



2010 - 2011 Catalog



**100 College Drive
PO Drawer 809
Weldon, North Carolina 27890
(252) 536-HCC1 (4221)
www.halifaxcc.edu**

Halifax Community College is an affirmative action, equal opportunity institution and welcomes students and employees without regard to race, color, national origin, religion, sex, age or disability.

Accreditation

Halifax Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4501] to award the associate degree. The following agencies accredit or approve specific programs:

North Carolina State Board of Community Colleges

North Carolina Board of Nursing

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL, 60631

(773) 714-8880

American Dental Association

211 E. Chicago Avenue, Chicago, IL, 60611

Halifax Community College issues this catalog to furnish prospective students and other interested people with information about the institution and its programs. The information contained in this catalog is correct at the time of printing. Changes in administrative rules, requirements, and regulations may occur during the year.

2 DIRECTORY INFORMATION

DIRECTORY INFORMATION

Halifax Community College is located one mile east of I-95 on
Highway 158 (Julian Allsbrook Highway)
Weldon, North Carolina, 27890
(252) 536-HCC1 (4221)

DIRECTORY OF CORRESPONDENCE

All inquiries will receive prompt attention. Please address to the appropriate
administrative office (see list below) and send to:

Halifax Community College
PO Drawer 809
Weldon, NC 27809

FOR MORE INFORMATION ON:

Administrative Affairs
Academic Regulations and Faculty
Admissions
Adult Basic Education
Child Care
Curriculum, Instruction
Employment
Extension Programs
Financial Aid
Fiscal and Business Affairs

Foundation
General Information
High School Equivalency Diploma (GED)
Industry Services

Job Placement
JobLink
Learning Resources Center
Placement Testing
Public Information/Marketing

Registration
Rehabilitation Act
Small Business
Student Services and Activities
The Centre
Transcripts
Veterans' Assistance

WRITE THE OFFICE OF:

President
Dean of Curriculum Programs
Admissions
Director of Literacy Education
Director of Child Care Center
Vice President of Academic Affairs
Personnel
Dean of Continuing Education
Financial Aid
Vice President of Administrative
Services
Executive Director
Dean of Student Services
Director of Literacy Education
Dean of Continuing Education/
Community Services
Dean of Student Services
Manager of JobLink/Satellite
Director of Learning Resources
Testing Coordinator
Vice President of Institutional
Advancement
Dean of Student Services
Dean of Student Services
Director of Small Business Center
Dean of Student Services
Director of The Centre
Registrar
Registrar



MESSAGE FROM THE PRESIDENT

I am pleased that you have chosen Halifax Community College to further your education and continue your lifelong educational pursuits. On behalf of our Board of Trustees, Faculty, Staff, and Administration, I also want you to know that we will strive to make your pursuit of your educational goals and dreams become a reality. We really want our motto, **Learning Comes to Life In Pursuit of Excellence**, to be a reality in your experiences at HCC in word and deed.

HCC is a vibrant and student oriented institution that continues to put your learning objectives and goals as the top priority. Our experienced faculty and staff have the knowledge and expertise to help you in your academic pursuits and to provide guidance in many out-of-class activities.

HCC offers more than 40 academic programs that lead to certificates, diplomas, and the associate degree. We also have a very vibrant basic skills program that provides the opportunity to earn the General Education Diploma (GED). Our learning resources center, student support services, and Freedom to Learn Institute provide exceptional academic support that will help you achieve “student success” during your time at HCC.

HCC also offers a variety of continuing education and workforce training programs that are geared to new and incumbent workers in our service region. We hold fast to our mission “to improve the quality of life and the educational and economic base of our service region”. Our continuing education and workforce development programs provide invaluable assistance to our business and industry sector.

We believe deeply in the mission and purposes of Halifax Community College. HCC is an open door institution of higher learning that proudly serves a diverse and intergenerational clientele of students and businesses.

I look forward to meeting many of you on campus and at many of our student and community activities!

Sincerely,

A handwritten signature in black ink that reads "Ervin V. Griffin, Sr." The signature is written in a cursive style.

Dr. Ervin V. Griffin, Sr.
President/CEO

4 ACADEMIC CALENDAR

FALL SEMESTER 2010

Registration for Fall	August 11 - 13, 2010
New Student Orientation	August 12, 2010
Classes Begin	August 16, 2010
Last Day to Add 8-Week Classes	August 18, 2010
Last Day to Add 16-Week Classes	August 20, 2010
Labor Day Holiday	September 6, 2010
Classes Resume/Midterm for 8-week Classes	September 7, 2010
Last Day to Drop 8-Week Classes Without Penalty	September 16, 2010
8 Week Classes End	October 8, 2010
Last Day to Drop 16-Week Classes Without Penalty	October 11, 2010
Fall Break/No Classes/Faculty Workday/ Inclement Weather Makeup Days	October 11 & 12, 2010
Classes Resume	October 13, 2010
Early Registration for Spring 2011/ Registration for Spring 2010 continues by appointment with advisors	November 10, 2010
Veteran's Holiday	November 11, 2010
Classes Resume	November 12, 2010
Student Break/Inclement Weather Makeup Day/ Faculty Workday	November 24, 2010
Thanksgiving Holiday	November 25 & 26, 2010
Classes Resume - Last Day for Submission of Drop Forms for Any Reason	November 29, 2010
Thursday Classes Meet	December 14, 2010
16 Week Classes End	December 15, 2010
Exam Days	Dec. 16 & 17, 2010

SPRING SEMESTER 2011

Early Registration for Spring 2010	November 10, 2010
New Student Orientation	January 5, 2011
Spring Registration	January 6 & 7, 2011
Classes Begin	January 10, 2011
Last Day to Add 8-Week Class	January 13, 2011
Last Day to Add 16-Week Class	January 14, 2011
Martin Luther King, Jr. Holiday	January 17, 2011
Classes Resume	January 18, 2011
Midterm for 8-Week Classes	February 7, 2011
Last Day to Drop 8-Week Class Without Academic Penalty	February 10, 2011

8 Week Classes End/ Midterm for 16-Week Classes	March 7, 2011
Juniors Learning About Careers Day	March 11, 2011
Last Day to Drop 16-Week Classes Without Academic Penalty/Classes Resume	March 16, 2011
Early Registration for Summer & Fall/ Registration for Summer & Fall 2011 continues by appointment with advisors	April 5, 2011
Last Day for Submission of Drop Forms for Any Reason	April 20, 2011
Spring Holiday	April 25, 2011
Classes Resume	April 26, 2011
Monday Classes Meet	May 4, 2011
Friday Classes Meet/16 Week Classes End	May 5, 2011
Exam Days	May 6, 9 & 10, 2011
Graduation Rehearsal	May 13, 2011
Graduation	May 14, 2011
Summer Registration	May 23, 2011

SUMMER SESSION 2011 (8 Weeks)

Summer 2011 Registration	May 23, 2011
Classes Begin	May 24, 2011
Last Day to Add a Class	May 26, 2011
Memorial Day Holiday	May 30, 2011
Classes Resume	May 31, 2011
Midterm	June 22, 2011
Last Day to Drop Without Academic Penalty	June 27, 2011
Independence Day Holiday	July 4, 2011
Summer Break for Students/Faculty Workdays	July 5 - 7, 2011
Faculty Workday	July 8, 2011
Classes Resume	July 11, 2011
Registration for Fall	July 13 & 14, 2011
Last Day for Submission of Drop Forms for Any Reason	July 18, 2011
Monday Classes Meet	July 26, 2011
Classes End	July 28, 2011
Grades Due to Registrar by 12:00 Noon	July 29, 2011

TABLE OF CONTENTS

DIRECTORY INFORMATION	2
MESSAGE FROM THE PRESIDENT	3
ACADEMIC CALENDAR	4-5
TABLE OF CONTENTS	6-10
GENERAL INFORMATION	13-22
History	13
The Centre	17
Vision Statement	17
Mission Statement	17
Institutional Goals	18
Programs of Study	20
Specific Curricula	20-21
Associate Degree Programs	20
Associate in Applied Science Degree Programs	20
Diploma and/or Certificate Programs	21
Adult and Continuing Education Programs	21
Performance Measures and Standards	22
ADMISSIONS	25
General Admissions Procedures	25
Placement Testing	26
Retesting	27
Student Residency for Tuition Purposes	28
Registration	28
Drop/Add	28-29
Change of Program Major	29
Change of Registration	29
Enrollment Requirements	29-30
Selective Admissions	30
Transfer Admissions	30
High School Student Enrollment	30-32
Notification of Acceptance	32
Readmission	32
Special Students	32
Roanoke Valley Early College	33
Catalog of Record	33
Tuition and Fees	33
Books and Supplies	33-34
FINANCIAL AID	37
Student Financial Aid	37
Priority Dates	37
General Student Eligibility Criteria	37
How to Apply/Application Process	38
Verification	38-39
Special Circumstances	39
Financial Aid Programs	33
Federal Pell Grant	39

7 TABLE OF CONTENTS

Federal Supplemental Education Opportunity Grant	39
Federal Academic Competitiveness Grant	39-40
Federal Work-Study.....	40
State Programs.....	40
College Foundation of North Carolina	40
North Carolina Student Incentive Grant (NCSIOG).....	40-41
North Carolina Community College Grant (NCCCG).....	41
North Carolina Education Lottery Scholarship	41-42
Education Access Rewards North Carolina (EARN).....	42
Scholars Fund	
Child Care Grants.....	42
Vocational and Rehabilitation Financial Assistance	43
Loan Programs	43
Federal Stafford Loans (FFEL).....	43
Health, Science, and Mathematic Loan (HSM)	43-44
Nurse Scholars Program (NSP).....	44
Nurse Education Scholarship/Loan Programs (NESLP).....	44
HCC Scholarships	44-46
Financial Aid Rewards	46-47
Programs/Courses Ineligible for Financial Aid	47
Clock Hour/Credit Hour Conversion	47-48
Return to Title IV Funds Policy	48
Satisfactory Academic Progress Policy	48
Scope	49
Monitoring Procedures	49-50
Withdrawals.....	50-51
Treatment of Developmental Courses.....	51
Repeated Courses	51
Probation	51
Suspension.....	51-52
Reestablishing Progress After Suspension.....	52
Financial Aid Appeals.....	52-53
Veterans Affairs.....	53-54
Satisfactory Progress Policy for Veterans	54
What Affects VA Benefits Eligibility	54-55
Veterans Administration Educational Benefits	55-56
Veterans Telecourse and Distance Learning Policy	56
ACADEMIC INFORMATION	59
Academic Schools and Majors.....	59-60
Semester System.....	60
Distance Learning	60-61
Grading System	61
Attendance.....	62
Withdrawal from Classes	62-63
Developmental Course Load	63
Grading System for Developmental Studies.....	63-64
Change of Grades.....	64

