>	3	0	0	0	3
Prerequisites: Take One: ENG 110 or 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.					
<b>CCT 110      Intro to Cyber Crime</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.					
<b>CCT 121      Computer Crime Investigation</b>	3	2	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cyber crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.					
<b>CCT 285      Trends in Cyber Crime</b>	2	2	0	0	3
Prerequisites: CCT 110					
Corequisites: None					
This course covers and explores advances and developments in cyber crime technologies. Emphasis is placed on computer forensics tools, information protection and security, threat response, and professional development. Upon completion, students should be able to articulate understanding of the current state of the industry as well as emerging technologies for cyber crime technology.					



	Class	Lab	Clinic	Work	Credit
<b>CHM 090 Chemistry Concepts</b>	4	0	0	0	4
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.					
<b>CHM 131 Introduction to Chemistry</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 131A Introduction to Chemistry Lab</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: CHM 131					
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 132 Organic and Biochemistry</b>	3	3	0	0	4
Prerequisites: CHM 131 and CHM 131A or CHM 151					
Corequisites: None					
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 151 General Chemistry I</b>	3	3	0	0	4
Prerequisites: None					
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. Students will need a good working knowledge of algebra. Students will be using algebra to solve chemical problems and calculate results in lab experiments. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 152 General Chemistry II</b>	3	3	0	0	4
Prerequisites: CHM 151 with a "C" or better					

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 equation, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.*

<b>CIS 110</b>	<b>Introduction to Computers</b>	2	2	0	0	3
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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 for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).*

<b>CIS 111</b>	<b>Basic PC Literacy</b>	1	2	0	0	2
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Prerequisites: None

Corequisites: None

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

<b>CIS 115</b>	<b>Intro to Prog &amp; Logic</b>	2	3	0	0	3
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Prerequisites: Take one set:

Set 1: DMA 010, DMA 020, DMA 030, and DMA 040

Set 2: DMA 025 and DMA 040

Set 3: MAT 121

Set 4: MAT 171

Set 5: MAT 003

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 use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).*

<b>CJC 111</b>	<b>Intro to Criminal Justice</b>	3	0	0	0	3
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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 for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.*

	Class	Lab	Clinic	Work	Credit
<b>CJC 112 Criminology</b>	3	0	0	0	3
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.					
<b>CJC 113 Juvenile Justice</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>CJC 120 Interviews/Interrogations</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims.					
<b>CJC 121 Law Enforcement Operations</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>CJC 131 Criminal Law</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classifications of crimes, parties to crime, elements of crime, 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.					
<b>CJC 132 Court Procedure &amp; Evidence</b>	3	0	0	0	3
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					

	Class	Lab	Clinic	Work	Credit
to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.					
<b>CJC 141      Corrections</b>	3	0	0	0	3
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 evolutions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>CJC 151      Intro to Loss Prevention</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.					
<b>CJC 152      Intro to Sec/Protect Service</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the various components, processes, and operational characteristics associated with private security and loss prevention services. Topics include armed/unarmed security guard/officer hiring criteria including licensing, job responsibilities, career pathways, professional conduct and communication, public relations, emergency procedures, law, first aide, legal issues and liability, workplace violence, patrol techniques, and the security industry. Upon completion, students should be able to evaluate career options and define and describe the major system components, processes, and operational characteristics associated with the private security industry.					
<b>CJC 153      Private Security Operations</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the various operations associated with private security and loss prevention services. Topics include strategies for protecting individuals and company assets, report writing, interview techniques, crime and accident prevention, courtroom procedures, observation techniques, traffic direction, surveillance, substance abuse, law enforcement relationships, and emergency procedures. Upon completion, students should be able to demonstrate an understanding of the various operational characteristics common to the private security industry.					
<b>CJC 154      Private Security Business</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the business and managerial aspects specific to private security and loss prevention services. Topics include profitability, personnel management, finances, rules, policies, and law, organizational structure, sales management, and issues specific to private security and loss prevention services. Upon completion, students should be able to explain the basic characteristics required of an effective private security and loss prevention services business.					

	Class	Lab	Clinic	Work	Credit
<b>CJC 170 Critical Incident Mgmt Pub Saf</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence. Upon completion, students should be able to identify and discuss managerial techniques, legal issues, and response procedures to critical incidents.					
<b>CJC 212 Ethics &amp; Comm Relations</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>CJC 213 Substance Abuse</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.					
<b>CJC 221 Investigative Principles</b>	3	2	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.					
<b>CJC 225 Crisis Intervention</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.					
<b>CJC 231 Constitutional Law</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This 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.					

	Class	Lab	Clinic	Work	Credit
<b>CJC 232 Civil Liability</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.					
<b>CJC 233 Correctional Law</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.					
<b>CJC 240 Law Enforcement Mgt. &amp; Supervision</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides a study of the best known methods and practices of police leadership and management. Topics include the role of the manager in law enforcement, communications, time-management in law enforcement, managing problems, training and law enforcement productivity. Upon completion, students should be able to identify and discuss methods and practices capable of moving law enforcement agencies forward into the twenty-first century.					
<b>CJC 241 Community-Based Corrections</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.					
<b>COM 120 Intro Interpersonal Communication</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Communication.</i>					
<b>COM 231 Public Speaking</b>	3	0	0	0	3
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 for transfer under the Comprehensive Articulation Agreement as a general education course in Communication.*

<b>COS 111</b>	<b>Cosmetology Concepts I</b>	4	0	0	0	4
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Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

<b>COS 112</b>	<b>Salon I</b>	0	24	0	0	8
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Prerequisites: None

Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

<b>COS 113</b>	<b>Cosmetology Concepts II</b>	4	0	0	0	4
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Prerequisites: COS 111 & COS 112

Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

<b>COS 114</b>	<b>Salon II</b>	0	24	0	0	8
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Prerequisites: COS 111 & COS 112

Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

<b>COS 115</b>	<b>Cosmetology Concepts III</b>	4	0	0	0	4
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Prerequisites: COS 111 & COS 112

Corequisites: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

<b>COS 116</b>	<b>Salon III</b>	0	12	0	0	4
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Prerequisites: COS 111 & COS 112

Corequisites: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.



	Class	Lab	Clinic	Work	Credit
<p><b>COS 117      Cosmetology Concepts IV</b></p> <p>Prerequisites: COS 111 &amp; COS 112</p> <p>Corequisites: COS 118</p> <p>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.</p>	2	0	0	0	2
<p><b>COS 118      Salon IV</b></p> <p>Prerequisites: COS 111 &amp; COS 112</p> <p>Corequisites: COS 117</p> <p>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.</p>	0	21	0	0	7
<p><b>COS 119      Esthetics Concepts I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.</p>	2	0	0	0	2
<p><b>COS 120      Esthetics Salon I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.</p>	0	18	0	0	6
<p><b>COS 121      Manicure/Nail Technology I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>	4	6	0	0	6
<p><b>COS 125      Esthetics Concepts II</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, makeup, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.</p>	2	0	0	0	2
<p><b>COS 126      Esthetics Salon II</b></p> <p>Prerequisites: None</p>	0	18	0	0	6

	Class	Lab	Clinic	Work	Credit
Corequisites: None					
This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians.					
<b>COS 222     Manicure/Nail Technology II</b>	4	6	0	0	6
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.					
<b>COS 223     Contemporary Hair Coloring</b>	1	3	0	0	2
Prerequisites: COS 111 and COS 112					
Corequisites: None					
This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.					
<b>COS 224     Trichology &amp; Chemistry</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.					
<b>COS 240     Contemporary Design</b>	1	3	0	0	2
Prerequisites: COS 111 and COS 112					
Corequisites: None					
This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.					
<b>COS 250     Computerized Salon Options</b>	1	0	0	0	1
Prerequisites: None					
Corequisites: None					
This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.					
<b>COS 251     Manicure Instructor Concepts</b>	8	0	0	0	8
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 supervision techniques, and assess					

	Class	Lab	Clinic	Work	Credit
student classroom performance.					
<b>COS 252     Manicure Instructor Practicum</b>	0	15	0	0	5
Prerequisites: None					
Corequisites: COS 251					
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.					
<b>COS 253     Esthetics Instructor Concepts I</b>	6	15	0	0	11
Prerequisites: None					
Corequisites: None					
This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, student assessment in a laboratory setting. Upon completion, students should be able to demonstrate esthetic services and instruct and objectively assess student performance in a classroom setting.					
<b>COS 254     Esthetics Instructor Concepts II</b>	6	15	0	0	11
Prerequisites: None					
Corequisites: None					
This course covers advanced esthetic instructional concepts and skills. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping and other related topics. Upon completion, students should be able to demonstrate competencies in the areas covered by the Esthetics Licensing Examination and meet program requirements.					
<b>COS 260     Design Applications</b>	1	3	0	0	2
Prerequisites: COS 111 and COS 112					
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.					
<b>COS 271     Instructor Concepts I</b>	5	0	0	0	5
Prerequisites: None					
Corequisites: COS 272					
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.					
<b>COS 272     Instructor Practicum I</b>	0	21	0	0	7
Prerequisites: None					
Corequisites: COS 271					
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.					

	Class	Lab	Clinic	Work	Credit
<p><b>COS 273      Instructor Concepts II</b></p> <p>Prerequisites: COS 271 and COS 272</p> <p>Corequisites: COS 274</p> <p>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.</p>	5	0	0	0	5
<p><b>COS 274      Instructor Practicum II</b></p> <p>Prerequisites: COS 271 and COS 272</p> <p>Corequisites: COS 273</p> <p>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. <i>This is a certificate-level course.</i></p>	0	21	0	0	7
<p><b>CTI 110      Web, Programming &amp; Database Foundation</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion, students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.</p>	2	2	0	0	3
<p><b>CTI 120      Network &amp; Security Foundation</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.</p>	2	2	0	0	3
<p><b>CTI 140      Virtualization Concepts</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.</p>	1	4	0	0	3
<p><b>CTI 141      Cloud &amp; Storage Concepts</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.</p>	1	4	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>CTS 115      Information Systems Business Concepts</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the ‘hybrid business manager’ and the potential offered by new technology and systems. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>CTS 120      Hardware/Software Support</b>	2	3	0	0	3
Prerequisites: CIS 110					
Corequisites: None					
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.					
<b>CTS 130      Spreadsheet</b>	2	2	0	0	3
Prerequisites: CIS 110 or CIS 111					
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.					
<b>CTS 155      Technologies Support Functions</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.					
<b>CTS 210      Computer Ethics</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the student to current legal and ethical issues in the computer/engineering field. Topics include moral reasoning, ethical standards, intellectual property, social issues, encryption, software piracy, constitutional issues, and public policy in related matters. Upon completion, students should be able to demonstrate an understanding of the moral and social responsibilities and public policy issues facing an industry.					
<b>CTS 230      Advanced Spreadsheet</b>	2	2	0	0	3
Prerequisites: CTS 130					
Corequisites: None					
This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.					