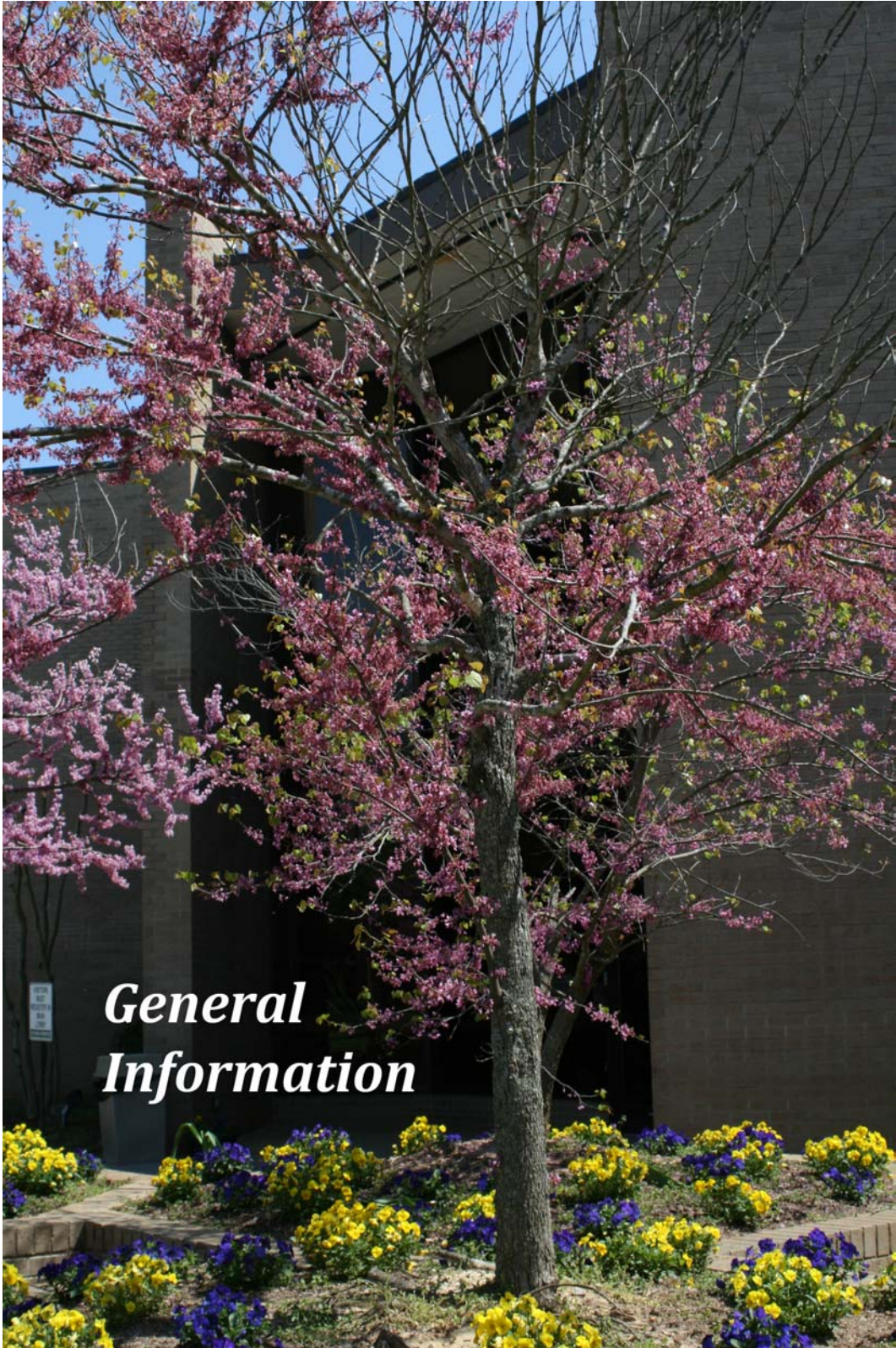
8 TABLE OF CONTENTS

Computing Quality Point Average	64
Student Academic Freedom	64
Academic Regulations	64-65
Advanced Placement Credit	65-66
Audit	67
Best Grade.....	67
Change of Registration	67
Change of Class Schedule.....	67
Class Size	67
Course Load	68
Course Repetition.....	68
Course Substitution.....	68
Credit by Examination	68-69
Forgiveness	69
Honors List	69
Guided Independent Study (GIS).....	69-70
Prerequisite/Corequisite Requirements	70
Refunds	70
Transfer Credit	70-71
Transfer of Credit Between Programs	71-72
Inclement Weather.....	72
Intellectual Property Policy	73-76
STUDENT SERVICES	77
Counseling Center Services.....	79
Rehabilitation Act of 1973/Section 504 & Americans.....	75-76
with Disabilities Act of 1990	
Career Services	80
Student Support Services.....	80
Freedom to Learn.....	80-81
Student ID Cards.....	81
Child Care Center.....	81
Campus Bookstore.....	81-82
Textbook Refunds/Exchanges	82
Textbook Buy-Backs.....	82
Quiet Room	82
Student Lounge.....	82
Bulletin Boards.....	82
Use of Telephones.....	82-83
Guidelines Governing Student Activities	83
Student Organizations.....	83
Student Government Association.....	83
Phi Theta Kappa.....	83-84
Guidelines for College-Sanctioned Student Activities	84-85
HCC Ambassadors	85-86
Class Rings.....	86
College Colors	86
Student Records.....	86

Examining Records	86
Challenging Records.....	86-87
Transfer Request	87
Release of Student Information.....	87
Federal Student Right-to-Know.....	87
Student Responsibilities.....	87
Application for Graduation.....	87-88
Student Conduct	88-89
Student Appeal.....	89
Suspension/Dismissal.....	89
Student Greivance Procedure Purpose.....	89
Appealing a Grade.....	89-90
Children on Campus.....	90
The Family Educational Rights and Privacy Act	90-92
Crime Awareness and Campus Security Act	92
Sexual Harassment	93
Firearms on Campus	93
Drugs and Alcohol.....	93-95
Communicable Diseases.....	95-96
Bloodborne Pathogens.....	96
Tobacco Free Campus Policy	96
Dress Code	97
Notification of Sex Offender Law	97
EDUCATIONAL SUPPORT	99
Academic Resources Lab	101
Learning Resources Center/Library	101
Mission Statement	101
Staff.....	101
Facility	101
Computer Labs	101-102
Collections.....	102
Interlibrary Loan.....	102
Automation and Classification	102
Library Services and User Fees.....	101-103
Consequences Regarding Unpaid Fines and Charges	103
LRC Web Page	103
Children in the LRC.....	103
Environment Conducive to Learning	103
Telephone Contact to Patrons in the LRC	104
Food and Drink.....	104
Electronic Resources Center (ERC)	104
Information Retrieval.....	104
Patrons and Patron Responsibilities	104-105
Statistical Data Collections	105
Learning Assistance Center	105
LAC Staff & Services.....	105-106
LAC Facility	106

10 TABLE OF CONTENTS

Computer Use Regulations	106
Regulations and Consequences	106-107
Guidelines.....	107
Disclaimer.....	108
CONTINUING EDUCATION	109
Objectives	111
Criteria for Activities.....	111
Admissions.....	112
Registration.....	112
Fees.....	112
Fee Exemptions	112-113
Repetition Regulations.....	113
Attendance.....	113
Refunds.....	113
Grading System	114
Transcripts.....	114
Continuing Education Unit (CEU)	114-15
Courses and Services.....	115
Literacy Education Objectives.....	115
Admission.....	115
Fees.....	115
Registration	116
Adult Basic Education (ABE)	116
General Education Development (GED)	116
Learning Lab	116
Compensatory Education	116
Business & Industry Services.....	116-118
The Small Business Center	117
Customer Training for Productivity Enhancement	117
Customized Training for Job Growth.....	117
Workplace Literacy.....	117-118
Customized Training for Technology Investment	118
Career Readiness Training Certificate (CRC).....	118
Occupational Extension.....	118-121
Computer Classes.....	119
Online Distance Learning - Education 2 Go.....	119
Online Medical Prep	119
Human Resources Development (HRD)	119
Certified Nursing Assistant Programs	119-120
Certified Nurse Aide I	120
Certified Nurse Aide II	120-21
Medication Aide Administration.....	121
Law Enforcement.....	121
Fire	122
Emergency Medical Services (EMS).....	122
Cardiopulmonary Resuscitation (CPR) First Aid	123
Emergency Management	123
Industrial Emergency Response and Safety	123
CURRICULUM PROGRAMS	125-237
COURSE DESCRIPTIONS.....	239-329
PERSONNEL	331-346



*General
Information*

About Halifax Community College (HCC)

Halifax Community College encompasses the open-door policy of education for citizens who have the need and desire to learn. The trustees, administration, faculty, and staff are dedicated to advancement through education and are committed to existing programs. However, the institution is constantly searching for new programs which will fulfill the needs of individuals in a changing society.

The 109-acre campus is located on Highway 158 in Weldon, North Carolina, less than a mile east of Interstate 95. The present campus consists of eight buildings totaling more than 274,386 square feet. These facilities include the administrative building, library, student center, continuing education center, literacy and science education building, The Centre, Allied Health/Multi Purpose building, the Roanoke Valley Early College, the Child Care Center, a Small Business Center, and a Fitness Center.

Adequate parking is provided with easy access to all college activity areas. Campus security personnel are employed for both day and evening protection. Long-range plans call for the establishment of additional facilities as needs dictate and financial resources become available.

History

In 1967, visionaries in Halifax County recognized the need for a reputable institution to offer educational opportunities and job training for high school graduate and others. The visions and dreams became reality when Halifax County Technical Institute was chartered on September 7, 1967 by the North Carolina General Assembly. Under the terms and provisions of Article 115A of the General Statutes, the educational facility became a public institution of the North Carolina Community College System.

The institution began functioning in February of 1968 when its first president, Dr. Phillip W. Taylor, was appointed. Halifax Technical Institute used office space at the Civil Defense Building in Halifax until the property, formerly known as the Colonial Manor Motel on Highway 301, was acquired on July 15, 1968.

In its first year, Halifax County Technical Institute offered classes in practical nursing and masonry programs inherited from Pitt Technical Institute. The institute assumed responsibility for these programs in March of 1968. Full time students in business administration, secretarial science, radio and television service, and automotive mechanics enrolled for the first time in September, 1968.

Action by the General Assembly removed Halifax County Technical Institute from the unit status and established it as a chartered institution, governed by a twelve-member board. Four trustees were appointed by local school boards, four by the Halifax County Board of Commissioners, and four by the Governor of North Carolina. The roster for that body comprising the Board of Trustees included:

A. Edwin Akers	C.L. Shoffner
A.D. Haverstock	E.K. Veach, Sr.
J.D. Hines	Doris Cochran
Carl Hoag	Faye J. Twisdale
Robert Metcalfe	C. Kitchen Josey
Watson N. Sherrod	William Thorne

The Board of Trustees is a corporate body with all powers usually conferred upon such bodies to exercise powers necessary for the management and administration of the institute. Since the inception of the institution, programs and facilities have evolved to meet the needs of an expanded and diverse enrollment population. In May of 1972, the trustees approved the purchase of a 109-acre tract of land ideally located in the population center of Halifax County. Construction began in 1975, and the institute moved to the new campus in April of 1977, where formal dedication ceremonies were held on May 22, 1977. The cost of the facility, including land and buildings, was approximately \$2,356,000 and contained 72,000 gross square feet.

As seen as early as 1973, the trustees, staff, and faculty of Halifax County Technical Institute began to discuss the possibilities and to make plans for adding a two-year college transfer program. The institute had offered a general education program on contract with East Carolina University since 1971. The leadership of the institution recognized the many rewards that would result from establishing a two-year transfer program operated solely by the local institution; thus, the community witnessed the emergence of HCC as a comprehensive community college.

A feasibility study was conducted in 1974. The local trustees, the County Board of Commissioners, local secondary school units, the State Board of Community Colleges, and the State Advisory Budget Commission approved the move for the establishment of the institute as Halifax Community College.

Local representatives introduced the bill to the 1975 North Carolina legislature, and action was approved in June of that year to become effective on July 1, 1976.

The institution moved to its present location in 1977 when Halifax Community College established a new campus in Weldon, on Highway 158. In 1979, 4,000 square feet of vocational classroom space were added to the growing institution.

Another major campus addition as the Technology Development Center (now the Continuing Education Center) completed in 1986. The center housed a large, multi-purpose auditorium, spacious bays for industrial training, classrooms, and offices for Continuing Education staff and the Small Business Center, established in 1985. In 1987, a new Student Activity Center opened which housed the campus bookstore and a student lounge.

Following the retirement of the founding president, the search committee of the Board of Trustees appointed Dr. Elton L. Newbern, Jr. as president, effective July 1, 1988. Under his leadership, new facilities and programs were initiated to meet the needs of a burgeoning enrollment.

The institution's curriculum enrollment numbered 14 at its inception, but grew rapidly, and the College experienced a 41% increase in enrollment in the 90's. The College celebrated its twenty-fifth anniversary in 1993.

During Dr. Elton Newbern's tenure, the College's image was enhanced along with growth of the actual physical plant and its services. As a result of his leadership in the areas of public relations and marketing, Dr. Newbern was honored as the 1993 recipient of the National Council for Marketing and Public Relations' Pacesetter Award.

The HCC Foundation assets showed marked increases and scholarship awards jumped from three named scholarships to more than 50. The purpose of the Foundation is to assist the College in acquiring funds to supplement state and local allocations, and its specific function is to support student scholarship. The College established articulation agreements with area secondary schools and colleges, and Tech Prep and School-to-Work Programs were implemented during Newbern's presidency.

The 90's reflected the enrollment increase through growth in both program areas and facilities. New curriculum programs were initiated and included Accounting, Microcomputer Systems Technology, Basic Law Enforcement Technology, Phlebotomy, and Pulp and Paper Technology. A state-wide reengineering process converted all 59 community colleges within the North Carolina Community College System to a common course library, based upon a semester system. The Child Care Center was established on the campus with first preference for

accommodation given to student and faculty parents.

Halifax Community College experienced growth in facilities as well. A Student/Nursing Education Center was constructed in 1990, the Literacy/Science Education Center was completed in 1994, and the Child Care Center/Classroom Building was constructed in 1996. Today's campus features major additions, including the new student activity complex that combines all of the Student Services functions into one location. The Student Admissions is headquarters for the admissions office, the campus bookstore, and a student lounge, all under one roof.

The Literacy and Science Education Center, a 25,000 square-foot free-standing addition, houses a learning center for the literacy program, a GED lab, six large classrooms, four science/chemistry labs, and eleven related offices. The Center also contains a computer room, a testing room, and large classroom space for lectures.

A model child care center and teaching facility, plus classrooms for the Criminal Justice and Teacher Associate programs, added more than 18,000 square feet of additional classroom space to the campus landscape.

On September 1, 1998, the Halifax Community College Board of Trustees selected a new leader for the College. Dr. Theodore (Ted) H. Gasper, Jr. was appointed as president, following the retirement of his predecessor. During the time of his leadership, the College grew to serve a record number of students. Through an intensive outreach program, citizens in outlying communities of the service area now have access to college services in their own neighborhoods. New programs and projects were initiated to continue to meet the educational needs of the community with improved services and huge technological advances.

In July of 2002, the construction began on the Allied Health/Multi-Purpose building. The new 80,886 square foot state-of-the-art two-story building houses the allied health programs, which include nursing, nursing assistant, licensed practical nursing and dental hygiene.

In August of 2003, the construction began on the new Wellness Center. The Wellness Center, a 6,500 square foot free-standing addition, houses exercise equipment for the Basic Law Enforcement program, floor space for continuing education classes, and exercise classes.

Through advancement in distance learning activities - online instruction and live interactive classes via the North Carolina Information Highway, Halifax Community

College is a recognized leader for progress in the Roanoke Valley. The College continues its traditions of quality and service to the citizens of the area and is committed to remaining a pacesetter institution offering service with a personal touch. For our students, HCC is where ***Learning Comes to Life in Pursuit of Excellence.***

Dr. Ervin V. Griffin, Sr. started his tenure as the fourth president of Halifax Community College on December 1, 2006. In February 2008, Dr. Griffin began a high visibility campaign to highlight the campus. He brought a stamp dedication ceremony commemorating legendary jazz vocalist Ella Fitzgerald to HCC as part of Black History Month festivities. This was the first time that HCC had partnered with the US Postal Service to bring a stamp dedication to campus. Dr. Griffin also partnered with a local newspaper to publish two presidential columns each month, giving his perspective on a variety of educational topics, and he commissioned the College's first academic mace.

The Center

The Centre at Halifax Community College opened in November 2003 to serve as Northeastern North Carolina's premier multi-purpose venue. The 1500 seat theatre with 1000 retractable seats makes it the area's most versatile facility, affording extensive flexibility for a wide variety of functions. The Centre can host theatre productions, concerts, banquets, receptions, conferences, dances, and exhibits. Its features include a state-of-the-art stage, intricate rigging, sound, and lighting systems, scene shop, costume shop, and dressing suites with all of the amenities. The adjoining gallery is available for smaller meetings, receptions, luncheons, and functions for 100 people or less.

The mission of The Centre is to continue to enhance the history and legacy of Halifax Community College and to contribute to the welfare of the people of the Roanoke Valley through educational, cultural, and community programming.

Vision Statement

HCC will continue to be a catalyst for educational, cultural, and economic progress in the Roanoke Valley by anticipating and responding to the needs of an evolving global community.

Mission

HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.

Institutional Goals

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.
 - A. Provide technical and vocational education leading to an associate in applied science degree, a diploma, or certificate that meets the employment needs of the community.
 - B. Provide a two-year college transfer program to facilitate enrollment in a four-year college or university or entry in today's high skilled, global workforce.
 - C. Provide appropriate support services for students
 - D. Meet North Carolina Community College System's annual critical success factors performance measures.

- II. To ensure that graduates of the Associate Degree Programs (AA/AS/AAS) are competent in the following areas:
 - A. Communicate effectively in reading, writing, and oral communication.
 - B. Demonstrate fundamental mathematics skills.
 - C. Demonstrate positive life skills applicable to the workplace.
 - D. Demonstrate competency and information literacy through the use of computers.
 - E. AAS graduates will perform specialized technical skills related to their program major.

- III. To support economic development in the Roanoke Valley.
 - A. Provide continuing education programs to support the on-going training and retraining needs of the workforce.
 - B. Offer programs and services to support businesses and industry.
 - C. Offer enrichment courses and cultural events that contribute to the quality of life.
 - D. Participate in regional economic development activities.

- IV. To enhance the Enrollment Management Program
 - A. Develop a comprehensive admissions and recruitment program to attract diverse student populations to the College.
 - B. To increase enrollment by ten percent over the next four years.
 - C. Increase faculty and staff training in enrollment management, recruitment, retention, financial aid, and academic advising,

- in order to effectively communicate with prospective and current students.
- D. Build a clear framework between Enrollment Management, Institutional Effectiveness, and Student Learning Outcomes to guide decisions and priorities and assess accountability measures.
- V. To upgrade the foundation of basic skills of the adult population to meet individual and workforce needs.
- A. Offer ABE (Adult Basic Education) and GED (General Education Development) programs at accessible times and locations.
 - B. Progress of Basic Skills Students will be at least seventy-five percent.
 - C. Provide compensatory education for adults with special needs.
 - D. Offer developmental education courses to enable students to attain the basic skills necessary to enter and succeed in curriculum programs.
- VI. To assure effectiveness in instructional programs, support services, and administrative processes.
- A. Develop a comprehensive institutional effectiveness program implementing appropriate planning and assessment.
 - B. Implement appropriate management practices.
 - C. Implement effective and efficient use of technology.
- VII. Increase Public Awareness of the College
- A. Continually develop and implement a strong community outreach program designed to enhance the programs of the College and the community it serves.
 - B. Provide a healthy, safe, and aesthetic campus environment that is inviting to all.
 - C. Establish a strong alumni association.
 - D. Increase public awareness of the College through electronic and print advertisement.
 - E. Create promotional materials that bridge generational technology gaps and cultural differences.

Programs of Study

Each program meets specific requirements set by employers in Halifax and surrounding counties. Representatives of local businesses and industries make up the College's advisory committees. Because of this strong tie to the real world of work, each of these programs offers the student the opportunity for a well-rounded, interesting and practical education.

Enrollment and completion of a program will enable the student to receive a degree, diploma, or certificate. Students may also enroll in a particular course or group of courses without committing to a specific program.

Halifax Community College supports the notion that learning is a lifelong activity. The College offers instruction in Adult Basic Education, professional development, and community service courses of general interest at convenient times.

Specific Curricula

Associate Degree Programs

Associate in Arts
Associate in General Education
Associate in Science

Associate in Applied Science

Accounting
Advertising & Graphic Design
Automotive Systems Technology
Associate Degree Nursing (Integrated)
Business Administration
Computer Information Technology
Criminal Justice Technology
Dental Hygiene
Early Childhood Associate
Early Childhood Associate - Teacher Associate
Human Services Technology
Industrial Systems Technology
Interior Design
Medical Laboratory Technology
Medical Office Administration
Network Technology
Office Systems Technology
Paralegal Technology

Diploma and/or Certificate Programs

Advertising & Graphic Design - Computer Graphics
Advertising & Graphic Design - Graphic Design
Automotive Systems Technology
Basic Law Enforcement Training
Business Administration
Computer Information Technology
Cosmetology
Early Childhood Associate - Teacher Associate
Early Childhood Education
Industrial Systems Technology
Infant/Toddler Care
Interior Design
Lateral Entry Teacher Certification
Medical Office Administration
Office Systems Technology
Phlebotomy
Practical Nursing
Welding Technology

Halifax Community College offers the Teacher Preparation Partnership Program in Elementary Education with Elizabeth City State University and the East Carolina University's Wachovia Partnership East. Also, HCC has a partnership with Chowan University's Adult Degree Completion Program, Eastern Carolina Christian College, and North Carolina Central University's Nursing and Social Work programs. Contact the Admissions Office for information.

Adult and Continuing Education Programs

Occupational Courses	Small Business Center
Literacy Education (ABE & GED)	Focused Industrial Training
Human Resources Development (HRD)	New & Expanding Industry
Compensatory Education	Nurse Aide I & II
Cultural Activities	Education 2 Go - Online Distance Learning
Special Interest Courses	
Teacher Recertification Courses	
Fire/Rescue Training	
Emergency Medical Service Courses	
Law Enforcement Training	
Workforce Readiness	
Business & Industry Services Courses	

**North Carolina Community College System
Critical Success Factors/Performance Measures and Standards**

In response to a special provision of the North Carolina General Assembly, the State Board of Community Colleges approved, in 1999, twelve performance measures and standards to enhance accountability in North Carolina Community Colleges. In the 2007 Session, the General Assembly approved modification to the North Carolina Performance Measures and Standards as adopted by the State Board of Community Colleges. As a result, the number of performance measures was reduced to eight. Each college is required to publish its performance ratings on these eight measures.

The annual performance of Halifax Community College is published on the college's website: www.halifaxcc.edu/FactBook/measure.htm.

A copy of the report can be found at:
www.nccommunitycolleges.edu/Publications/docs/Publication/csf2008.pdf.

Below is a list of the eight performance measures and the North Carolina Community College Performance Standards.

Measure	NCCCS Performance Standard
1. Progress of basic skills students	75%
2. Passing rates on licensure & certification exams	Aggregate pass rate: 80% Any single reported exam: 70%
3. Performance of College's transfer students	83% equivalent to native UNC sophomores and juniors (87% with GPA >= 2.0 for report year 2006-07)
4. Passing rates of students in developmental courses	75%
5. Success rate of developmental students in subsequent college-level courses	80%
6. Satisfaction of program completers and non-completers	90%
7. Curriculum student retention and graduation	65%
8. Client satisfaction with customized training	90%



Admissions

Halifax Community College implements the open-door policy established by the North Carolina State Board of Community Colleges. This policy does not impose restrictive standards for admission to the College. However, it does not necessarily imply immediate admission to any curriculum. The College serves all individuals who can profit from instruction regardless of race, creed, gender, age, religion, national origin, physical or mental disability, or other factors.