	Class	Lab	Clinic	Work	Credit
<b>CTS 250      User Support &amp; Software Evaluation</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an opportunity to evaluate software and hardware and make recommendations to meet end-user needs. Emphasis is placed on software and hardware evaluation, installation, training, and support. Upon completion, students should be able to present proposals and make hardware and software recommendations based on their evaluations.					
<b>CTS 272      Desktop Support: Applications</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to prepare students for a foundation in Desktop Support certification in office productivity applications. Emphasis is placed on developing proficiency in the end-user support skills, processes, and procedures necessary to correctly support office productivity products. Upon completion, students should be able to prepare for industry-level certification and utilize advanced support tools toward resolving office productivity end-user problems.					
<b>CTS 287      Emerging Technologies</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces emerging information technologies. Emphasis is placed on evolving technologies and trends in business and industry. Upon completion, students should be able to articulate an understanding of the current trends and issues in emerging technologies for information systems.					
<b>DBA 110      Database Concepts</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.					
<b>DBA 115      Database Applications</b>	2	2	0	0	3
Prerequisites: DBA 110					
Corequisites: None					
This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.					
<b>DBA 120      Database Programming I</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.					
<b>DFT 151      CAD I</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					

	Class	Lab	Clinic	Work	Credit
<p>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</p>					
<p><b>ECO 251 Principles of Microeconomics</b></p> <p>Prerequisites: None Corequisites: None</p> <p>This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i></p>	3	0	0	0	3
<p><b>ECO 252 Principles of Macroeconomics</b></p> <p>Prerequisites: None Corequisites: None</p> <p>This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i></p>	3	0	0	0	3
<p><b>EDU 119 Introduction to Early Childhood Education</b></p> <p>Prerequisites: None Corequisites: None</p> <p>This course introduces the foundations of culturally responsive, equitable and inclusive early childhood education, planning intentional developmentally appropriate experiences, learning activities, and teaching strategies for indoor and outdoor environments for all young children, guidance techniques, and professionalism. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and ability diverse children and their families in inclusive settings, and design a personal career/professional development plan.</p>	4	0	0	0	4
<p><b>EDU 130 Social Environments for Child</b></p> <p>Prerequisites: None Corequisites: None</p> <p>This course introduces the impact of social environments on young children’s development and the importance of developing supportive, reciprocal relationships across children’s various social environments and family circumstances. Topics include recognizing the impact of family/community relationships on child development, respect for family differences, strategies for building/sustaining respectful, reciprocal relationships, resilience, strength-based strategies for working with families and identifying community resources to support children, families, and the classroom. Upon completion, students should be able to demonstrate an understanding of how various family structures, environmental conditions, relationships, stressors, supports, and cultural values create the context for young children’s lives by implementing strength-based strategies to support classroom interactions, and communications with families and communities.</p>	3	0	0	0	3



	Class	Lab	Clinic	Work	Credit
<b>EDU 131 Children, Family, and Community</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools, and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the <i>NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators</i> . Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>EDU 144 Child Development I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>EDU 145 Child Development II</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from pre-school through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>EDU 146 Child Guidance</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect guidance techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children.					
<b>EDU 151 Creative Activities</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					

	Class	Lab	Clinic	Work	Credit
<p>This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse, learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.</p>					
<p><b>EDU 153      Health, Safety, and Nutrition</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able apply knowledge of <i>NC Foundations for Early Learning and Development</i> for health, safety, and nutritional needs, and safe learning environments.</p>	3	0	0	0	3
<p><b>EDU 162      Observe &amp; Assess in ECE</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the research, benefits, goals, and ethical considerations associated with observation and formative assessment in early childhood education. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to identify specific needs of individual children with diverse abilities and to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and effectively use tools to assess the child, teacher practices and indoor and outdoor environments to enhance programming; and explain the importance of assessment partnerships with families and other professionals.</p>	3	0	0	0	3
<p><b>EDU 163      Classroom Mgmt and Instruction</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide culturally, linguistically and developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, student should be able to utilize developmentally appropriate behavior management, utilize high-quality instructional strategies that enhance the teaching/learning process and promote students' academic success.</p>	3	0	0	0	3
<p><b>EDU 187      Teaching and Learning for All</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practices, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completions, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.</p>	3	3	0	0	4

	Class	Lab	Clinic	Work	Credit
<b>EDU 188 Trends/Policies in Early Child</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers current topics and policies in the diverse and inclusive field of early childhood education that affect young children, families, communities, and professionals. Emphasis is placed on but not limited to advocacy, equity, bias and social justice, emerging research, professionalism, reflective practice, and legal/ethical concerns. Upon completion, student should be able to list, discuss, and explain current trends/policies in early childhood education as well as develop an advocacy plan based on course content.					
<b>EDU 216 Foundations in Education</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the examination of the American educational system and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>EDU 221 Children with Exceptionalities</b>	3	0	0	0	3
Prerequisites: Take one set: Set 1: EDU 144 and EDU 145 Set 2: PSY 244 and PSY 245					
Corequisites: None					
This course based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children, and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, work collaboratively with families and other professionals to plan, implement, and evaluate inclusion strategies. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>EDU 234 Infants, Toddlers, and Twos</b>	3	0	0	0	3
Prerequisites: EDU 119					
Corequisites: None					
This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the <i>NC Foundations for Early Learning and Development</i> . Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.					
<b>EDU 250 Teacher Licensure Preparation</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: Take One Set: Set 1: ENG 111 and MAT 143					

Set 2: ENG 111 and MAT 152

Set 3: ENG 111 and MAT 171

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

**EDU 259 Curriculum Planning**

3	0	0	0	3
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Prerequisites: EDU 119

Corequisites: None

This course is designed to focus on using content knowledge to build effective developmentally appropriate approaches that are culturally responsive, equitable, and ability diverse for young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences and indoor/outdoor environments aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use developmentally appropriate curriculum to plan for the individual/group needs of young children.

**EDU 261 Early Childhood Administration I**

3	0	0	0	3
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Prerequisites: None

Corequisites: EDU 119

This course introduces the principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

**EDU 262 Early Childhood Administration II**

3	0	0	0	3
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Prerequisites: EDU 119 and EDU 261

Corequisites: None

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.

**EDU 271 Educational Technology**

2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the appropriate and ethical use of technology that is inclusive of digital and analog materials/tools to enhance teaching and learning in all educational settings. Emphasis is placed on the developmentally appropriate use of technology with children, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication with families. Upon completion, student should be able to demonstrate professional and ethical implementation of various modes of technology in culturally responsive and equitable ways to support diverse children, families and communities.

	Class	Lab	Clinic	Work	Credit
<b>EDU 279 Literacy Develop and Instruct</b>	3	3	0	0	4
Prerequisites: None					
Corequisites: None					
This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic, reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.					
<b>EDU 280 Language &amp; Literacy Exp</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides evidence-based strategies for enhancing language and literacy experiences that align with <i>NC Foundations for Early Learning and Development</i> . Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.					
<b>EDU 284 Early Child Capstone Prac</b>	1	9	0	0	4
Prerequisites: Take one set: Set 1: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151					
Set 2: EDU 119, EDU 146, PSY 244, PSY 245, and EDU 151					
Set 3: EDU 119, EDU 144, EDU 146, PSY 245, and EDU 151					
Set 4: EDU 119, EDU 145, EDU 146, PSY 244, and EDU 151					
Corequisites: None					
This courses designed to allow students to demonstrate acquired skills in a three-star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply <i>NC Foundations for Early Learning and Development</i> to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques, and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments. <i>Students are required to observe and practice at approved sites (within the student's area) in two of the three early childhood age groups (birth-age 3, 3-5, 5-8) in order to successfully complete the capstone practicum course.</i>					
<b>ELC 112 DC/AC Electricity</b>	3	6	0	0	5
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.					
<b>ELC 113 Residential Wiring</b>	2	6	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of					

	Class	Lab	Clinic	Work	Credit
the National Electrical Code (NEC). Topics include the NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.					
<b>ELC 114      Commercial Wiring</b>	2	6	0	0	4
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.					
<b>ELC 117      Motors and Controls</b>	2	6	0	0	4
Prerequisites: None Corequisites: None					
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, conductors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.					
<b>ELC 118      National Electrical Code</b>	1	2	0	0	2
Prerequisites: None Corequisites: None					
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.					
<b>ELC 119      NEC Calculations</b>	1	2	0	0	2
Prerequisites: None Corequisites: None					
This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.					
<b>ELC 125      Diagrams and Schematics</b>	1	2	0	0	2
Prerequisites: None Corequisites: None					
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.					
<b>ELC 127      Software for Technicians</b>	1	3	0	0	2
Prerequisites: None Corequisites: None					
This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronics related applications.					

	Class	Lab	Clinic	Work	Credit
<b>ELC 128 Introduction to Programmable Logic Controller (PLC)</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.					
<b>ELC 131 Circuit Analysis I</b>	3	3	0	0	4
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.					
<b>ELC 135 Electrical Machines</b>	2	2	0	0	3
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.					
<b>EMS 235 EMS Management</b>	2	0	0	0	2
Prerequisites: None					
Corequisites: None					
This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.					
<b>ENG 002 Transition English</b>	0	6	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.					
<b>ENG 011 Writing and Inquiry Support</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of					



	Class	Lab	Clinic	Work	Credit
genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.					
<b>ENG 110      Freshman Composition</b>	3	0	0	0	3
Prerequisites: Take One: DRE 097, ENG 002					
Corequisites: None					
This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.					
<b>ENG 111      Writing and Inquiry</b>	3	0	0	0	3
Prerequisites: DRE 097 or ENG 002 (P2)					
Corequisites: None					
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well developed essays using standard written English. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition.</i>					
<b>ENG 112      Writing/Research in the Disc</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition.</i>					
<b>ENG 115      Oral Communication</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.					
<b>ENG 231      American Literature I</b>	3	0	0	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114					
Corequisites: None					
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>ENG 232      American Literature II</b>	3	0	0	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114					
Corequisites: None					

	Class	Lab	Clinic	Work	Credit
<p>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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i></p>					
<p><b>ENG 241 British Literature I</b></p> <p>Prerequisites: ENG 112 or ENG 113 or ENG 114</p> <p>Corequisites: None</p> <p>This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i></p>	3	0	0	0	3
<p><b>ENG 242 British Literature II</b></p> <p>Prerequisites: ENG 112 or ENG 113 or ENG 114</p> <p>Corequisites: None</p> <p>This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i></p>	3	0	0	0	3
<p><b>ENG 243 Major British Writers</b></p> <p>Prerequisites: ENG 112 or ENG 113 or ENG 114</p> <p>Corequisites: None</p> <p>This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i></p>	3	0	0	0	3
<p><b>EPT 140 Emergency Management</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.</p>	3	0	0	0	3
<p><b>EPT 150 Incident Management</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the National Incident Management System (NIMS). Topics include integrating command and control systems, maintaining communication within command and control systems, and using NIMS procedures. Upon completion, students should be able to demonstrate knowledge of key concepts necessary for operating within the National Incident Management System.</p>	3	0	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>EPT 210      Response &amp; Recovery</b>	3	0	0	0	3
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.					
<b>EPT 230      Emergency Planning</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the rationale for and methods related to a comprehensive approach to emergency planning. Topics include the emergency planning process, command arrangement, coordination, budgetary issues, environmental contamination issues, and public policy concerns. Upon completion, students should be able to develop an emergency plan for a community.					
<b>EQU 111      Horse Science I</b>	2	9	0	0	5
Prerequisites: None					
Corequisites: None					
This course provides students with the foundational knowledge, theory, practical application and work ethic needed to complete their other equine coursework. Topics include basics of equine evolution, nature of the horse, equine behavior, bandaging, wrapping, restraints, health topics, wounds, vices, body condition scoring and work ethic. Upon completion, students should be able to perform basic horse husbandry and stable management practices.					
<b>EQU 112      Horse Science II</b>	2	9	0	0	5
Prerequisites: EQU 111					
Corequisites: None					
This course covers horse industry practices and emphasizes basic horse husbandry and stable management practices with an emphasis on practical application. Topics include prevention, identification and treatment of diseases, injuries and treatments, lameness, parasites, and common medications and work ethic. Upon completion, students should be able to further perform horse husbandry and stable management practices and explain related theory.					
<b>EQU 120      Horsemanship I</b>	1	6	0	0	3
Prerequisites: None					
Corequisites: EQU 111					
This course covers fundamentals of groundwork and basic theories of horsemanship and training, with emphasis on a balanced seat, communication with, feel for and influence over the horse. Topics include horse care, equipment, position development and strengthening, show turn out, groundwork and riding theory, riding maneuvers and patterns. Upon completion, students should be able to competently perform groundwork, demonstrate a balanced position, coordinate aids to perform maneuvers and patterns, and discuss riding theory.					
<b>EQU 121      Horsemanship II</b>	0	6	0	0	2
Prerequisites: EQU 120					
Corequisites: EQU 112					
This course covers the rider and horse working together and further introduces basic training theories. Emphasis is placed on gaits, collection, transitions, lateral work, suppleness, balance and communication between the rider and horse as a team. Upon completion, students should be able to influence the horse to have consistent collection and produce more complex movements.					