In most programs, a placement test and a counseling interview are arranged. This process aids the students in evaluating their potential for success in the curriculum of their choice. When scores on the placement test indicate that a person is not academically ready for a particular program of study, the individual will be assisted in developing the skills necessary for program placement.

General Admission Procedures

1. Submit an application. The application for admission is obtained from the Office of Enrollment management or online and must be submitted to the Admissions Office with sufficient information to determine state residency.
2. Submit official transcripts from previous high school(s) and/or college(s). Prospective students are responsible for having an official transcript forwarded directly to the Admissions Office. Students who have earned a GED should submit a copy of their GED scores.
3. Submit a photocopy of a signed Social Security Card.
4. Meet with a counselor. Students are assisted in selecting an appropriate program of study based on their desires and academic abilities. Counselors are available throughout each semester to assist students with educational and career goals and are always available to students with academic concerns.
5. Complete college placement tests. The placement test is administered to all students prior to their first semester registration. The purpose of the placement test is to enroll students in the appropriate English, reading, math, or algebra courses based on their prior academic preparations. Selection of students for each Allied Health Program is based on admissions and other program specific criteria. Students who have an AAS degree or higher are exempt from the test, except for programs with selected admissions.
6. Have a personal interview with the testing coordinator to review and interpret placement test scores. The counselor can evaluate the student's aptitude and capability to pursue a particular program of study. The student will have the

opportunity to ask questions about the school and its programs.

7. Meet with advisor. Students meet with assigned academic advisors each semester to complete class schedules. Placement test results and/or transfer credits may be used when appropriate.

Placement Testing

A placement testing program for all students is coordinated through the Dean of Student Services. Placement tests will be administered to all new students planning to enter degree, diploma, and certificate programs. In addition, other tests and interest inventories are available in the Counseling Center. Students must present a picture ID when testing and provide a calculator for the algebra portions of the placement test.

The placement test is given to all students who select a program area prior to registration. The test is administered, scored, and interpreted by Student Services. Placement results are valid for one (1) year if the student does not enroll in an institution of higher learning. If the student enrolls in an institution of higher learning, placement test results are valid for two (2) years. Placement test results enable advisors to enroll students in the appropriate courses. The placement test includes the following:

Writing Skills - Test is designed to measure writing proficiency.

Reading Skills - Test is designed to measure reading proficiency.

Numerical Skills - The numerical skills test is designed to measure proficiency in basic mathematical functions.

Elementary Algebra - The elementary algebra test is designed to measure proficiency in algebraic concepts.

Intermediate Algebra - The intermediate algebra test is designed to measure proficiency in a second year high school algebra class.

IMPORTANT NOTE:

The COMPASS Test computer system automatically monitors test scores as tests are in progress. The system will automatically discontinue the testing process when students' scores fall below a certain level.

If this occurs, students must switch to the ASSET Test. This is the only means by

which said students can receive a placement test score.
 (SAT exemption: If a student scores 500 or above on their SAT critical reading and 500 or above on their SAT writing sections, they do not have to take the English portions of the placement test. If a student scores 500 or above on their SAT math sections, they do not have to take the math placement test. Applicants who provide SAT scores more than five years old will be asked to take the ASSET or COMPASS placement tests.)

Retesting

All retesting should be done prior to scheduled dates of early and regular registration. This would enable students to see a counselor, set a retest date and study before retesting. The process for retesting is as follows:

1. Students may retest any part of the ASSET if they score two (2) points or less from the cutoff score.

ASSET Retake Policy

Since Halifax Community College combines developmental reading with developmental writing, our language arts assessment poses unique challenges. For this reason, different guidelines will govern math retakes and reading/writing retakes.

Reading/Writing

Students with split scores (their writing ASSET scores place them in a different English course than their reading ASSET scores) will continue to take the lower course. This will allow these students to address deficiencies.

However, students with split scores will be allowed a chance to earn an ASSET retake at the end of the semester. This test would be administered under the following conditions:

- * The student completes the developmental course with at least a B.
- * The student obtains written verification of retake eligibility from his or her instructor.

Math

The math department recommends that HCC continue the policy of granting retests to students with scores within two points of the next level. The math department further recommends two points of clarification to the policy.

- * Students may not retest once they start their developmental sequence. This would eliminate situations such as students taking MAT 060 and then retesting to place out of 070. This would also prevent students

from completing part of Math 060 or 070, withdrawing, and then retesting.

1. Retesting must be scheduled prior to the first day of the semester.
2. Students may retest once but are advised to wait at least a week between testing to ensure time for review.
3. Students may not retest to remove an In Progress (IP) or Withdrawal (W) grade received in a developmental class.
4. Students may not retest in order to drop a developmental class after the last day for schedule changes. If the student does not retest by the drop/add date, then the student must remain in the developmental class for the semester.

Student Residency for Tuition Purposes

Information relating to North Carolina residence for tuition purposes shall be required from all applicants claiming to be North Carolina residents (see NC Administrative Code 020.0201). It is the right of the applicant to appeal to the president of the College if the residence status as determined is contrary to the applicant's expectations. Individuals who are not satisfied with the disposition of the determined residence status as established by Halifax Community College may appeal to the State Residence Committee.

Registration

Registration is the process of enrolling in a course or a schedule of courses at the beginning of each semester or other specified periods. The registration process is essential to the mission of the College.

Students will register for classes during the official registration periods. A student is considered enrolled in a particular class when he/she has paid the registration fee. Students who enroll but never attend the class will not be counted in membership and will be withdrawn from the class. Conversely, if he/she attends all classes and does all the work but does not pay the registration fee, he/she is not considered enrolled in the class.

Drop/Add

Students may make adjustments in their scheduled classes through the drop/add period as noted in the semester calendar. Students should meet with their advisors to initiate a change. A signed drop/add form must be used to document all

scheduled changes. This form may be obtained from advisors and from the Dean of Curriculum Programs.

Change of Program Major

Students will be allowed to change programs until the end of the registration add period. After the registration add period, majors will be changed effective the subsequent semester. Students changing majors should complete the following steps:

1. Current advisor will print out the Change of Major Form located on the file exchange or from the Office of Enrollment Management.
2. Current advisor will sign off on the change of major form.
3. Student will take signed form to new advisor.
4. New advisor will sign off on change of major form.
5. After obtaining both current and new advisor signatures on the change of major form, the student will take the form to the Admissions Office.

Students who do not know what they wish to major in or what career they want to choose should go to the Counseling Center for advisement.

Change of Registration

In some instances, it is necessary for students to make adjustments in their schedules. To ensure that the student will receive proper credit, a drop/add form will be completed and returned to the Office of the Dean of Curriculum Programs. Schedule changes after registration may be made prior to the last day to add a class.

Enrollment Requirements

In order to be officially enrolled, students must have registered, paid their tuition and fees, and have actually attended class on or before the 10% point of the semester.

Requirements for placement in programs are as follows:

1. Degree and diploma programs - The student must be a high school graduate or have obtained a high school diploma equivalency.

2. Certificate programs (except Cosmetology, Phlebotomy, and BLET)- These programs are open to students at least eighteen (18) years of age regardless of whether they completed high school or received a high school diploma equivalency, provided they are enrolled in a course of study leading to a certificate. Students who have not completed high school will be encouraged to continue work toward completion of the equivalency program.
3. High School Equivalency programs - Adults who have not finished high school may student for the high school equivalency examination. Students who pass the examination receive a high school diploma equivalency from the North Carolina State Board of Community Colleges.

Selective Admissions

Selective admission procedures will be followed in programs of study which require additional standards to the “open door” philosophy. The selective admission procedure may be the result of regulatory agencies, space equipment requirements, or academic skills levels. When selective admission procedures are utilized, clearly defined guidelines will be formulated by the Dean of Curriculum Programs and approved by the president. The administration of the selective administrative rules and regulations adopted by the College becomes the responsibility of the Dean of Student Services. Selective admission programs include Associate Degree Nursing (integrated), Practical Nursing Education, Phlebotomy, Dental Hygiene, BLET, and Medical Laboratory Technology. After all admission requirements have been met by the applicant, official admission is contingent upon selection and satisfactory physical and emotional health as required by regulatory agencies.

Transfer Admissions

A transfer student is a student pursuing a degree at Halifax Community College who has earned credits at another institution and wishes to apply these credits toward a Halifax Community College certificate, diploma, or degree. In addition to submitting all other application materials, a student desiring to receive transfer credit must have an official transcript sent to Halifax Community College by the institution which originally granted the credits (see Transfer Credit in Academic Information section).

High School Student Enrollment

Selected high school students will be admitted and enrolled in appropriate classes at Halifax Community College, when the requirements of subchapter 2C.0305 of

the North Carolina Administrative Code are satisfied. High school students will be required to satisfy all requirements for admission and enrollment as do all other students, with the exception of being high school graduates or its equivalent. The following conditions must be met:

1. The student must be at least 16 years old.
2. The student must be recommended by the principal and the superintendent and approved by the president of the community college.
3. The principal must certify that the student is taking at least three (3) high school courses and is making appropriate progress toward graduation, or (in the case of courses offered in the summer) must certify that such student took at least three (3) high school courses during the preceding year. Exception: To accommodate students whose high schools have adopted block schedules, the requirement of enrollment in three high school courses is interpreted as the equivalent to enrollment in high school courses for one half of the school day.
4. Enrollment of high school students cannot displace adult college students.
5. College-level courses shall earn college credit and may earn credit toward high school graduation, if appropriate.
6. High school students are not allowed to enroll in any developmental or remedial courses at the College or in ACA 111.
7. High school students shall be required to take the placement tests as do all other college students.
8. No tuition or fees (other than parking fees) will be charged for students taking courses through dual enrollment with an exception of self-supporting courses. Students will be responsible for purchasing books and supplies.
9. An original concurrent enrollment form must accompany students' applications for each semester of enrollment.

10. Summer enrollment for high school seniors who are graduating are not considered dual enrollment students. Since these high school students will not be enrolled in a high school and taking at least three (3) course and making satisfactory progress toward graduation, and since the majority of instruction will be delivered after the students have actually graduated from high school, such students are not considered to be dually enrolled and are not eligible for tuition exemption. They can be enrolled but must pay the appropriate tuition and fees for the courses in which they enroll.
11. Students under the age of 16 may enroll under General Statute 15.0.1.1.

Notification of Acceptance

The College will send a letter of acceptance upon receipt of the application for enrollment and all required documents. Students will not be allowed to register until they have met all admission requirements.

Readmission

An application for readmission is required from all students if two (2) consecutive semesters or if more semesters (excluding summers) have elapsed since their last enrollment, or students are changing programs. An application for readmission should be submitted to the Admissions Office for at least two (2) weeks prior to registration. All students applying for change of program must see a counselor to obtain a signed change of program form prior to registering for classes.

Students must meet the requirements of the catalog in use at the time the student applies for readmission to the College.

Special Students

Anyone 18 years or older who does not wish to earn a degree, diploma, or certificate but wishes to enroll in a college credit course (excluding continuing education courses) may be admitted as a special student. For admission, a special student may register for any course as long as there is documentation to show that the student has met prerequisites for courses. The student must meet any additional admissions requirements. Special students will be required to make a satisfactory score on placement tests prior to enrolling in English, mathematics, or other restricted college level courses.

Special students are not eligible to receive financial aid or veteran benefits. Special students cannot take more than 15 semester hours without declaring a major.

Roanoke Valley Early College

The Roanoke Valley Early College (RVEC) is a Weldon City Schools public high school located on the campus of Halifax Community College in the 600 building. RVEC was established to meet the educational needs of students from Halifax and western Northampton counties. Admission to the RVEC is coordinated through Weldon City Schools. The goal of the RVEC admissions process is to select and admit a diverse group of students who have a genuine interest in the pursuit of a rigorous high school program. Graduates of the RVEC may earn a high school diploma from Weldon City Schools along with a two-year college degree from Halifax Community College concurrently.