	Class	Lab	Clinic	Work	Credit
<b>EQU 130 Equine Anatomy and Physiology</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: EQU 140					
This course covers the anatomy and physiology of various systems of the equine body. Emphasis is placed on practical application of class topics. Upon completion, students should be able to demonstrate a working understanding of equine anatomy and physiology and be able to communicate effectively with veterinarians.					
<b>EQU 140 Equine Evaluation I</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: EQU 130					
This course evaluates conformation, movement, and related anatomy, identifies characteristics of major breeds, and introduces judging. Topics include breeds, colors, markings, disciplines, gaits, the relationship of form to function, the ideal structure, terminology for halter, and oral reasons. Upon completion, students should be able to demonstrate correct technique in judging halter, recognize structural faults within the horse, and present oral reason.					
<b>EQU 150 Equine Nutrition</b>	2	0	0	0	2
Prerequisites: None					
Corequisites: None					
This course studies equine nutrition and its application, including concentrates, hays, forages, and supplements. Topics include basic digestive anatomy and physiology, common feeds and supplements, nutritional needs in specific situations, and ration balancing. Upon completion, students should be able to explain feeding practices and critique rations for classifications of horses.					
<b>EQU 211 Horse Farm Management I</b>	3	9	0	0	6
Prerequisites: EQU 112 and EQU 150					
Corequisites: None					
This course covers horse farm management practices. Emphasis is placed on facility planning, record keeping, safety, labor, maintenance, preventative medicine management, equipment operation and care, work ethic, problem solving, and teamwork skills. Upon completion, students should be able to design a facility on paper and assist in the management of an equine facility, including supervision.					
<b>EQU 212 Horse Farm Management II</b>	3	9	0	0	6
Prerequisites: EQU 211					
Corequisites: None					
This course provides an in-depth exploration of horse farm management practices and requirements for an equine business plan. Topics include insurance, liability, contracts, security, finances and bookkeeping, marketing, industry trends, types of business and business plans, operation/care of equipment, and other related topics. Upon completion, students should be able to demonstrate the skills, responsibility and work ethic necessary to manage most aspects of an equine facility and herd, including supervision.					
<b>EQU 220 Horse Training I</b>	0	6	0	0	2
Prerequisites: EQU 121					
Corequisites: EQU 211					
This course provides an opportunity to polish the rider's training skills as if for competition. Emphasis is placed on developing a correct body position through collection and responsive movement of the horse's body to produce maneuvers such as lead changes. Upon completion, students should be able to use riding theory to apply practical riding and training techniques to finished and green horses.					

	Class	Lab	Clinic	Work	Credit
<b>EQU 221 Horse Training II</b>	0	6	0	0	2
Prerequisites: EQU 220					
Corequisites: EQU 212					
This course covers advanced, more difficult training techniques to progress horses to a higher, more finished level with the intent of showing. Emphasis is placed on complex movements done with the intent of showing and/or schooling/reschooling horses for a variety of different disciplines. Upon completion, students should be able to demonstrate polished maneuvers that require complex changes in the horse's direction, balance, frame, and pace.					
<b>EQU 240 Equine Evaluation II</b>	1	3	0	0	2
Prerequisites: EQU 140					
Corequisites: None					
This course covers in-depth evaluation of conformation and movement and advances judging and oral presentation techniques. Topics include further development of the relationship of form to function and terminology for breed, halter, and performance specialties. Upon completion, students should be able to demonstrate correct technique in judging and placing halter and performance classes and giving oral reasons.					
<b>EQU 241 Equine Reproduction</b>	3	2	0	0	4
Prerequisites: EQU 112					
Corequisites: EQU 212					
This course covers the theory and practices associated with efficient reproduction, including mare and stallion care and management and provides hands-on experience. Topics include anatomy and physiology, cycles, fertility, infertility, heat detection, breeding methods, semen collection and evaluation, gestation, parturition, abortions, diseases, and neonatal care. Upon completion, students should be able to demonstrate and explain laboratory competencies in aspects of breeding and explain reproduction theories.					
<b>EQU 260 Basic Colt Training</b>	0	4	0	0	2
Prerequisites: EQU 220					
Corequisites: EQU 221					
This course covers starting of young or untrained/difficult older horses from first contact through riding and basic training. Topics include early handling, halter breaking, groundwork, lunging, long lining, saddling and riding; different training methods will be covered with a focus on natural horsemanship. Upon completion, students should be able to explain and demonstrate various training theories and practices of colt starting or retraining an older horse under saddle.					
<b>EQU 270 Equine Business Law</b>	1	0	0	0	1
Prerequisites: EQU 111					
Corequisites: None					
This course presents the legal options and responsibilities of horse businesses and equine professionals. Topics include liability, lawsuits and relevant precedents, insurance, contracts, taxes, debt collection, purchase of property, estate planning, trailering laws, and abuse and neglect. Upon completion, students should be able to discuss legal options and responsibilities and make choices based on legal options and responsibilities.					
<b>EQU 280 Principles of Riding Instruction</b>	1	2	0	0	2
Prerequisites: EQU 120					
Corequisites: None					
This course covers principles of teaching beginning and intermediate horsemanship, stressing riding theory and safety practices. Topics include riding theory, position, exercises, rein and leg aids, lesson plans, activities, psychology of horse and rider, horse selection, conducting lessons, and safety considerations. Upon completion, students should be able to develop and present les-					

	Class	Lab	Clinic	Work	Credit
sons and assist with classes, providing appropriate feedback to student and instructor.					
<b>ETR 220 Innovation and Creativity</b>	3	0	0	0	3
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.					
<b>ETR 230 Entrepreneur Marketing</b>	3	0	0	0	3
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.					
<b>ETR 240 Funding for Entrepreneurs</b>	3	0	0	0	3
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.					
<b>FIP 124 Fire Prevention &amp; Public Ed</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.					
<b>FIP 132 Building Construction</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the principles and practices reference in NFPA standard 220 related to various types of building construction, including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, students should be able to understand and recognize various types of construction and their positive or negative aspects as related to fire conditions.					
<b>FIP 136 Inspections &amp; Codes</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the fundamentals of fire and building codes and procedures to conduct an inspection referenced in NFPA					

	Class	Lab	Clinic	Work	Credit
standard 1730. Topics include review of fire and building codes, writing inspection reports, identifying hazards, plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and produce a written report.					

**FIP 152 Fire Protection Law** 3 0 0 0 3  
 Prerequisites: None  
 Corequisites: None  
 This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.

**FIP 220 Fire Fighting Strategies** 3 0 0 0 3  
 Prerequisites: None  
 Corequisites: None  
 This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

**FIP 228 Local Govt Finance** 3 0 0 0 3  
 Prerequisites: None  
 Corequisites: None  
 This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operations of a department.

**FIP 248 Fire Svc Personnel Adm** 3 0 0 0 3  
 Prerequisites: None  
 Corequisites: None  
 This course covers the basics of setting up and administering the personnel functions of fire protection organizations referenced in NFPA standard 1021. Emphasis is placed on human resource planning, classification and job analysis, equal opportunity employment, affirmative action, recruitment, retention, development, performance evaluation, and assessment centers. Upon completion, students should be able to demonstrate knowledge of the personnel function as it relates to managing fire protection.

**FIP 276 Managing Fire Services** 3 0 0 0 3  
 Prerequisites: None  
 Corequisites: None  
 This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.

**FOR 121 Dendrology** 2 6 0 0 4  
 Prerequisites: None  
 Corequisites: None  
 This course covers field identification, classifications, uses, and nomenclature of trees. Emphasis is placed on silvics, charac-



	Class	Lab	Clinic	Work	Credit
<p>teristics, commercial importance, and wildlife benefits of trees. Upon completion, students should be able to identify trees and understand their uses.</p> <p><b>FOR 131 Forest Measurements</b> 2 3 0 0 3</p> <p>Prerequisites: None Corequisites: None</p> <p>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.</p>					
<p><b>FOR 161 Safety &amp; Woodsmanship</b> 1 3 0 0 2</p> <p>Prerequisites: None Corequisites: None</p> <p>This course introduces potential life threatening or serious injury situations that may occur during outdoor activities and basic orienteering. Topics include injuries by mechanical equipment, plants, animals, and climatic conditions and the proper treatment for each situation. Upon completion, students should be able to respond to emergency situations which may occur in a forest environment.</p>					
<p><b>FOR 172 Intro to Timber Harvest</b> 2 3 0 0 3</p> <p>Prerequisites: None Corequisites: None</p> <p>This course introduces the history, economic impact, and trends in the timber harvesting industry. Emphasis is placed on safety and environmental orientation, the process of logging and physical conditioning. Upon completion, students should be able to explain the economic and environmental impact, and physical demands of the logging industry.</p>					
<p><b>FOR 285 Logging &amp; Marketing</b> 2 3 0 0 3</p> <p>Prerequisites: None Corequisites: None</p> <p>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.</p>					
<p><b>FOR 286 Forestry Ethics and Law</b> 1 0 0 0 1</p> <p>Prerequisites: None Corequisites: None</p> <p>This course covers ethical and legal issues involving forestry. Topics include forestry business ethics, individual property rights vs. public good, forestry professional code of ethics, applicable business laws, and regional regulations. Upon completion, students should be able to identify ethical and legal considerations specific to forestry.</p>					
<p><b>GEL 111 Geology</b> 3 2 0 0 4</p> <p>Prerequisites: None Corequisites: None</p> <p>This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i></p>					

	Class	Lab	Clinic	Work	Credit
<b>GEO 110 Introduction to Geography</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces map reading skills and the physical and cultural features of different areas of the earth. Topics include spatial association, the importance of location, physical characteristics of the earth, and the impact of humans on the environment. Upon completion, students should be able to demonstrate an ability to read a map and describe physical and cultural features of different regions. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>GEO 111 World Regional Geography</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HEA 110 Personal Health/Wellness</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>HEA 112 First Aid and CPR</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
gency care for the sick and injured until medical help can be obtained. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>HIS 111 World Civilizations I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					

	Class	Lab	Clinic	Work	Credit
<b>HIS 112 World Civilizations II</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 121 Western Civilization I</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 122 Western Civilization II</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 131 American History I</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 132 American History II</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 221 African-American History</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					



	Class	Lab	Clinic	Work	Credit
<b>HUM 160 Introduction to Film</b>	2	2	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 211 Humanities I</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 212 Humanities II</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HYD 110 Hydraulics/Pneumatics I</b>	2	3	0	0	3
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.					
<b>HYD 210 Advanced Hydraulics</b>	1	3	0	0	2
Prerequisites: Take One Course: HYD-110, HYD-111, or HYD-112					
Corequisites: None					
This course covers advanced hydraulic systems. Emphasis is placed on advanced hydraulic systems and components, troubleshooting, and other related topics. Upon completion, students should be able to demonstrate an understanding of the installation, application, operation, and maintenance of hydraulic components and systems.					
<b>ISC 112 Industrial Safety</b>	2	0	0	0	2
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.					

	Class	Lab	Clinic	Work	Credit
<b>MAT 001     Math Skills Support</b> Prerequisites: None Corequisites: Take One Course: MAT-110, MAT-121, MAT-143, MAT-152, or MAT-171 This course provides opportunities for students to build a stronger foundation for success in their corequisite math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the corequisite math course. Upon completion, students should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's corequisite math course.	0	2	0	0	1
<b>MAT 003     Transition Math</b> Prerequisites: None Corequisites: None This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.	0	6	0	0	3
<b>MAT 110     Math Measurement and Literacy</b> Prerequisites: Take One Set: Set 1: DMA 010, DMA 020, and DMA 030 Set 2: DMA 025 Set 3: MAT 003 Corequisites: None This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.	2	2	0	0	3
<b>MAT 121     Algebra/Trigonometry I</b> Prerequisites: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 Set 2: DMA-025, DMA-040, DMA-050 Set 3: DMA-025, DMA-045 Set 4: DMA-010, DMA-020, DMA-030, DMA-045 Set 5: MAT-003 Set 6: BSP-4003 Corequisites: MAT-021 This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.	2	2	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>MAT 142 Mathematical Concepts II</b>	3	0	0	0	3

Prerequisites: MAT 141

Corequisites: None

This course is the second of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on probability, statistics, functions, introductory geometry, and mathematics of finance. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts and utilize technology as a mathematical tool. *Under the CAA, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.*

<b>MAT 143 Quantitative Literacy</b>	2	2	0	0	3
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Prerequisites: Take One Set:

Set 1: DMA 010, DMA 020, DMA 030, DRE 098

Set 2: DMA 010, DMA 020, DMA 030, ENG 002

Set 3: DMA 010, DMA 020, DMA 030, BSP 4002

Set 4: DMA 025, DRE 098

Set 5: DMA 025, ENG 002

Set 6: DMA 025, BSP 4002

Set 7: MAT 003, DRE 098

Set 8: MAT 003, ENG 002

Set 9: MAT 003, BSP 4002

Set 10: BSP 4003, DRE 098

Set 11: BSP 4003, ENG 002

Set 12: BSP 4003, BSP 4002

Corequisites: MAT 043

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).*

<b>MAT 152 Statistical Methods I</b>	3	2	0	0	4
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Prerequisites: Take One Set:

Set 1: DMA 010, DMA 020, DMA 030, DRE 098

Set 2: DMA 010, DMA 020, DMA 030, ENG 002

Set 3: DMA 010, DMA 020, DMA 030, BSP 4002

Set 4: DMA 025, DRE 098

Set 5: DMA 025, ENG 002

Set 6: DMA 025, BSP 4002

Set 7: MAT 003, DRE 098

Set 8: MAT 003, ENG 002

Set 9: MAT 003, BSP 4002

Set 10: BSP 4003, DRE 098

Set 11: BSP 4003, ENG 002



Set 12: BSP 4003, BSP 4002

Corequisites: Take One Set:

Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050

Set 2: DMA 010, DMA 020, DMA 030, DMA 045

Set 3: DMA 025, DMA 040, DMA 050

Set 4: DMA 025, DMA 045

Set 5: MAT 003

Set 6: BSP 4003

Set 7: MAT 043

Set 8: MAT 052

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).*

**MAT 171 Precalculus Algebra**

3 2 0 0 4

Prerequisites: Take One Set:

Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050

Set 2: DMA 010, DMA 020, DMA 030, DMA 045

Set 3: DMA 025, DMA 045

Set 4: DMA 025, DMA 040, DMA 050

Set 5: MAT 121

Set 6: MAT 003

Set 7: BSP 4003

Corequisites: MAT 071

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

**MAT 172 Precalculus Trigonometry**

3 2 0 0 4

Prerequisites: MAT 171

Corequisites: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

**MAT 263 Brief Calculus**

3 2 0 0 4

Prerequisites: MAT 171

Corequisites: None

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze communicate results. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

**MAT 271      Calculus I** 3    2    0    0    4

Prerequisites: MAT 172

Corequisites: None

This course is designed to develop the topics of differential and integral calculus Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

**MAT 272      Calculus II** 3    2    0    0    4

Prerequisites: MAT 271

Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and different equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

**MAT 273      Calculus III** 3    2    0    0    4

Prerequisites: MAT 272

Corequisites: None

This course is designed to develop the topics of multivariate calculus Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to multivariate-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

**MEC 110      Intro to CAD/CAM** 1    2    0    0    2

Prerequisites: None

Corequisites: None

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

**MEC 111      Machine Processes I** 1    4    0    0    3

Prerequisites: None

Corequisites: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture a simple parts to specified tolerance

	Class	Lab	Clinic	Work	Credit
<b>MED 110      Orientation to Medical Assisting</b>	1	0	0	0	1
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.					
<b>MED 113      Orientation to Clinic Setting II</b>	0	0	6	0	2
Prerequisites: Enrollment in MA Program, MED 140, MED 150, MED 240, MED 272					
Corequisites: MED 114					
This course provides an opportunity to observe and/or perform in the medical setting. Emphasis is placed on administrative and clinical medical assisting. Upon completion, students should be able to identify administrative and clinical procedures in the health care environment.					
<b>MED 114      Professional Interactions in Health Care</b>	1	0	0	0	1
Prerequisites: Enrollment in MA Program, MED 140, MED 150, MED 240, MED 272					
Corequisites: MED 113					
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.					
<b>MED 118      Medical Law and Ethics</b>	2	0	0	0	2
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.					
<b>MED 121      Medical Terminology I</b>	3	0	0	0	3
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.					
<b>MED 122      Medical Terminology II</b>	3	0	0	0	3
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.					
<b>MED 130      Administrative Office Procedures I</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					

	Class	Lab	Clinic	Work	Credit
<p>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.</p>					
<p><b>MED 131     Administrative Office Procedures II</b></p> <p>Prerequisites: MED 130</p> <p>Corequisites: None</p> <p>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.</p>	1	2	0	0	2
<p><b>MED 140     Examination Room Procedures I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>	3	4	0	0	5
<p><b>MED 150     Laboratory Procedures I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course provides instruction in basic lab techniques 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.</p>	3	4	0	0	5
<p><b>MED 232     Medical Insurance Coding</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.</p>	1	3	0	0	2
<p><b>MED 240     Examination Room Procedures II</b></p> <p>Prerequisites: MED 140</p> <p>Corequisites: None</p> <p>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 competence in selected exam room procedures.</p>	3	4	0	0	5
<p><b>MED 260     MED Clinical Practicum</b></p> <p>Prerequisites: All MED courses required in Program of study &amp; MAT 110, except corequisites Enrollment in MA Program</p> <p>Corequisites: MED 262, MED 264</p> <p>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.</p>	0	0	15	0	5

	Class	Lab	Clinic	Work	Credit
<b>MED 262      Clinical Perspectives</b>	1	0	0	0	1
Prerequisites: Enrollment in MA Program					
Corequisites: MED 260, MED 264					
This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.					
<b>MED 264      Medical Assisting Overview</b>	2	0	0	0	2
Prerequisites: Enrollment in MA Program					
Corequisites: MED 260, MED 262					
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.					
<b>MED 270      Symptomatology</b>	2	2	0	0	3
Prerequisites: Take MED 122 and BIO 163 or BIO 169 - Enrollment in MA Program					
Corequisites: None					
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills, and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.					
<b>MED 272      Drug Therapy</b>	3	0	0	0	3
Prerequisites: Take MED 122 and BIO 163 or BIO 169 - Enrollment in MA Program					
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.					
<b>MKT 120      Principles of Marketing</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.					
<b>MKT 223      Customer Service</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.					
<b>MNT 110      Introduction to Maintenance Procedures</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					

	Class	Lab	Clinic	Work	Credit
<p>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.</p>					
<p><b>MUS 110 Music Appreciation</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i></p>	3	0	0	0	3
<p><b>NET 125 Introduction to Networks</b></p> <p>Prerequisites: CTI 120</p> <p>Corequisites: None</p> <p>This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.</p>	1	4	0	0	3
<p><b>NET 126 Switching and Routing</b></p> <p>Prerequisites: NET 125</p> <p>Corequisites: None</p> <p>This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Emphasis is placed on configuring and troubleshooting routers and switches for advanced functionality using security best practices and resolving common network issues utilizing both IPv4 and IPv6 protocols. Upon completion, students should be able to configure VLANs and Inter-VLAN routing applying security best practices, troubleshoot inter-VLAN routing on Layer 3 devices, configure redundancy on a switched network using STP and EtherChannel, configure WLANs using a WLC &amp; L2 security best practices and configure IPv4 &amp; IPv6 static routing on routers.</p>	1	4	0	0	3
<p><b>NET 225 Enterprise Networking</b></p> <p>Prerequisites: NET 126</p> <p>Corequisites: None</p> <p>This course is designed to cover the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. Emphasis is placed on configuring, troubleshooting, and securing enterprise network devices and understanding how application programming interfaces (API) and configuration management tools enable network automation. Upon completion, students should be able to configure link state routing protocols, implement ACLs to filter traffic and secure administrative access, configure NAT services on the router to provide address scalability, explain techniques to provide address scalability and secure remote access for WAN, and explain how automation affects evolving networks.</p>	1	4	0	0	3
<p><b>NET 226 Network Programmability</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers the methodologies and tools of modern software development, applied to IT and Network operations. Emphasis is placed on network programming in current network scripting languages, using GIT and common data formats, deploying applications as containers, using Continuous Integration/Continuous Deployment (CI/CD) pipelines and automating infrastructure using code. Upon completion, students should be able to use basic Python programming and Linux skills, implement</p>	1	4	0	0	3

	Class	Lab	Clinic	Work	Credit
<p>a development environment, use software development and design best practices, create a secure API, use current technologies to deploy and secure applications and compare software testing and deployment methods in automation and simulation environments.</p>					
<p><b>NOS 110     Operating System Concepts</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.</p>	2	3	0	0	3
<p><b>NOS 120     Linux/UNIX Single-User</b></p> <p>Prerequisites: NOS 110</p> <p>Corequisites: None</p> <p>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.</p>	2	2	0	0	3
<p><b>NOS 130     Windows Single User</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>	2	2	0	0	3
<p><b>NOS 230     Windows Administration I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers the installation and administration of a Windows Server network operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.</p>	2	2	0	0	3
<p><b>OST 130     Comprehensive Keyboarding</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business documents. Upon completion, students should be able to create documents in an ever-changing workplace.</p>	2	2	0	0	3
<p><b>OST 136     Word Processing</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>	2	2	0	0	3



		Class	Lab	Clinic	Work	Credit
<b>OST 148</b>	<b>Medical Insurance &amp; Billing</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.						
<b>OST 149</b>	<b>Medical Legal Issues</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.						
<b>OST 164</b>	<b>Office Editing</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.						
<b>OST 184</b>	<b>Records Management</b>	2	2	0	0	3
Prerequisites: None						
Corequisites: None						
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.						
<b>OST 243</b>	<b>Med Office Simulation</b>	2	2	0	0	3
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.						
<b>OST 247</b>	<b>Procedure Coding</b>	2	2	0	0	3
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.						
<b>OST 248</b>	<b>Diagnostic Coding</b>	2	2	0	0	3
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.						