Catalog of Record

The catalog that is current when the student enrolls with the College is the catalog of record. A student who is in continuous attendance (except summer term) may graduate under the provision of his/her catalog of record or subsequent issue. A student who is not enrolled for a period of two consecutive semesters must graduate under the provisions of the catalog in effect on his/her last re-entry date or a subsequent issue.

A student who changes his/her program of study will come under the provisions of the catalog in effect at the time of the change or a subsequent issue.

Tuition and Fees

Current tuition rates and student fees are available at www.halifaxcc.edu under Student Resources. Section 115D-39, "Student Tuition and Fees", of the Community College Laws allows the State Board of Community Colleges to fix and regulate all tuition and fees charged to students for applying to or attending any community college. Tuition rates are subject to change.

Additional fees charged to all students who register for curriculum classes include Student Activity Fee, Parking Fee, Technology Fee, and fees directly associated with a particular curriculum. Students enrolled in Cosmetology, Dental Hygiene, Nursing, MLT, and Phlebotomy are required to pay a \$16 Malpractice Insurance Fee charged once a year. Fees are approved annually and are subject to change.

Tuition Refunds

1. A registered student who officially withdraws from a curriculum class prior to the first day the class meets will be eligible for a 100% tuition refund, if requested.
2. A registered student who officially withdraws after the first class meeting is eligible for a 75% refund for that class, if requested, provided a drop form is completed on or before the 10% date.
3. There will be no refunds for classes dropped after the 10% date.
4. The student and advisor must complete and sign an official drop form before a refund will be processed.
5. Student Activity Fees are not refundable.

Student Accounts Receivable

Students may charge tuition, fees, and books to a sponsor outside the College provided they have met with the Student Accounts Receivable office (Room 303) to establish a sponsor account prior to registration. The establishment of a sponsor account requires an original signed letter of sponsorship detailing the conditions of sponsorship in addition to the sponsor's name, address, and contact information. A new letter of sponsorship is required for each semester a student is enrolled. The student is responsible for contacting his/her sponsor each semester to request a sponsorship letter. The student will be held responsible for any charges applied to the sponsor account that the sponsor refuses to pay.



*Financial
Aid*

Student Financial Aid

The primary purpose of the student financial aid program at Halifax Community College is to provide assistance to students who, without aid, would be unable to continue their education. Through a program of grants, scholarships, loans, and employment, students enrolled at Halifax Community College are able to supplement their own resources and those of their family to complete a course of study. The primary responsibility for financing the student's education rests with the family. The family is expected to contribute according to its income and assets, just as the student is expected to contribute to educational costs.

Priority Dates

In order to provide adequate time for processing and awarding financial aid prior to class starting, priority dates are identified for each semester. If you submit your financial aid application after the established priority dates, you must be prepared to pay for tuition, fees, and books. Your award notification will be mailed in approximately two weeks once your file is complete.

Priority Dates

Fall Semester - June 1

Spring Semester - October 15

Summer Semester - April 1

General Student Eligibility Criteria

Students must be accepted for admission to the College before any action can be taken on their application for financial assistance, including grants, scholarships, student employment, or loans. A student must meet the following eligibility requirements to receive federal assistance.

- Have a high school diploma or GED
- Be enrolled or accepted for enrollment in an eligible program
- Be a U.S. citizen or eligible non-citizen
- Have a valid social security number
- Be registered with the Selective Service Administration (males only)
- Not be in default on a Title IV loan
- Not owe a repayment on a Title IV grant or loan at any educational institution
- Maintain satisfactory academic progress
- Not be enrolled concurrently in an elementary or secondary school
- A federal or state drug conviction may disqualify a student for Title IV funds
- Incarcerated students are ineligible for Title IV funding

How to Apply/Application Process

On an annual basis, students should complete the Free Application for Federal Student Aid (FAFSA). Students may apply in one of two ways; using the paper FAFSA or apply electronically via FAFSA on the Web at www.fafsa.ed.gov. For faster processing, students applying on the web should first apply for a federal pin number at www.pin.ed.gov, though it is not required. The federal pin number is used as your signature when applying electronically.

The financial aid award year runs from July 1st to June 30th. Applications for the upcoming school year are available in the Financial Aid Office after January 1st. Students are required to complete an application for financial aid each year. If web access is unavailable, one can utilize the computers in the Financial Aid Lab to complete and transmit your application.

Please include Halifax Community College's Title IV Code #007986 and address on the FAFSA. The US Department of Education's number to call concerning application status, requesting a duplicate student aid report, or adding another college is 1.800.4FED.AID.

A Student Aid Report (SAR) will be mailed to the student once the FAFSA is submitted and processed. Applicants should review the SAR carefully and make all corrections. If no corrections are necessary, the SAR should be retained and financial aid will be awarded based on this information. The Financial Aid Office will receive the student's record electronically from the federal processor.

Verification

The Financial Aid Office is required by the U.S. Department of Education to verify files for applicants selected for verification by the Processor. In addition, the Financial Aid Office reserves the right to request verification of additional applicants with questionable or conflicting information. The verification process requires the following:

- a signed copy of the student's, spouse's, and/or parent's (whichever is applicable) federal tax returns and wage statements (W-2);
- a signed Verification Worksheet (obtained from the Financial Aid Office);
- documentation of certain Untaxed Income;
- supplemental forms and documentations.

All documentation must be received before awards can be finalized. Document tracking letters are sent requesting all necessary verification documents be

submitted to the Financial Aid Office within two weeks.

Special Circumstances

If the student and/or family have unusual or extenuating circumstances that are not reflected on the FAFSA, he or she should contact the Financial Aid Office. Supporting documentation is required.

Financial Aid Programs**Federal Pell Grant**

The The Federal Pell Grant, which does not have to be repaid, is a federal program designed to provide financial assistance to undergraduate students who demonstrate a financial need to attend college. The U.S. Department of Education uses a standard formula, established by Congress, to evaluate the information reported on the FAFSA. The formula produces an Expected Family Contribution (EFC) number. The Student Aid Report contains the EFC number which determines eligibility.

The Federal Pell Grant award amount depends on the student's EFC, the student's cost of attendance, whether the student is full-time or part-time, and whether the student attends school for a full academic year or less. Students must be enrolled in an eligible program consisting of at least 18 credits in length. Students with bachelor's degrees are not eligible.

Federal Supplemental Education Opportunity Grant

A Federal Supplemental Educational Opportunity Grant (FSEOG), which does not have to be repaid, is for undergraduates with exceptional financial need – that is, students with the lowest Expected Family Contributions (EFC'S) – and gives priority to students who receive Federal Pell Grants.

The FSEOG program is a campus-based program administered directly by the Financial Aid Office. The amount of aid awarded depends on the student's financial need, on the amount of other aid the student receives, and on the availability of funds. Students with bachelor's degrees are not eligible.

Federal Academic Competitiveness Grant

The Federal Academic Competitiveness Grant was available for the first time for the 2006-2007 school year for first year students who graduated from high school after January 1, 2006, and for second year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award.

An Academic competitiveness Grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who are eligible for a Federal Pell Grant and who had successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second year students must maintain a cumulative grade point average (GPA) of at least 3.0.

Federal Work-Study

The Federal Work-Study program utilizes federal funds to provide part-time employment for undergraduate and graduate students with financial need to help meet their educational expenses. Students with bachelor's degrees are eligible. Students who are enrolled at least half-time may work an average of 15 to 20 hours per week. FWS employment is determined by the student's total financial need, the student's class schedule, and the student's academic progress.

Awarded FWS funds are limited to availability of positions, funds, and completion of the entrance interview process. Students are paid each month, and the amount paid is according to the position and number of hours worked.

State Programs

College Foundation of North Carolina, Inc.

Whether you are interested in general information on college costs and requirements, or specific information on scholarships, or a tax-advantaged savings program, this is the place to start: <http://www.cfnc.org>.

North Carolina Student Incentive Grant (NCSIOG)

The North Carolina State Education Assistance Authority, through College Foundation, Inc., makes award determinations for the NCSIG.

To be eligible, a student must:

- be a U.S. Citizen;
- be a North Carolina resident;
- be enrolled or accepted for enrollment on a full-time basis at a North Carolina postsecondary institution;
- maintain satisfactory academic progress; and
- demonstrate "substantial" financial need.

To apply a student must:

- complete and submit the FAFSA prior to March 15; and
- list at least one North Carolina college, university, technical or vocational school in the release section of the FAFSA.

North Carolina Community College Grant (NCCCG)

The North Carolina Community College Grant (NCCCG) is a need-based grant established by the North Carolina Legislation. The North Carolina State Education Assistance Authority, through College Foundation, Inc., makes award determinations. The North Carolina Community College Grant provides funds to help meet the educational costs of North Carolina residents attending community colleges.

To be eligible, a student must:

- be admitted to a curriculum program and be enrolled for at least six credit hours per semester;
- be a North Carolina resident;
- have completed and submitted the FAFSA;
- qualify for the grant based upon a valid Expected Family Contribution (EFC) calculation under Federal Methodology and the program's recognized "required educational expenses" for attending a North Carolina community college; and
- meet all other eligibility requirements for the Federal Pell Grant.

To apply a student must:

- complete the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Office's verification requirements.

North Carolina Education Lottery Scholarship

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.

To be eligible a student must:

- be a North Carolina resident for tuition purposes;
- enroll for at least six credit hours per semester in a curriculum program;

- meet the Satisfactory Academic Progress requirements of the institution.

Eligibility is determined based on the same criteria as the Federal Pell Grant with one exception; students not eligible for the Federal Pell Grant with an estimated family contribution of \$4042 through \$5000 will be eligible for an Education Lottery Scholarship. Students who have earned baccalaureate (four-year) college degrees are ineligible.

To apply a student must:

- complete the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Office's verification requirements.

Education Access Rewards North Carolina (EARN) Scholars Fund

The Education Access Rewards North Carolina (EARN) Scholars Fund was created by the 2007 General Assembly to provide financial assistance to replace college loans for need North Carolina students attending eligible North Carolina schools.

To be eligible a student must:

- be a North Carolina resident;
- meet all eligibility requirements for a Federal Pell Grant, except for the Expected Family Contribution (EFC) requirement;
- be a dependent student for financial aid purposes or a ward or dependent of the court;
- have family income that is at or below 200% of the federal poverty level;
- enroll as a full-time undergraduate student in a degree, certificate, or diploma program immediately following graduation from a North Carolina high school or home school or receipt of a GED.

To apply a student must:

- complete the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Office's verification requirements.

Child Care Grants

Halifax Community College has limited funding through federal and state grant programs to provide students with aid to assist in paying child care expenses. These funds are limited and are awarded on a first-come, first-serve basis. Applications to participate are available through the Financial Aid Office.

Vocational Rehabilitation Financial Assistance

The Vocational Rehabilitation Program is designed individually for students who have a barrier to employment due to a mental or physical disability. As a result of Vocational Rehabilitation services, the student must have reasonable expectations to become gainfully employed.

The amount of the award is based on need and the type of program in which the student is enrolled. It generally pays for tuition and fees; for full or partial books and supplies; and in some cases, for supportive services such as interpreter services, attendant services, and transportation. Once students are approved for this program, their sponsorship is processed through the Cashier's Office at HCC each semester when the student registers.

Students should contact the Vocational Rehabilitation Office nearest their home or the North Carolina Division of Vocational Rehabilitation Services, PO Box 26053, 805 Ruggles Drive, Raleigh, North Carolina 27611-6053 or call (919)733-3364.

Loan Programs**Federal Stafford Loans (FFEL)**

Federal Stafford loans are low interest loans funded by private lenders, but regulated by the federal government.