		Class	Lab	Clinic	Work	Credit
<b>OST 249</b>	<b>Med Coding Certification Prep</b>	2	3	0	0	3
Prerequisites: Take All: OST 247 and OST 248						
Corequisites: None						
This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams.						
<b>OST 260</b>	<b>Adv Coding Methodologies</b>	2	2	0	0	3
Prerequisites: Take All: OST 247 and OST 248						
Corequisites: None						
This course provides advanced instruction in a variety of emergent methodologies in medical coding. Topics include advanced outpatient coding, inpatient coding, risk adjustment coding, online encoder software, Correct Coding Initiatives (CCI), and advanced record abstraction. Upon completion, students should be able to perform advanced coding in a healthcare facility.						
<b>OST 280</b>	<b>Electronic Health Records</b>	2	2	0	0	3
Prerequisites: Take One: CIS 110, CIS 111, or OST 137						
Corequisites: None						
This course focuses on the use of electronic health records in medical documentation and patient management. Emphasis is placed on creating and maintaining patient medical information, scheduling patient appointments, documenting patient encounters, and billing/insurance claim processing. Upon completion, students should be able to perform the required software tasks following a patient visit from start to finish.						
<b>OST 286</b>	<b>Professional Development</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health life-styles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.						
<b>OST 288</b>	<b>Medical Office Admin Capstone</b>	2	2	0	0	3
Prerequisites: Take One: OST 148 or HMT 210						
Corequisites: None						
This course is designed to be a capstone course for the medical office professional and provides a working knowledge of medical office procedures. Emphasis is placed on written and oral communication skills, practice management, electronic health records, medical office procedures, ethics, and professional development. Upon completion, students should be able to demonstrate the skills necessary to manage a medical office.						
<b>OST 289</b>	<b>Office Admin Capstone</b>	2	2	0	0	3
Prerequisites: Take One Set: Set 1: OST 134 and OST 164 <b>or</b> OST 136 and OST 164						
Corequisites: None						
This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.						
<b>OTC 110</b>	<b>Intro to Orthopaedic Technology</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course will introduce the different roles in the Orthopaedic Care Team, specifically the scope of practice and specific duties of the Orthopaedic Technologist. This includes the basic and advanced principles for the Orthopaedic Technologist. Topics						

	Class	Lab	Clinic	Work	Credit
include role of the Orthopaedic Technologist, scope of practice, standards of patient care, introduction to basic equipment and monitors, and types of splinting and casting. Upon completion, the student should be able to describe the roles and functions of the members of the orthopaedic care team, and have a basic knowledge of orthopaedics and its associated equipment.					

<b>OTC 112      General Patient Care</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course is an introduction to patient care in an orthopaedic environment. Students will be introduced to the basic elements of professional interaction with patients, their families, and the orthopaedic surgeon. Topics include communication skills, orthopaedic terminology and abbreviations, medication fundamentals critical to orthopaedics, OSHA standards, patient safety, patient transfers, and patient education. Students will learn to take blood pressure, pulse, BMI measurements, wound care, and routine and emergency procedures. Upon completion, students should be able to describe the fundamentals of orthopedic patient care, as well as perform basic procedures such as obtaining vital signs and wound care.

<b>OTC 115      Ortho Anatomy and Physiology</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course is an introduction to the anatomy and physiology of the musculoskeletal system and related structures. Topics include structural make-up, group composition, relationships, and location of each bone. Common fractures and treatments, normal and abnormal growth and development, and response to injury and disease will also be covered. Upon completion, students should be able to describe musculoskeletal anatomy and the basic physiology and pathology of injury and disease.

<b>OTC 120      Basic Radiologic Concepts</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course provides students an introduction to viewing and interpreting radiographic images, including viewing images, terminology, and discussing fractures with colleagues. Topics include viewing and interpretation of plain orthopaedic radiographs, MRI's, and other types of permanent imaging relating to orthopaedics, terminology relating directly to the skeletal system and fracture healing, and describing a fracture as it relates to the radiographic image. Upon completion of this course, students will be able to interpret orthopaedic radiographic images.

<b>OTC 150      Clinical Practice I</b>	0	0	15	0	5
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Prerequisites: None

Corequisites: None

This course provides students with an opportunity for concentrated clinical experience in an orthopaedic office or hospital setting. Students will use learned skills on patients under the direct supervision of an orthopaedic clinical supervisor and orthopaedic provider. Emphasis is placed on the graduated responsibility of the trainee, with progression towards independent performance of tasks. Upon completion, students should be able to incorporate their new orthopaedic technologist skills into a clinical practice scenario.

<b>OTC 210      Ortho Equipment</b>	2	3	0	0	3
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Prerequisites: None

Corequisites: None

This lecture and lab course provide students the basic principles of orthopedic equipment, including complications and contraindications. Topics include halo for skull fixation, external fixator devices, specialty surgical implants, different types of traction, traction set-up and application, operating room equipment, wound VAC devices, bone stimulators, fluoroscopy machines, and

	Class	Lab	Clinic	Work	Credit
ultrasound imaging. Upon completion, students should be able to recognize and demonstrate basic principles of use for orthopedic equipment.					
<b>OTC 212      Physical Assessment</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces students to a comprehensive overview of knowledge, terminology, and application used for orthopaedic patient physical assessment. Topics include life span differences, assessment of acute and chronic patient orthopaedic problems, the application and use of various orthopaedic devices, and how to do custom measurements. Upon completion, students should be able to assess a patient's orthopaedic condition and identify the best orthopaedic device, considering the potential complications and contraindications.					
<b>OTC 215      Casting and Splinting I</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces students to the basics of cast material selection, casting techniques, cast removal, and properly fitting patients for external aid devices. Emphasis is placed on anatomy specific to orthopaedic issues, types and functions of different types of casts, proper material selection, basic casting application skills, safe cast removal, use of external aide devices, and providing patient instructions for at-home care. Upon completion, students should be able to identify the best type of cast for different orthopedic issues, describe the anatomy specifically related to casting and splinting, apply a basic cast, provide patients with proper at-home care instructions, and be able to safely remove a cast.					
<b>OTC 220      Custom Bracing</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides learners with the ability to properly apply a customized brace to a patient based on a specific medical diagnosis. The learner will be able to identify potential complications, and contraindications for bracing. Emphasis is placed on custom brace fitting techniques and measurements, matching the correct brace to the medical diagnosis, how to avoid brace complications, identification of contraindications, and medical coding and reimbursement related to bracing. Upon completion, students should be able to apply a customized brace to a patient based on the medical diagnosis, and instruct patient on at-home brace care.					
<b>OTC 225      Casting and Splinting II</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to build upon basic casting techniques and knowledge; advanced casting techniques will be learned in this course. Topics include advanced casting techniques such as windowing of a cast, protecting pins and external hardware, pin care, and wound care. Upon completion, students should be able to independently window a cast, apply a cast while protecting pins and external hardware, instruct patient on proper pin care, and provide wound care to a casted area.					
<b>OTC 250      Clinical Practice II</b>	0	0	15	0	5
Prerequisites: None					
Corequisites: None					
This course is designed to provide students with a continued, concentrated clinical experience in an orthopaedic healthcare setting where they will, under supervision, apply advanced-level orthopaedic technologist knowledge and skills on real-world patients. Emphasis is placed on transferring the skills from the classroom and laboratory settings and applying them to real					

	Class	Lab	Clinic	Work	Credit
orthopaedic patients while gaining autonomy in knowledge and skills and under the direct supervision of an orthopaedic clinical supervisor and orthopaedic provider. Upon completion, students should be able to perform intermediate-level orthopaedic technologist duties while under the supervision on the orthopaedic clinical supervisor.					
<b>OTC 260 Clinical Practice III</b>	0	0	24	0	8
Prerequisites: None					
Corequisites: None					
This course is designed to provide students with a continued, concentrated clinical experience in an orthopaedic healthcare setting where they will, under supervision, apply advanced-level orthopaedic technologist knowledge and skills on real-world patients. Emphasis is placed on transferring the skills from the classroom and laboratory settings and applying them to real orthopaedic patients while gaining autonomy in their skills and under the direct supervision of an orthopaedic clinical supervisor and orthopaedic provider. Upon completion, students should be able to perform professional level orthopaedic technologist duties while under the supervision of the orthopaedic clinical supervisor.					
<b>OTC 280 Professional Practice</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers practical considerations to entering the workforce as an orthopedic technologist, including job search skills, and review and preparation to sit for the national licensure exam in orthopaedic technology. Emphasis will be placed on resume building, interview skills, as well as locating suitable practice locations for a student's interests and career. Review of concepts as they relate to the licensure exam will also be a major focus of this course. Upon completion, students will be able to pass their licensure exam and obtain employment as an orthopaedic technologist.					
<b>PAD 151 Intro to Public Admin</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other government issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.					
<b>PAD 152 Ethics in Government</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator's role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making.					
<b>PAD 251 Public Finance &amp; Budgeting</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing					

	Class	Lab	Clinic	Work	Credit
governmental policy.					
<b>PAD 252      Public Policy Analysis</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.					
<b>PAD 253      Intro to Urban Planning</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course includes an analysis of current urban problems and the forces responsible for urban and regional growth. Topics include historical perspectives on the planning approach to urban phenomena and the evaluation of current proposals dealing with aspects of the urban situation. Upon completion, students should be able to evaluate urban and regional growth problems through case study analysis.					
<b>PAD 254      Grant Writing</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the basic techniques of successful grant writing. Topics include concept development, funding sources research, and writing skills relevant to the grants process. Upon completion, students should be able to demonstrate a basic understanding to the grants process.					
<b>PED 110      Fit and Well for Life</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>PED 111      Physical Fitness I</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: None					
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>PED 120      Walking for Fitness</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: None					
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid need and injury prevention. Upon completion, students should be able to participate in a recreational walking program. <i>This</i>					

		Class	Lab	Clinic	Work	Credit
<i>course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>						
<b>PED 175</b>	<b>Horseback Riding I</b>	0	2	0	0	1
Prerequisites: None						
Corequisites: None						
This course introduces beginning and non-riders to recreational horseback riding. Topics include riding skills, equipment, handling of horses, mounting, care of the horses, and coordinated horse-rider balance. Upon completion, students should be able to demonstrate riding, safety, and horse management skills.						
<b>PED 187</b>	<b>Social Dance - Beginning ( for NERSBA Only)</b>	0	2	0	0	1
Prerequisites: None						
Corequisites: None						
This course introduces the fundamentals of popular social dance. Emphasis is placed on basic dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.</i>						
<b>PHI 215</b>	<b>Philosophical Issues</b>	3	0	0	0	3
Prerequisites: ENG 111						
Corequisites: None						
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>						
<b>PHI 240</b>	<b>Introduction to Ethics</b>	3	0	0	0	3
Prerequisites: ENG 111						
Corequisites: None						
This course introduces theories about the nature and foundations of moral judgements and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>						
<b>POL 120</b>	<b>American Government</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>						
<b>PST 120</b>	<b>NCDPS Correct'1 Officer Training</b>	6	4	0	0	8
Prerequisites: None						



		Class	Lab	Clinic	Work	Credit
Corequisites:	None					
<p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Correctional Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *160 Hours Minimum Documented Training Required.</p>						
<b>PST 123</b>	<b>NC Sheriffs' Telecom Training</b>	2	0	0	0	2
Prerequisites:	None					
Corequisites:	None					
<p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 47-hour Telecommunicator Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *47 Hours Minimum Documented Training Required.</p>						
<b>PST 124</b>	<b>NC Sheriffs' Detention Officer Training</b>	6	4	0	0	8
Prerequisites:	None					
Corequisites:	None					
<p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 174-hour Detention Officer Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission and required for certification as a detention officer. Official documentation of successful completion of the state-mandated training must be provided and retained on file. * 174 Hours Minimum Documented Training Required.</p>						
<b>PST 125</b>	<b>NC Basic Juvenile Justice Officer Training</b>	4	6	0	0	7
Prerequisites:	None					
Corequisites:	None					
<p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning sources is the 160-hour Basic Juvenile Justice Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile justice officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. * 160 Hours Minimum Documented Training Required.</p>						
<b>PST 126</b>	<b>NC Basic Juvenile Justice Counselor Training</b>	4	6	0	0	7
Prerequisites:	None					
Corequisites:	None					
<p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 162-hour Basic Juvenile Court Counselor training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile court counselor with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *162 Hours Minimum Documented Training Required.</p>						
<b>PST 127</b>	<b>NC Basic Probation Officer Training</b>	6	6	0	0	9
Prerequisites:	None					
Corequisites:	None					
<p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 216-hour Basic Probation Officer training course regulated by the NC Criminal Justice Education and</p>						

		Class	Lab	Clinic	Work	Credit
<p>Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *216 Hours Minimum Documented Training Required.</p>						
<b>PST 151</b>	<b>NC Justice Academy Training</b>	1	0	0	0	1
<p>Prerequisites: None Corequisites: None</p> <p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *16 Hours Minimum Documented Training Required.</p>						
<b>PST 152</b>	<b>NC Justice Academy Training</b>	1	2	0	0	2
<p>Prerequisites: None Corequisites: None</p> <p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *48 Hours Minimum Documented Training Required.</p>						
<b>PST 153</b>	<b>NC Justice Academy Training</b>	1	4	0	0	3
<p>Prerequisites: None Corequisites: None</p> <p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *80 Hours Minimum Documented Training Required.</p>						
<b>PST 154</b>	<b>NC Justice Academy Training</b>	2	6	0	0	4
<p>Prerequisites: None Corequisites: None</p> <p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *128 Hours Minimum Documented Training Required.</p>						
<b>PST 155</b>	<b>NC Justice Academy Training</b>	2	9	0	0	5
<p>Prerequisites: None Corequisites: None</p> <p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *128 Hours Minimum Documented Training Required.</p>						

		Class	Lab	Clinic	Work	Credit
ing in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *176 Hours Minimum Documented Training Required.						
<b>PST 156</b>	<b>NC Justice Academy Training</b>	2	12	0	0	6
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *224 Hours Minimum Documented Training Required.						
<b>PST 157</b>	<b>NC Justice Academy Training</b>	2	15	0	0	7
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *272 Hours Minimum Documented Training Required.						
<b>PST 158</b>	<b>NC Justice Academy Training</b>	2	18	0	0	8
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *320 Hours Minimum Documented Training Required.						
<b>PST 159</b>	<b>NC Justice Academy Training</b>	2	21	0	0	9
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *368 Hours Minimum Documented Training Required.						
<b>PST 161</b>	<b>NC OSFM Training</b>	1	0	0	0	1
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *16 Hours Minimum Documented Training Required.						

		Class	Lab	Clinic	Work	Credit
<b>PST 162</b>	<b>NC OSFM Training</b>	1	2	0	0	2
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *48 Hours Minimum Documented Training Required.						
<b>PST 163</b>	<b>NC OSFM Training</b>	1	4	0	0	3
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *80 Hours Minimum Documented Training Required.						
<b>PST 164</b>	<b>NC OSFM Training</b>	2	6	0	0	4
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *128 Hours Minimum Documented Training Required.						
<b>PST 165</b>	<b>NC OSFM Training</b>	2	9	0	0	5
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *176 Hours Minimum Documented Training Required.						
<b>PST 166</b>	<b>NC OSFM Training</b>	2	12	0	0	6
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *224 Hours Minimum Documented Training Required.						
<b>PST 167</b>	<b>NC OSFM Training</b>	2	15	0	0	7
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior						

learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. \*272 Hours Minimum Documented Training Required.

<b>PST 168</b>	<b>NC OSFM Training</b>	2	18	0	0	8
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Prerequisites: None

Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. \*320 Hours Minimum Documented Training Required.

<b>PST 169</b>	<b>NC OSFM Training</b>	2	21	0	0	9
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Prerequisites: None

Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. \*368 Hours Minimum Documented Training Required.

<b>PST 171</b>	<b>NCCCS Public Safety Training</b>	1	0	0	0	1
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Prerequisites: None

Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. \*16 Hours Minimum Documented Training Required.

<b>PST 172</b>	<b>NCCCS Public Safety Training</b>	1	2	0	0	2
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Prerequisites: None

Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. \*48 Hours Minimum Documented Training Required.

<b>PST 173</b>	<b>NCCCS Public Safety Training</b>	1	4	0	0	3
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Prerequisites: None

Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. \*80 Hours Minimum Documented Training Required.

		Class	Lab	Clinic	Work	Credit
<b>PST 174</b>	<b>NCCCS Public Safety Training</b>	2	6	0	0	4
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *128 Hours Minimum Documented Training Required.						
<b>PST 175</b>	<b>NCCCS Public Safety Training</b>	2	9	0	0	5
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *176 Hours Minimum Documented Training Required.						
<b>PST 176</b>	<b>NCCCS Public Safety Training</b>	2	12	0	0	6
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *224 Hours Minimum Documented Training Required.						
<b>PST 177</b>	<b>NCCCS Public Safety Training</b>	2	15	0	0	7
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *272 Hours Minimum Documented Training Required.						
<b>PST 178</b>	<b>NCCCS Public Safety Training</b>	2	18	0	0	8
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *320 Hours Minimum Documented Training Required.						

		Class	Lab	Clinic	Work	Credit
<b>PST 179</b>	<b>NCCCS Public Safety Training</b>	2	21	0	0	9
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *368 Hours Minimum Documented Training Required.						
<b>PST 181</b>	<b>NCDPS Unarmed Security Guard Training</b>	1	0	0	0	1
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is Unarmed Security Guard training regulated by NCDPS Private Protection Services. Official documentation of successful completion of state-mandated training must be provided and retained on file. *16 Hours Minimum Documented Training Required.						
<b>PST 182</b>	<b>NCDPS Armed Security Officer Training</b>	2	0	0	0	2
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is Armed Security Officer Training Firearms regulated by NCDPS Private Protection Services. Official documentation of successful completion of state-mandated training must be provided and retained on file. *40 Hours Minimum Documented Training Required.						
<b>PST 189</b>	<b>NCDOJ Professional Certificate Program</b>	9	0	0	0	9
Prerequisites: None						
Corequisites: None						
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the Professional Certificate program regulated by NCDOJ. A certificate of completion and associated transcript for the program must be provided and retained on file.						
<b>PSY 118</b>	<b>Interpersonal Psychology</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.						
<b>PSY 150</b>	<b>General Psychology</b>	3	0	0	0	3
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. <i>This</i>						



		Class	Lab	Clinic	Work	Credit
<i>course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>						
<b>PSY 241</b>	<b>Developmental Psychology</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>						
<b>PSY 243</b>	<b>Child Psychology</b>	3	0	0	0	3
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. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>						
<b>PTA 110</b>	<b>Introduction to Physical Therapy</b>	2	3	0	0	3
Prerequisites: Enrollment in the Physical Therapist Assistant program.						
Corequisites: PTA 130, PTA 150						
This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care.						
<b>PTA 120</b>	<b>Functional Anatomy</b>	1	6	0	0	3
Prerequisites: PTA 110, PTA 150 - Enrollment in the Physical Therapist Assistant program.						
Corequisites: PTA 140, PTA 170,						
This course provides an organized study of anatomy and kinesiology. Emphasis is placed on the integration of structure and function of the skeletal, articular, muscular, nervous, and circulatory systems to include gait analysis. Upon completion, students should be able to describe the components and demonstrate function of these systems as applied to physical therapy.						
<b>PTA 130</b>	<b>Physical Therapy Procedures I</b>	1	6	0	0	3
Prerequisites: Enrollment in the Physical Therapist Assistant program.						
Corequisites: PTA 110						
This course includes concepts of injury and repair and documentation methods. Emphasis is placed on physiological effects, indications, contraindications, and skilled applications of selected therapeutic modalities. Upon completion, students should be able to safely, correctly, and effectively apply the emphasized techniques and procedures with understanding of correct documentation.						
<b>PTA 140</b>	<b>Therapeutic Exercise</b>	2	6	0	0	4
Prerequisites: PTA 110, PTA 150 - Enrollment in the Physical Therapist Assistant program.						

	Class	Lab	Clinic	Work	Credit
Corequisites: PTA 120, PTA 170					
This course covers muscle physiology, exercise, concepts, testing, and applications to the spine and extremities. Topics include strength, endurance, flexibility, and exercise protocols and progressions. Upon completion, students should be able to demonstrate skill in applying therapeutic exercise principles for non-neurological conditions in a safe and appropriate manner.					
<b>PTA 150      Physical Therapy Procedures II</b>	1	6	0	0	3
Prerequisites: PTA 130 - Enrollment in the Physical Therapist Assistant program.					
Corequisites: PTA 110					
This course is designed to include the theory and practice of additional therapeutic interventions. Topics include but are not limited to electrotherapy, burn and wound care, biofeedback, and selected data collection methods. Upon completion, students should be able to apply these modalities and treatment techniques effectively and safely and demonstrate knowledge of physiological principles involved.					
<b>PTA 160      Physical Therapy Procedures III</b>	2	3	0	0	3
Prerequisites: PTA 120, PTA 140, PTA 150, PTA 170 - Enrollment in the Physical Therapist Assistant program.					
Corequisites: None					
This course introduces treatment and measurement techniques and discusses treatment programs for selected neuromusculoskeletal dysfunction and injuries. Topics include soft tissue and joint dysfunction, selected assessment techniques, and various exercise programs. Upon completion, students should be able to demonstrate the application of selected data collection methods and functional interventions.					
<b>PTA 170      Pathophysiology</b>	3	0	0	0	3
Prerequisites: PTA 110, PTA 150 - Enrollment in the Physical Therapist Assistant program.					
Corequisites: PTA 120, PTA 140					
This course is a survey of basic pathology with emphasis on conditions most frequently observed and treated in physical therapy. Topics include etiology, pathology, manifestation, treatment, and prognosis. Upon completion, students should be able to explain repair processes, categorize diseases, define pathology, identify organ/body systems involved, and discuss treatment and prognosis.					
<b>PTA 182      PTA Clinical Education I</b>	0	0	6	0	2
Prerequisites: PTA 240, PTA 280 - Enrollment in the Physical Therapist Assistant program.					
Corequisites: PTA 222					
This course provides a short-term affiliation for planned learning experiences and practice under supervision. Emphasis is placed on basic skills including patient transfers, elementary exercise programs, and other learned skills. Upon completion, students should be able to demonstrate satisfactory performance as an introductory-level physical therapist assistant student.					
<b>PTA 210      PTA Clinical Education II</b>	0	0	6	0	2
Prerequisites: PTA 182 - Enrollment in the Physical Therapist Assistant program.					
Corequisites: PTA 222					
This course provides a short-term affiliation for planned learning experiences and practice under supervision. Emphasis is placed on goniometric analysis, intermediate-level exercise regimens, medications, and pathological conditions. Upon completion, students should be able to demonstrate satisfactory performance as an intermediate-level physical therapist assistant student.					
<b>PTA 212      Health Care/Resources</b>	2	0	0	0	2
Prerequisites: PTA 222, PTA 210 - Enrollment in the Physical Therapist Assistant program.					
Corequisites: PTA 254, PTA 260, PTA 270					