A **subsidized** loan is awarded on the basis of financial need. You will not be charged interest before you begin repayment or during authorized periods of deferment. The Federal Government "subsidizes" the interest during these periods. An **unsubsidized** loan is not awarded on the basis of need. You will be charged interest from the time the loan is disbursed until it is paid in full. If you allow the interest to accrue (accumulate) while you are in school or during other periods of nonpayment, it will be CAPITALIZED – interest will be added to the principal amount of the loan, and additional interest will be based on that higher amount.

Health, Science, and Mathematics Loan (HSM)

In an effort to provide financial assistance to and encourage North Carolinians who desire to pursue career opportunities in the health, science, and mathematics disciplines, the General Assembly makes available appropriations for loans for the instructional programs cited:

- Health: Allied Health; Health Sciences
- Mathematics: Mathematics (General, Pure, and Applied)
- Science: Computer and Information Science, Engineering and Related

Technologies; Life Sciences; Physical Science

The maximum loan amount for each academic year is \$3,000. There is a total maximum award of \$6,000 for two academic years.

Nurse Scholars Program (NSP)

Nurse Education Scholarship/Loan Program (NESLP)

Information and applications for the Nurse Scholars Program is available through College Foundation of North Carolina, Incorporated at www.cfnc.org. Nurse Education Scholarship/Loan Program (NESLP) information can be obtained in the Financial Aid Office. The NESLP is a need-based program. Students interested must complete the Free Application for Federal Student Aid (FAFSA).

HCC Scholarships

Through the philanthropic generosity of area industries, businesses, professional organizations, civic clubs, and individuals, the Halifax Community College Foundation, Inc. provides scholarships to qualified applicants. A committee and detailed review process determines award recipients.

The scholarship program consists of two types of awards: merit-based and need-based. Scholarships are also awarded on a competitive basis applying the following criteria: academic excellence, achievement, leadership qualities, need or other criteria as stipulated by donors.

Award stipulations require that recipients maintain a minimum grade point average and most require full-time enrollment status. Each scholarship is awarded for one academic year beginning with the fall semester.

Students must reapply each year by the published deadline. **Applications received after the deadline will not be considered.**

Students are encouraged to apply early. Contact the Financial Aid Office or visit HCC's website at www.halifaxcc.edu for applications and deadline dates.

The following scholarships are available:

911 Scholarship
Alice J. Lewter Memorial
Benny Strickland Memorial
Bernice Hatchell Hobday Memorial
Nursing

Boyce Alston Memorial
Brandi Noel Ogburn Memorial
Nursing
Charles Preston McElheney Family
Clellie M. Taylor Memorial

Coastal Lumber Company	John W. Manning Memorial
Connie Pittman Wardsworth Memorial	Joy Daniels-Lewis Memorial Nursing
Damian S. Hawkins Memorial	Joyful Sounds Gospel Group
District 17 NC Nurses Association	Judson and Mary Belle Middleton Memorial
Dr. Laura Walton Buffaloe	Julia Stanley-Elizabeth Hitchings Memorial
Earl Houston Fuller Memorial	Juvenile court Counselors
Edgar and Mary Hutchinson Memorial	KapStone Paper and Packaging Corporation
Elizabeth Marie Nielsen Schuelke Memorial	Lake Gaston Computer Club
Ellen Davis Eudy Alpha Delta Kappa Memorial	Libby Grant
Emery W. Doughtie Memorial	Lillie J. Solomon
Enfield Chamber of Commerce	Marcella Marks Liverman Memorial
Eugene Craig Shell Memorial	Margaret Gunn Taylor Memorial
Evelyn Freid Memorial Nursing	NCATS
Fannye Marks - Marcella and Bob Liverman	NEH Dental Society
Frank V. Avent III Veterans/Business Administration	New Dixie Oil Corporation
Georgia-Pacific Corporation	New Life
Gloria Amelia Maxwell Memorial	Newsom Oil Company
Harry A. Branch Memorial	Nikki Batten Memorial Nursing
Harry, Evelyn, and Josephine Freid	Oscar Luther Scarborough, Jr. Memorial
Hazel Piner Lawrence Memorial	Peggy V. Babb Memorial
HCC Associate Degree Nursing Alumni	Pete Amsler Memorial - Stray Cats Hot Rod
HCC Association of Educational Office Professionals	Peter Luther Kasper Memorial
HCC Dental Hygiene	Phi Theta Kappa Honor Society
HCC Education	Presidential Initiatives
HCC Foundation Academic	Raybon Bone Scholarship
HCC Freshman	Rightmyer Machine Rentals Construction
HCC Honors	Roanoke Lumber
HCC Leadership	Roanoke Rapids Board of Realtors
HCC Returning Adult	Roanoke Rapids Jaycees
HCC Student Services	Roanoke Rapids Lions Club
HenryMollieLouise Farber Memorial	Roanoke Valley Chamber of Commerce
Hoffman-Arthur Dental Hygiene	Roanoke Valley Energy Facility
Homewood	Roanoke Valley Home Builders Association
Howerton Gowen Memorial	Roanoke Valley Women of Business, Profession, and the Home
Jerry Painter Memorial	

Robert B. Metcalfe Memorial	T. Mason and Vivian C. Woodruff Memorial
Robert L. Armstrong Memorial	
Robert Whitley Memorial Rotary	The Daily Herald Women in Business
Rose and Louis Kittner Memorial	Vivian Staley Memorial Cosmetology
Ruth Elliott Oakes Nursing	Wachovia
Sandra R. Tart Memorial	W.B. Hux Memorial
Sandra Lee Ward Memorial	WEZU Community Radio
Sara Crawley Boseman Memorial	Wilkie Real Estate Incorporated
Shirley R. Garner Memorial Nursing	Yolanda Denise Powell Memorial
State Employees Credit Union Foundation	

To learn more about applying for scholarships and to find out how to establish your HCC Scholarship, contact the HCC Foundation at 252-536-7239. The HCC Foundation is a 501(c) (3) organization. All gifts are tax-deductible.

Financial Aid Awards

Students should have their financial aid package completed before registration or come prepared to meet their expenses and pay tuition/fees. If not paid by the last day of registration your schedule will be automatically canceled.

The Financial Aid Office reserves the right to adjust financial aid when an over-award is made. Students are required to notify the Financial Aid Office if any additional gift aid assistance is received for educational expenses. Furthermore, the Financial Aid Office will void any award if it is determined that the student provided incorrect or false information on the financial aid application. All financial aid awards are subject to change if the information on which they were based changes, federal regulations require a change, or an over-award occurs.

Halifax Community College's Financial Aid Office adjusts student awards throughout the drop/add period. After the drop/add period, no awards are adjusted unless a "never attended" or a "complete withdrawal" is received from the instructor.

The award letter is based on full-time enrollment for an entire year. Full-time status consists of enrollment in a minimum of 12 credit hours. Three-quarter time status consists of enrollment in 9 to 11 credit hours. Half-time status consists of enrollment in 6 to 8 credit hours. Less than half-time status consists of enrollment in 1 to 5 credit hours. Any changes in enrollment status must be reported to the Financial Aid Office.

Awards will be divided into two payments: fall and spring. Students who were enrolled less than full-time during the fall or spring may have Federal Pell eligibility for the summer term. For example: A student is awarded a full Federal Pell Grant award of \$5350. The student attends full-time in the fall and receives a Federal Pell Grant of \$2675. The student attends half-time in the spring term and receives a Federal Pell Grant award of \$1338. The student will have \$1337 maximum Federal Pell Grant remaining (according to enrollment status) for the summer term. If a student changes enrollment status during the drop/add period or prior to the census date of an enrolled class, then financial aid will be adjusted accordingly.

Financial aid awards cannot be automatically transferred from one college to another. Students must have the results of the FAFSA released to the new college. All documents in the student's financial aid file are the property of Halifax Community College. In addition, financial aid cannot be utilized simultaneously at two or more colleges.

Programs/Courses Ineligible for Financial Aid

Diploma or certificate programs containing less than eighteen (18) semester hours are not eligible for Federal student aid. Although the Financial Aid Office will make every effort to monitor these programs, it is the responsibility of the student to assure acceptance into a program of at least eighteen (18) semester hours in order to be eligible for federal aid. In addition, students enrolled in Special Studies (T90990), Distance Learning (T90990X), Continuing Education, course for which credit by examination has been received and/or courses being audited by the student are ineligible for financial aid. For a list of ineligible programs a student can contact the Financial Aid Office.

Clock Hour/Credit Hour Conversion

The determination of enrollment status (full, $\frac{3}{4}$, $\frac{1}{2}$, or less) is, by Federal regulations, different for the following programs of study:

- Basic Law Enforcement Training (C55120)
- Cosmetology (D55140)
- Licensed Practical Nursing (D45660)
- Welding (D50420)

The determination of enrollment status is different because the programs have one or more courses that cannot be used toward a two-year degree program. Enrollment status determination for the above programs is determined by totaling for each course the clock/contact hours a student takes each semester. The

total hours are then divided by 30 to obtain the converted credits. The converted credits are then used to determine the enrollment status. For a list of converted courses, check with the Financial Aid Office.

Return to Title IV Funds Policy

For Financial Aid Recipients

Federal regulations require recalculation of federal financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing sixty percent (60%) of an academic term. An example of the Return to Title IV Fund calculation is available in the Financial Aid Office.

Recalculation is based on the percent of aid using the following formula: Percent earned = Number of Days Completed Up to the Withdrawal Date – Divided By – The Total number of Days in a Semester/Term. If the calculation results in an overpayment, the student will owe the balance to the College. The student should come by the Financial Aid Office to make payment arrangements on this balance. If the student fails to pay the debt to the College within 45 days of notification, the debt will be reported to the U.S. Department of Education as an overpayment. Federal eligibility is lost until the debt is paid or satisfactory arrangements are made with the U.S. Department of Education. Financial aid students must notify the Financial Aid Office before withdrawing.

Students formally withdrawing from all their classes within the semester must do so through the Registrar's Office or through their Academic Advisor. A withdrawal is considered formal when the student initiates and signs the drop form.

Return to Title IV calculations are based on the students' last date of attendance at the institution. If the last date of attendance is unknown the 50% point of the semester will be used.

Satisfactory Academic Progress Policy

All financial aid recipients are required to meet satisfactory academic progress guidelines established by Halifax Community College (HCC) pursuant to regulations established by the U.S. Department of Education.

The intent of this policy is to insure that students who are receiving federal and state financial aid are making measurable progress toward completion of a program in a reasonable period of time and a reasonable number of credit hours attempted in their program of study.

Scope

Regulations require a student's progress, for financial aid purposes, to be measured both quantitatively and qualitatively. In addition to a grade point average, students are also required to pass a minimum amount of work to complete their program within the maximum time frame established by the institution. To reasonably measure a student's academic progress for financial aid purposes toward completion of his/her program, the student's academic record will be evaluated including credit hours earned at another postsecondary institution and transferred into the student's program of study at HCC.

Monitoring Procedures

To receive financial aid, the student must maintain satisfactory academic progress toward an eligible program of study (an eligible program of study consists of 18 or more credit hours). There are three criteria in the Financial Aid Office's satisfactory academic progress guidelines:

1. The maximum length of time for which the student may receive financial aid;
2. The number of credit hours the student must earn; and
3. The minimum grade point average the student must maintain.

Criteria #1

Federal regulations set the maximum time frame in which a student must complete his/her educational program in 150% of the normal length of the educational program using the number of credit hours required to earn the academic credential and to compute the 150% rate. An HCC student is not eligible for financial aid when the cumulative number of credit hours attempted (whether or not earned toward the student's current program of study) is greater than 150%. This is true whether financial aid was received or the student paid for some classes from his/her resources. Once the student reaches the maximum time frame, the student's eligibility for financial aid ends.