	Class	Lab	Clinic	Work	Credit
<p>This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery.</p>					
<p><b>PTA 222 Professional Interactions</b></p> <p>Prerequisites: PTA 160 - Enrollment in the Physical Therapist Assistant program. Corequisites: PTA 182, PTA 210, PTA 240, PTA 280</p> <p>This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, methods of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers.</p>	2	0	0	0	2
<p><b>PTA 240 Physical Therapy Procedures IV</b></p> <p>Prerequisites: PTA 160 - Enrollment in the Physical Therapist Assistant program. Corequisites: PTA 222, PTA 280</p> <p>This course covers normal development, adult and pediatric/CNS dysfunction, spinal cord injuries, amputee rehabilitation techniques, and cardiopulmonary rehabilitation. Topics include neurology review, selected rehabilitation techniques, ADL and functional training, prosthetic and orthotic training, and environmental access. Upon completion, students should be able to demonstrate safe and correct application of selected rehabilitation techniques for neurological dysfunction, cardiopulmonary conditions, and amputations.</p>	3	6	0	0	5
<p><b>PTA 254 Pediatrics for the PTA</b></p> <p>Prerequisites: PTA 210, PTA 222 - Enrollment in the Physical Therapist Assistant program. Corequisites: PTA 212</p> <p>This course provides an in-depth study of pediatric dysfunction and rehabilitation techniques. Topics include severe and profound attention deficit disorder, sensory integration, and rehabilitation in the school setting. Upon completion, students should be able to discuss selected pediatric dysfunctions and demonstrate specialized rehabilitation techniques.</p>	0	3	0	0	1
<p><b>PTA 260 Advanced PTA Clinical Education</b></p> <p>Prerequisites: Take One Set: Set 1: PTA 180 Set 2: PTA 182 and PTA 210 Enrollment in the Physical Therapist Assistant program. Corequisites: PTA 212</p> <p>This course provides full-time clinical affiliations for planned learning experiences and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care, communications, and professional behaviors. Upon completion, students should be able to demonstrate satisfactory performance as an entry-level physical therapist assistant and as a member of the physical therapy team.</p>	0	0	30	0	10
<p><b>PTA 270 PTA Topics</b></p> <p>Prerequisites: PTA 260 - Enrollment in the Physical Therapist Assistant program. Corequisites: PTA 212</p> <p>This course covers the physical therapist assistant profession in preparation for the state licensure exam. Topics include developing time management skills and practicing for the competency examinations. Upon completion, students should be able to identify individual academic strengths and weaknesses and utilize this information to continue self-study for the licensure exam.</p>	1	0	0	0	1

		Class	Lab	Clinic	Work	Credit
<b>PTA 280</b>	<b>PTA Issues I</b>	1	0	0	0	1
Prerequisites: PTA 160 - Enrollment in the Physical Therapist Assistant program.						
Corequisites: PTA 222, PTA 240						
This course consists of reports, discussions, and guest lectures on the latest physical therapy techniques, equipment, and health sciences specialties. Topics include reports on extra-department experiences, case studies, and literature reviews. Upon completion, students should be able to discuss specialized physical therapy equipment and/or related fields and display competent writing skills						
<b>REL 110</b>	<b>World Religion</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>						
<b>REL 211</b>	<b>Intro to Old Testament</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>						
<b>REL 212</b>	<b>Intro to New Testament</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>						
<b>SEC 110</b>	<b>Security Concepts</b>	2	2	0	0	3
Prerequisites: None						
Corequisites: None						
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.						
<b>SEC 150</b>	<b>Secure Communications</b>	2	2	0	0	3
Prerequisites: None						
Corequisites: None						
This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPSec. Upon completion, students should						

	Class	Lab	Clinic	Work	Credit
be able to implement secure data transmission technologies.					
<b>SEC 160 Security Administration I</b>	2	2	0	0	3
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 traffic using network analysis tools and design basic security defenses.					
<b>SOC 210 Introduction to Sociology</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>SOC 213 Sociology of the Family</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>SOC 220 Social Problems</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>SOC 225 Social Diversity</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>SPA 111 Elementary Spanish I</b>	3	0	0	0	3
Prerequisites: None					

	Class	Lab	Clinic	Work	Credit
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 to demonstrate cultural awareness. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>SPA 112      Elementary Spanish II</b>	3	0	0	0	3
Prerequisites: SPA 111					
Corequisites: None					
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish, and to demonstrate cultural awareness. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>TRN 110      Intro to Transport Tech</b>	1	2	0	0	2
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.					
<b>TRN 111      Chassis Maint/Light Repair</b>	2	6	0	0	4
Prerequisites: None					
Corequisites: None					
This course covers maintenance and light repair of transportation suspension, steering, and brake systems. Topics include general servicing and inspection procedures of steering and suspension systems, wheels and tires, and drum and disc brakes including hydraulic and power-assist units. Upon completion, students should be able to perform maintenance and light repair of transportation suspension, steering, and brake systems.					
<b>TRN 112      Powertrain Maint/Light Repair</b>	2	6	0	0	4
Prerequisites: None					
Corequisites: None					
This course covers maintenance and light repair of transportation engines, automatic and manual transmission/transaxles, engine performance systems, and HVAC systems. Topics include general servicing and inspection procedures of engines, engine lubrication and cooling systems, automatic and manual transmission/transaxles, HVAC components, and fuel, air induction, and exhaust systems. Upon completion, students should be able to perform maintenance and light repair of transportation engines, automatic and manual transmission/transaxles, engine performance systems, and HVAC systems.					
<b>TRN 120      Basic Transp Electricity</b>	4	3	0	0	5
Prerequisites: None					
Corequisites: None					
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshoot-					

	Class	Lab	Clinic	Work	Credit
ing. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.					

<b>TRN 140 Transp Climate Control</b>	1	2	0	0	2
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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.

<b>TRN 145 Adv Transp Electronics</b>	2	3	0	0	3
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Prerequisites: TRN 120

Corequisites: None

This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLCs, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLCs, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.

<b>TRN 170 PC Skills for Transp</b>	1	2	0	0	2
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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.

<b>WBL 110 World of Work</b>	1	0	0	0	1
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Prerequisites: None

Corequisites: None

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethics, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

<b>WBL 111 Work-Based Learning I</b>	0	0	0	10	1
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Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b>WBL 112 Work-Based Learning I</b>	0	0	0	20	2
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Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's pro-



	Class	Lab	Clinic	Work	Credit
gram of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should evaluate career selection, demonstrate employability skills, & satisfactorily perform work-related competencies.					
<b>WBL 113      Work-Based Learning I</b>	0	0	0	23	3
Prerequisites: None					
Corequisites: None					
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.					
<b>WEB 110      Web Development Fundamentals</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces World Wide Web Consortium (W3C) standard markup language. Topics include creating web pages, responsive design, file transfer, deployment, accessibility, and other related W3C topics. Upon completion, students should be able to deploy a hand-coded website created using the HyperText Markup Language (HTML) and Cascading Style Sheet (CSS) standards.					
<b>WEB 140      Web Development Tools</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.					
<b>WLD 110      Cutting Processes</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve, and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metal of varying thickness.					
<b>WLD 112      Basic Welding Processes</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.					
<b>WLD 115      SMAW (Stick) Plate</b>	2	9	0	0	5
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.					

	Class	Lab	Clinic	Work	Credit
<b>WLD 121 GMAW (MIG) FCAW/Plate</b>	2	6	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.					
<b>WLD 131 GTAW (TIG) Plate</b>	2	6	0	0	4
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 on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.					
<b>WLD 141 Symbols &amp; Specifications</b>	2	2	0	0	3
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.					
<b>WLD 151 Fabrication I</b>	2	6	0	0	4
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.					

# PERSONNEL

## ADMINISTRATIVE STAFF

- Tammy Bailey..... Chief Financial Officer (CFO)/Director, Aux Services  
A.A.S., Beaufort County Community College
- Billy Barber..... Vice President, Operations/Business & Industry Services  
B.S., East Carolina University
- Wesley Beppard ..... President  
A.S., Mount Olive College  
B.S., Atlantic Christian College  
M.B.A., Campbell University
- Dr. Brian Busch.....Executive Vice President  
B.S. Ed., Western Carolina University  
M. Div., Ph.D., Southern Baptist Theological Seminary
- Erica Caracoglia..... Director, Institutional Effectiveness/Research & SACSCOC Liaison  
B.S., M.A. Ed., East Carolina University
- Jason Freeman.....Chief Information Officer  
A.A.S., Martin Community College  
B.S., East Carolina University
- Judy Jennette ..... Director, Communications/PIO  
B.S., M.P.A., East Carolina University
- Bebe Major.....Executive Assistant, President  
A.A.S., Beaufort County Community College
- Dr. Tabitha Miller..... Vice President, Academic Affairs/Chief Academic Officer  
B.S., Ohio State University  
M.A., Ph.D., East Carolina University
- Nathan Mizell.....Associate Vice President, Continuing Education  
A.A.S., Pitt Community College  
B.A., NC Wesleyan  
M.S., Mountain State University
- Deborah Morris..... Director, Bertie Campus  
A.A.S., Roanoke-Chowan Community College
- Kinsey Price ..... Director, Institutional Advancement  
B.A., University of North Carolina at Chapel Hill  
M.B.A., Gardner-Webb University
- Morgan Price.....Director, Human Resources  
A.A.S., Beaufort County Community College

## FACULTY

James Barnes..... Diploma, A.A.S., James Sprunt Community College	Automotive
Rhonda Breed..... A.A., A.A.S., Pamlico Community College B.A., M.A., East Carolina University	Psychology/Sociology
Mary Carson..... B.S., M.A., East Carolina University	Math
Alfred Dawes ..... A.A.S., Pitt Community College	Automotive
George Dixon..... B.S., University Mount Olive M.S., East Carolina University	Criminal Justice
Dwayne Evans, Sr. .... B.A., M.B.A., Ashford University NC/VA Licensed Electrician	Electrical Systems Technology
Marty Flynn..... A.A.S., Pitt Community College	Division Chair, Allied Health/Public Safety/Director, Medical Assisting
Christina Hale..... B.A., M.A., East Carolina University	English
Linda Hardy ..... A.A.S., Pitt Community College	Director, Orthopaedic Technology
Curtis Hyler..... A.A.S., Martin Community College NC State Board Licensed Cosmetologist NC State Board Licensed Instructor Certificate	Director, Cosmetology
Dr. Patrick Kent..... B.A., University of New Orleans M.A., University of Utah Ph.D., University of North Carolina at Chapel Hill	History
Guy Leggett..... A.A.S., Martin Community College Commercial Refrigeration License NC Limited Electrical License H2, H3, HVAC NC License	HVAC
Dr. Andrea Rochelle Mabry ..... B.A., University of Virginia M.A., East Carolina University Ph.D., University of Florida	English

Kimberly Matthews .....Biology  
 B.S., M.S., East Carolina University

Dr. Dean McCall .....Director, Physical Therapist Assistant  
 A.A.S., Martin Community College  
 B.S., East Carolina University  
 D.P.T., Duke University

Vickie Murphy .....Division Chair, Business/Technology/Cosmetology/Instructor  
 A.A.S., Craven Community College  
 B.A., East Carolina University  
 M.A., Capella University

Deboria Outlaw.....Early Childhood  
 B.A., North Carolina A & T  
 B.S., East Carolina University  
 M.A., University of Phoenix

Dawn Parker.....Physical Therapist Assistant/Clinical Coordinator  
 A.A.S., Martin Community College

Daniel Price.....Division Chair, College Transfer  
 B.A., M.A. Ed., M.S.A., East Carolina University

Davis Reason..... Mathematics  
 A.A., Beaufort County Community College  
 B.S., East Carolina University

Ebony Sheppard.....Cosmetology  
 Certificate, Beaufort County Community College  
 NC State Board Licensed Cosmetologist  
 NC State Board Licensed Instructor Certificate

Arthur Simpson..... Industrial Systems  
 A.A.S., Martin Community College

Wanda Smith.....Cosmetology  
 A.A., Edgecombe Community College  
 B.S.W., East Carolina University  
 NC State Board Licensed Cosmetologist  
 NC State Board Licensed Instructor Certificate

Tammie M. Thurston .....Director, Equine Business/Training Technology  
 B.S., University of Findlay

Jamie VanEssendelft ..... Physical Therapist Assistant  
 A.A.S., Martin Community College  
 B.S., Mount Olive College

Lawson Walston..... Equine Technology  
B.S., NC State University

Ryal Watkins ..... Division Chair, Advanced Manufacturing  
A.A.S., Beaufort County Community College  
AWS Certified Welding Inspector  
AWS Certified Welding Educator

## CONTINUING EDUCATION DIVISION

Debra Armstrong..... Coordinator, Prison Education (Bertie Correctional Institution)  
B.S., St. Augustine's College

Leslie I. Bond..... Continuing Education Registrar  
A.A.S., Martin Community College

Milton Davis, Jr..... Director, BLET  
A.A.S., Rowan Cabarrus Community College  
B.A., Shaw University

Sue Gurley..... Coordinator, Health Programs  
A.A.S., Beaufort County Community College  
B.A., M.A., East Carolina University  
N.C. Medication Aide Instructor, Edgecombe Community College  
American Heart Association BLS/CPR, Vidant Pitt Training Center

Larry Johnson..... Coordinator, Fire Training  
B.S., Mount Olive  
NC Certified Fire Fighter  
NC Level I & II Fire Inspector  
Peer Assessor - Commission Fire Accred. Int.