Note: A student's credits which transfer in from other colleges or universities are counted as attempted. Repeated and/or completed courses (all grades including F, WD, and I) are assessed. Grades that are forgiven based on academic policy are also included.

Criteria #2

The student must earn passing grades in two-thirds (67%) of attempted credit hours (cumulative).

For example:

<u>Basis of Award:</u>	<u>Student Must Earn</u>
12 credit hours (ful time)	8 credit hours
6 credit hours (1/2 time)	4 credit hours
3 credit hours (less than 1/2 time)	2 credit hours

The below will be treated as completed coursework and will be taken into consideration when calculating the number of hours completed.

1. Earned hours/grades (A, A*, B, B*, C, C*, D, CE)

Attempted credit hours include the following whether or not the credit hours were paid by financial aid:

1. Earned hours/grades (A, A*, B, B*, C, C*, D, CE)
2. Incomplete grade (I)
3. A grade of (f), (IP), or a "Withdrawal" (WD, WP, WF)
4. Forgiven grades

Note: For financial aid purposes, a) students cannot receive financial aid for audited classes and audited classes are not counted as hours attempted; b) classes dropped during the drop/add period are excluded from financial aid satisfactory progress determinations; c) when a student enrolls in a class and subsequently switches to another section of the same class, that class is not counted twice when computing the hours attempted.

Criteria #3

A student must maintain a required cumulative grade point average (GPA) of 2.000 in order to be eligible to receive financial aid assistance. GPA calculation is based on HCC's academic policy. Please visit the Financial Aid Office for additional information.

Withdrawals

Students who withdraw from classes at HCC should understand their withdrawal will affect their eligibility for financial aid as determined by the Satisfactory Academic Progress procedure. Students who withdraw will have difficulty meeting SAP requirements.

If a student changes his/her enrollment during the drop/add period or prior to the census date for an enrolled class, then financial aid will be adjusted accordingly. **IT IS ALWAYS IN THE BEST INTERESTS OF THE STUDENT TO CONTACT THE FINANCIAL AID OFFICE BEFORE CHANGING PROGRAMS AND/OR WITHDRAWING FROM CLASSES.**

Treatment of Developmental Courses

Students accepted into and enrolled in eligible (18 credit hours or more) programs of study may receive financial aid while taking required developmental coursework. However, inclusion of developmental credit hours in enrollment status will be monitored to not exceed 30 cumulative semester hours.

Repeated Courses

Students aid will be awarded and satisfactory progress maintained when a student repeats a course for credit or inclusion in grade point average calculation. Repeated courses will be counted towards a student's 150% timeframe. When a student repeats a course, the repeated course is included in: a) enrollment status (full, $\frac{3}{4}$, $\frac{1}{2}$, or less than $\frac{1}{2}$ time) computations; b) financial aid awards; c) 150% calculations; d) GPA calculations; e) 67% calculations.

Probation

The minimum credit hour completion requirement and the academic standards are assessed at the end of each term. If a student fails to maintain a cumulative grade point average of at least 2.000 or if the student earns less than 67% of attempted coursework (cumulative), the student is placed on probation for the next term attended. Financial aid may be received during this probationary term. Continued eligibility for aid is determined at the end of the probationary term.

Suspension

Any student on probation who fails to make satisfactory academic progress during the probationary term is suspended from financial aid for the next semester he or she attends and will not be eligible for financial aid until satisfactory progress is demonstrated. Students cannot receive funds from any Federal or State financial aid program while on financial aid suspension. Awards may be canceled and the student may owe tuition and/or books upon becoming ineligible.

Students who have been reinstated from any suspension status may continue on a probationary status for at least one term.

The College will notify the student of their status. However, it is the student's responsibility to track his/her progress and not totally rely on the school's

notification. The suspension for the semester includes second session classes offered during that semester. Students on financial aid suspension are prohibited from using their aid to pay for tuition/fees; however, if the student is eligible to return, the student may pay charges using his/her own funds.

Reestablishing Progress After Suspension

Other than when an appeal is granted for unusual or mitigating circumstances, a student can reestablish eligibility only by taking action that brings the student in compliance with the qualitative and quantitative components of the Financial Aid Satisfactory Academic Progress Policy including maximum timeframe.

Financial Aid Appeals

A student may appeal the termination of financial aid by completing an appeal form obtained from the Financial Aid Office and indicating in writing: a) reasons why he/she did not achieve minimum standards; b) reasons why his or her eligibility should not be terminated, but reinstated. Appeals must be submitted in writing with supporting documentation explaining any unusual circumstances that caused the student's academic progress to be less than required.

Each appeal will be considered on its merit. Federal law gives some examples where allowances might be made for mitigating circumstances. Reasons may include, for example: personal illness, serious illness or death of an immediate family member, employment changes, divorce, or separation in the student's immediate family.

The Financial Aid Committee determines if justifiable evidence or extenuating circumstances exist and whether the student may receive financial aid for a specified probationary semester. Satisfactory progress must be demonstrated by the end of the specified probationary semester before further aid can be awarded.

A student suspended for exceeding the maximum hours allowed for degree completion should have an academic advisor submit in writing the remaining hours required for degree completion if extenuating circumstances require the student to exceed the maximum hours limit.

Any student who is reinstated with a "stipulation" is required to meet all reinstatement stipulations in order to have continued eligibility for federal and state aid.

To initiate a financial aid appeal, the student must complete a Financial Aid Appeal

packet and submit it along with required supporting documentation. This information will need to be submitted to the Financial Aid Office at least ten working days prior to the committee meeting. Appeals after this date will be processed at the next month's scheduled appeals meeting. The Financial Aid Committee, comprised of staff and faculty, will not review incomplete appeals.

The Financial Aid Committee normally meets the second Wednesday of each month. A student may make a personal appearance at the meeting by making an appointment in the Financial Aid Office. The student will be informed of the committee's decision within 10 business days after the committee meets. The Financial Aid Committee and/or the Director of Financial Aid decision will be final.

Veterans Affairs

The Registrar/Director of Veterans Affairs at Halifax Community College serves to help assimilate the veteran into the campus community and its environment.

The office provides a myriad of services all designed to assist the veteran in the pursuit of his/her educational objectives.

Assistance first begins by helping the veteran select a program of study which is suitable to his/her aptitudes, interests, and abilities. Veterans who do not possess a high school diploma must obtain a G.E.D. (General Education Development) before they are eligible to receive veteran's educational benefits.

Students applying for VA benefits must meet admission requirements. Please refer to the admission section of the Halifax Community College catalog.

Once a program has been selected and the veteran has been accepted by the school, the veteran is assisted in completing paper work in order to be certified by the Department of Veterans Affairs. Prior to being certified, official transcripts from high school and all post secondary training attempted must be submitted and evaluated in order that credit for previous training may be granted where appropriate. Veterans cannot receive financial assistance for a course (s) for which they have previously received credit.

Veterans are responsible for obtaining GED scores from defense agencies (DANTES form); a certified copy of DD 214 (Report of Discharge), and any other relevant military paperwork.

After completing the original application and providing supporting documents,

the veteran must be certified by this office. This certification must show complete identifying information, file number, curriculum, previous credit allowed, enrollment period, clock/credit hour breakdown, and additional information as needed.

Veterans who are experiencing academic difficulties in degree/diploma programs are advised to request tutorial assistance, which is provided free of charge. Veterans whose average falls below HCC's standard for satisfactory progress are placed on probation. Veterans who fail to make satisfactory progress are terminated for pay purposes.

This office makes referrals to local and state organizations such as the Employment Security Commission, VA County Service Officer, Vocational Rehabilitation, Department of Social Services, and Health Department when possible to accommodate special needs of our veterans.

Satisfactory Progress Policy for Veterans

The Veterans Administration regulations require that veterans must maintain "satisfactory progress" in order to continue receiving their educational benefits. The following is a detailed description of the school's policy concerning "satisfactory progress":

1. All students are required to have a minimum average of 2.0 for graduation.
2. When a veteran fails to maintain satisfactory progress, the veteran will be placed on academic probation for the following semester of enrollment.
3. At the end of a consecutive two-semester probationary period, veterans who do not have the required cumulative grade point average, counting all subjects undertaken from the original enrollment, will have their benefits terminated for unsatisfactory progress. Veterans who have their benefits terminated for unsatisfactory progress must raise their average to the minimum required before being recertified for educational benefits.

What Affects VA Benefits Eligibility

It is the responsibility of the veteran to advise the VA Certifying Official regarding program and enrollment changes. Other factors that may create a loss of reduction of benefits are:

1. Dropping courses;

2. Taking courses not approved as a part of a regular program of study;
3. Taking courses previously passed (including by proficiency examination);
4. Taking courses for which they have previously been awarded transfer credit;
5. Irregular attendance; and
6. Being placed on academic probation.

Veterans Administration Educational Benefits

1. Montgomery GI Bill - Active Duty (MGIB, also known as Chapter 30) provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty.

2. Montgomery GI Bill - Selected Reserve (MGIB-SR - also known as Chapter 1606). The MGIB-SR program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

3. Veterans Educational Assistance Program (VEAP also known as Chapter 32). VEAP is available if you first entered active duty between January 1, 1977 and June 30, 1985 and you elected to make contributions from your military pay to participate in this education benefit program. Your contributions are matched on a \$2 for \$1 basis by the Government. This benefit may be used for degree or certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

4. Survivors' and Dependents' Educational Assistance Programs (DEA also known as Chapter 35). DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition, or who died while on active duty or as a result of a service related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

5. Chapter 34/30 (Old GI Bill) provides assistance for veterans who have been on

active duty since before 1/1/77. (See chapter 30 above).

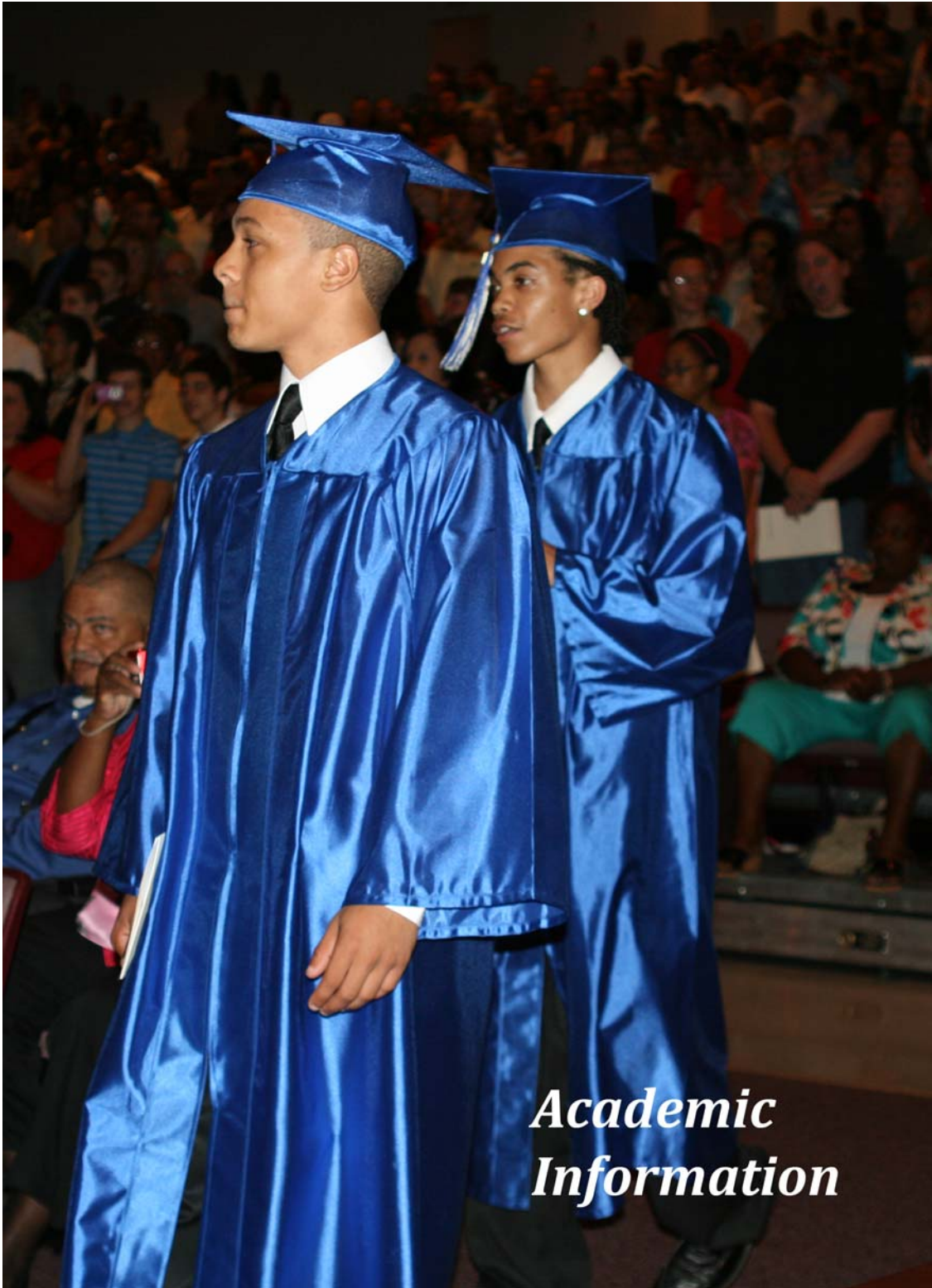
6. Chapter 31 (VA/VOC Rehab.) provides assistance for Veterans with a minimum 10% service connected disability. See the County Veterans Service Office to apply; then, follow up with HCC's Register/Director of Veterans Affairs.