Angela Mobley..... Director, College & Career Readiness  
A.A., Martin Community College  
B.S.W., East Carolina University

Jennifer Phelps ..... Data & Program Support Specialist (CCR)  
A.A.S., Beaufort County Community College

Robert Whistler ..... Coordinator, EMS  
A.A.S., Lenior Community College  
B.S., NC Wesleyan College

Candance B. Whitehurst..... Coordinator, HRD  
B.S., Elizabeth City State University



Raymond Wilson ..... Instructor, Apprentice Line Technician

Tonya Woolard..... Lead Instructor, College & Career Readiness  
 B.A., Shaw University  
 M.A. Ed., Elizabeth City University

## SUPPORT STAFF

Charles Banks .....Director, Small Business Center  
 B.S., University of Mount Olive  
 M.S., Boston University

Kim Barber.....Coordinator, Online/Distance Learning  
 B.S., M.S., East Carolina University

Catina Blake.....Admissions Counselor/Recruiter  
 B.A., East Carolina University

Jennifer Cherry.....Purchasing Officer/Equipment Coordinator

Lyntinka Cherry .....Systems & Communications Technician  
 A.A.S., Martin Community College  
 B.S., North Carolina A & T

Alice Cotten ..... Switchboard/Receptionist

Mary Huffman Dalcourt.....Barn Manager  
 A.A.S., Martin Community College

Debra Hardison ..... Manager, Bookstore  
 A.A.S., Martin Community College

Lena Jackson.....Administrative Assistant, BLET/Small Business Center

Jonathan Jenkins ..... Controller  
 B.S.B.A., M.S.A., East Carolina University  
 Certified Public Accountant

Latonja Joyner-Hyman ..... Liaison, Bertie Early College High School  
 B.A., UNC Greensboro  
 M.S., University of Phoenix

Julie Kolikas..... Director, High School Programs  
 B.A., M.A. Ed., East Carolina University

Terri Leggett.....Director, Financial Aid  
 A.A.S., Martin Community College

Darlicia Outlaw .....Accounts Receivable Technician/Cashier

Pamela Perry ..... Assistant, Library  
A.A.S., Martin Community College

Shackacondia Razor ..... Admissions/Student Services Technician  
A.A.S., Edgecombe Community College  
B.S., Shaw University

Michelle Revels .....Payroll/Accounts Payable Technician  
A.A.S., Martin Community College

Shawn Smith ..... Career Coach (Martin County Schools)  
B.S., Longwood University

Randy Stokes..... Assistant Registrar  
A.A.S., Diploma, Martin Community College  
B.S., M.A. Ed., East Carolina University

Vanessa Tripp ..... Director, Admissions, Counseling & Student Support Services  
B.S., M.A., East Carolina University

April Wheeler..... Coordinator, Programs & Scheduling

Amelia Wilkinson ..... Assistant, LMS Administrator  
A.A.S., Martin Community College

Martha Williams..... Administrative Assistant Student Services

## **PLANT OPERATIONS AND MAINTENANCE**

Michael Drew..... Lead Groundskeeper

Treva James..... Custodian  
A.A.S., Martin Community College

Anthony Lawrence ..... Custodian

Robert West..... Maintenance

Walter Wheeler.....Director, Facilities & Grounds  
B.S., East Carolina University

Allen Wiggins ..... Lead Maintenance Technician

Jerry Wilson..... Skilled Maintenance Technician



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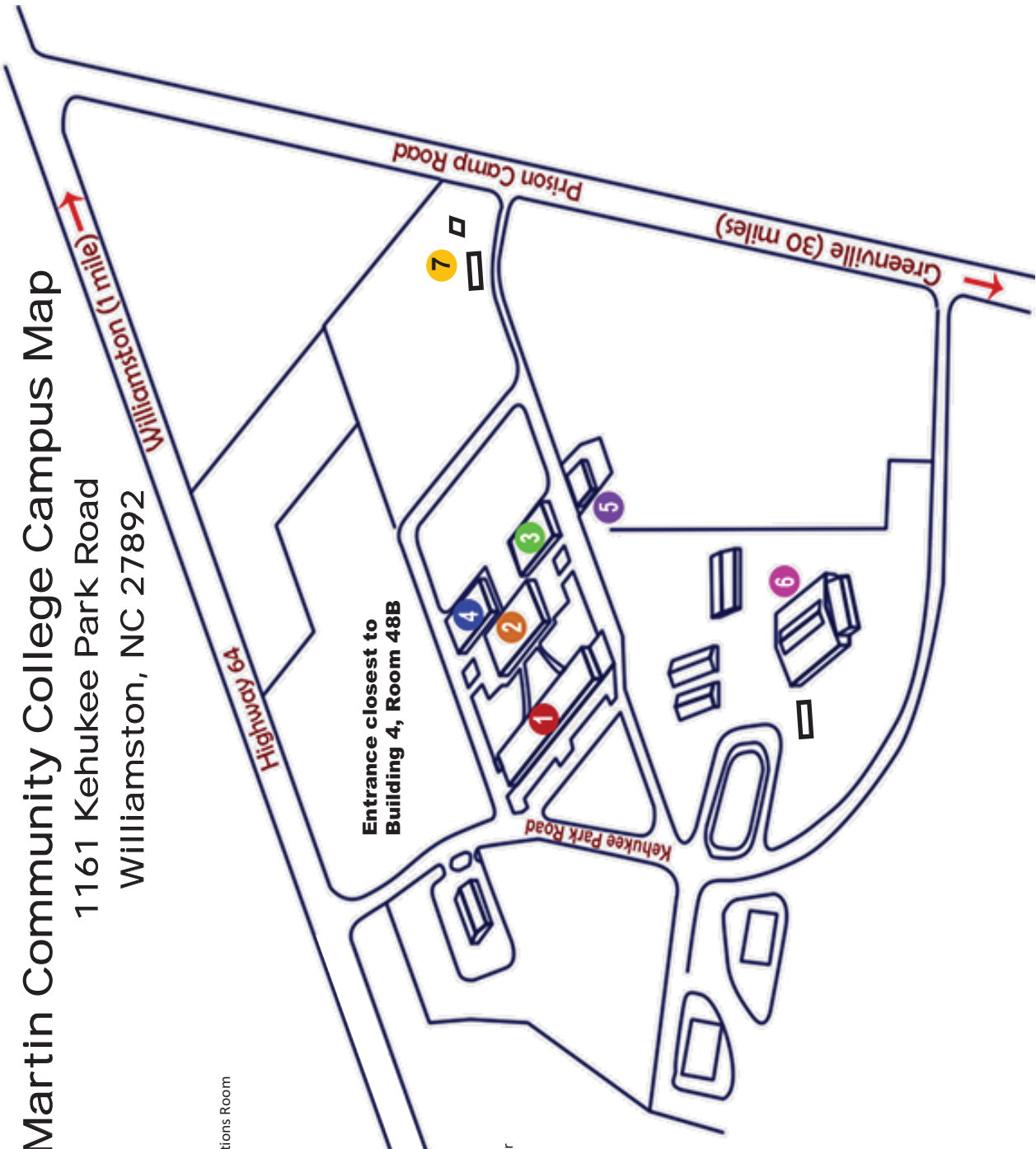
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# Martin Community College Campus Map

1161 Kehukee Park Road  
Williamston, NC 27892



- 1 Building 1**  
Admissions / Counselors  
Business Offices  
Bookstore  
BLET (Basic Law Enforcement Training)  
Cosmetology  
Campus Fresh Vending  
Electrical Systems Technology  
Financial Aid  
Industrial Systems Technology  
Information Highway / Telecommunications Room  
Information / Receptionist  
Information Technology offices  
Nurse Aide I and II Labs  
President's / MCC Foundation Office  
Public Meetings Room (Rm 14)  
Public Relations Office  
Registrar  
Welding

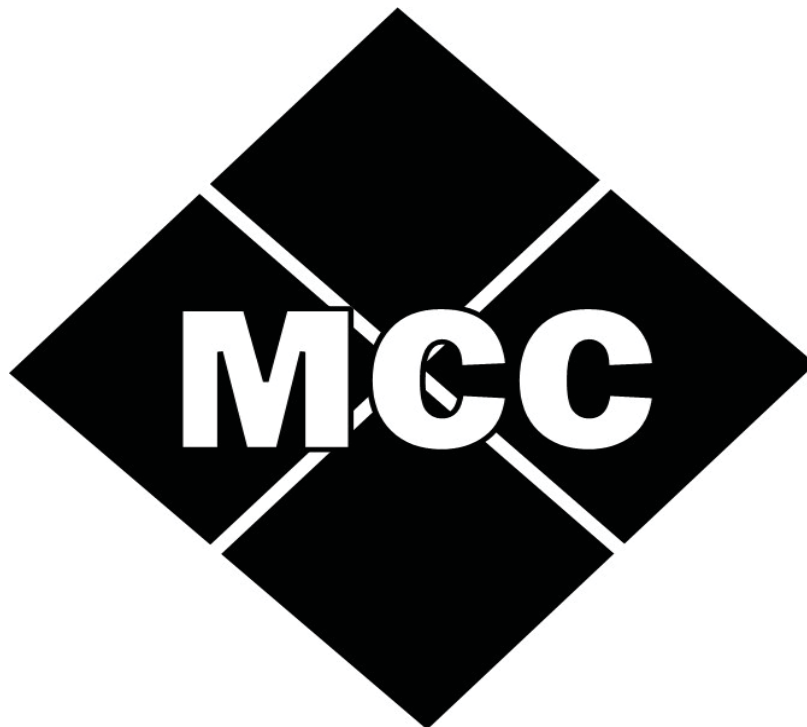
- 2 Building 2**  
Academic Skills Center  
Auditorium  
Continuing Education  
CRC Lab  
High School Equivalency Learning Center  
Library  
Local History Collection

- 3 Building 3**  
A/C & Heating Technology Automotive Technology  
Criminal Justice Technology  
Medical Assisting  
Medical Office Administration Physical Therapist Assistant

- 4 Building 4**  
Academic Affairs Office  
Business Administration  
Career Coaches  
College Transfer Classrooms Computer Lab  
Early Childhood  
Information Technology  
Small Business Center

- 5 Maintenance Building**
- 6 Building 6 and Equestrian Area**  
Arena  
Equine Business and Equine Training  
Stables and Riding Ring

- 7 Public Safety Training Facilities**



**MCC Is An Equal Opportunity Institution**

**Martin Community College is committed to an environment that embraces diversity, respects the rights of all individuals, is open and accessible, and is free of harassment and discrimination.**

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