7. New education benefit for Activated Reservists — H.R. 4200 authorizing the creation of a new education benefit was signed into law on October 28, 2004. The new benefit also known as (Chapter 1607) makes certain individuals who were activated after September 11, 2001 either eligible for education benefits or eligible for increased benefits. The Department of Defense (DOD), Department of Homeland Security (DHS) and VA are working on an implementation plan for this new benefit and at this time we are unable to provide more than general information about chapter 1607. See HCC's Register/Director of Veterans Affairs for more information.

Veterans Telecourse and Distance Learning Policy

All VA students receiving educational benefits from the Department of Veterans Affairs will meet the following criteria before enrolling in this type of course:

1. The veteran must first meet with their curriculum department advisor before registration so that proper information and procedures can be discussed.
2. A telecourse may be conducted through (1) regularly scheduled TV transmission/cable PBS education programming and/or (2) by video cassette of the PBS transmissions. Other distance learning includes online, blended, hybrid, and information highway.
3. The veteran must have completed any needed remedial/pre-requisite work as determined by the College.
4. The telecourse must be an integral part of the veteran's current program.
5. Veterans taking a telecourse may need to buy a workbook not required for a traditional classroom section.
6. Veterans enrolled in a course will be evaluated by the assigned faculty in accordance with established grading policies. Veterans will be required to maintain satisfactory progress and to maintain regular contact with the instructor.



*Academic
Information*

Academic Schools and Majors

The five academic schools at Halifax Community College offer a broad range of curriculum programs leading to certificates, diplomas, and associate degrees.

School of Arts and Sciences

Associate in Arts
Associate in Science
Associate in General Education

School of Business

Accounting
Advertising & Graphic Design
Advertising & Graphic Design - Computer Graphics
Business Administration
Computer Information Technology
Interior Design
Medical Office Administration
Networking Technology
Office Systems Technology

School of Legal and Public Services

Basic Law Enforcement Training
Criminal Justice
Cosmetology
Early Childhood Education
Early Childhood Education Teacher Associate
Food Service Technology
Greenhouse & Grounds Maintenance
Human Services Technology
Paralegal Technology

School of Vocational and Industrial Technology

Automotive Systems Technology
Small Engine and Equipment Repair
Electronics Engineering Technology
Facility Maintenance Worker
Industrial Systems Technology
Plumbing
Welding

School of Nursing and Allied Health

Associate Degree Nursing

Dental Hygiene

Medical Laboratory Technology

Practical Nursing

Semester System

The school year is divided into two semesters, each 16 weeks in length, or some programs may run 4 mini semesters, each eight weeks in length, and an additional summer session of eight weeks. Credits are earned in semester hours.

Distance Learning

Distance learning is teaching and learning across geographical distances through the use of Blackboard, a software program for online course delivery. Students use computers and the Internet to access course materials, lectures, notes, assignments, and tests.

The mission of Halifax Community College's distance learning services is to meet the needs of a diverse student population by making educational opportunities and services more accessible. Distance learning courses provide enrollment options for students who may not be able to come to campus regularly to take traditional college courses because of physical limitations, other commitments, or personal preferences. Distance learning courses are comparable to traditionally delivered courses in academic standards, criteria, content, and quality while overcoming the time and place constraints of traditional instruction delivery systems.

The types of distance learning courses available at HCC include online, hybrid, and two-way audio/video teleconference courses. All students are admitted, assessed, and registered through the regular process of the College. Students pay the same tuition and fees and have access to student services, library resources, and other support services. If on campus, they may pay fees by credit card or may accomplish necessary processes by telephone, the U.S. postal service, facsimile, or e-mail.

Distance learning courses offer a high degree of flexibility and may erase barriers to educational goals. Students taking courses by distance learning methods must be self-motivated and self-disciplined learners and should have average or above average computer skills. Since students work more independently than in traditional courses, distance learning may not be the best method of instruction for all students. Students and adjunct faculty are issued an HCC e-mail account,

which is required for all course-related communications. Additionally, Blackboard technical support is available 24/7, including weekends and holidays.

Grading System

A grading system is a method of recording faculty evaluations of student progress and the fulfillment of class objectives. All students officially enrolled in courses must be awarded a grade in accordance with college regulations. The instructor awards the grade.

The faculty, to indicate the quality of a student's work in a course, uses a letter grade. Grade points are assigned for each letter so that a grade-point average can be calculated. A 2.0 cumulative grade point average (CGPA) is required for graduation. A 4.0 point system is used to calculate student grade point averages. The letter grades on the permanent records are listed below:

Grade	Explanation	Grade Points Per Credit
A	Excellent	4
B	Above Average	3
C	Average	2
D	Passing	1
F	Failure	0
AU	Audit	0
CE	Credit by Exam	0
CT	Credit Transfer	0
I	Incomplete	0
W/WD	Withdrew	0
WF	Withdrew Failing	0
WP	Withdrew Passing	0
NS	No Show	0

Grade "I" Incomplete:

An instructor may award the grade "I" for documented, unavoidable reasons and only when the student is passing and has completed at least 75% of the course work. Classes for which the grade of "I" has been awarded must be completed no later than the end of the subsequent semester or the "I" will be changed to an "F". In the case of a grade of "I" at the end of the spring semester, the student will have until the end of the subsequent fall semester to complete the requirements, except when the course in which the grade of "I" is received is a pre-requisite for a course the student plans to take in summer. A copy of this documentation will be placed in the student's academic file.

Attendance

Halifax Community College is committed to the principle that class attendance is an essential part of an educational program. Regular attendance is required in all courses. At the beginning of each course the instructor will announce the college's attendance regulations and any attendance requirements specific to each course. Each instructor will determine attendance requirements for each class; however, a student who discontinues attending class without communicating with the instructor will be withdrawn from the class by the instructor after two consecutive weeks or at the 60% mark in the class.

Withdrawal from Classes

Student Withdrawal

Students may withdraw from a course by completing a Drop/Add form and submitting it to their instructor, advisor, or Dean of Curriculum Programs.

Students who do not submit the appropriate forms for withdrawal or attend classes within the guidelines outlined in the college attendance policy may have adverse transactions occur on their record, which may include removal from the course, or a grade of W, WF, or F in the course. Students who are withdrawn from all courses may further have adverse transactions occur with their financial aid status including owing a repayment of the disbursed financial aid funds.

Never Attended Withdrawal

Students who register for a class and do not attend at least one class or participate at least once in a distance education class by the census date (within the **first 10%** of the course) are considered never-attended. Instructors will certify attendance and withdraw all students who have never attended the class.

Faculty Withdrawal

By the **60% date** of the semester instructors will identify students who have not been attending a traditional class or participating in an online class and those students who have stopped performing academically-related activities since the census date. Instructors will withdraw these students from the class.

Curriculum Developmental Education

Only those students who meet requirements for placement in curriculum courses are exempt from developmental courses. The placement test is used to determine whether or not students meet these requirements. Each person enrolling in a certificate, diploma, or degree program at Halifax Community College must take required developmental education courses in [reading and composition,

arithmetic and algebra]. These developmental courses are prerequisites to most curriculum courses.

Developmental Course Load

Students enrolled in developmental courses must limit their course load to 15 semester hours.

Grading System for Developmental Studies

Grade	Explanation	Grade Points per Credit
A* (93 - 100)	Excellent	4*
B* (85 - 92)	Above Average	3*
C*	Average	2*
F* (77 and below)	Failure	0*
IP	In Progress	0
W/WD	Withdrew	0
WP	Withdrew Passing	0
WF	Withdrew Failing	0
NS	No Show	0

*The asterisk is the method of denoting that a grade is developmental level rather than curriculum level. Grades for developmental course work do not apply toward graduation requirements or for inclusion in the semester Honor Roll. Grade points are not awarded for developmental courses, and the student's grade point average does not include developmental coursework.

In Progress ("IP"). A grade of "IP" may be awarded when a student has not substantially completed the requirements for a developmental course, although the student was enrolled the entire semester. In such a case, the student must enroll in that course again in order to complete the requirements for that course. If it has been two years or more since the grade of "IP" was earned, the student must continue in sequence from the last developmental course in which (s)he earned a passing grade. In the event that the student has not earned a passing grade in any developmental course, then the student must retake the placement test to determine placement.

"F" (Failure). A student will receive an "F*" when: (a) he/she has made little attempt to satisfy minimum course requirements and fails to participate in the educational process. If a student fails a prerequisite course he/she must repeat and successfully complete the prerequisite before beginning the next course. This could result in the student being enrolled for a longer period than is normally

required to complete requirements for graduation.

Change of Grades

A grade will only be changed if an error was made in computing or recording it. A student has the right to appeal grades through the Student Grievance Policy.

Computing Quality Point Average

Quality point average is determined by dividing the total number of quality points earned by the total number of hours attempted. Credits earned by examinations or transferred from other colleges are not included. The hours attempted column shows only hours taken for grades and carrying credit toward graduation.

Students will be permitted to transfer from one program to another when they feel the program change will be academically valuable. However, it is recommended that students consult with the Financial Aid office to determine their eligibility status before changing their major. Before a second change of program will be allowed, the student must confer with a counselor. Transfer from one program to another will not result in one's grade point average being changed. Should a student on probation transfer to another program, transfer credit will be given, but the student's grade-point average is cumulative and will remain the same as in the former program.

Student Academic Freedom

Halifax Community College is dedicated to the exchange of knowledge, the development of skills, confidences, and understandings. The College is also dedicated to the nurturing of those personal and intellectual habits and attitudes which are peculiar to responsible individuals in a free, open, and democratic society. The Board of Trustees, therefore, shall ensure and protect academic freedom at Halifax Community College.

Academic Regulations

The college has adopted academic regulations which are intended to help students achieve reasonable and realistic goals. Each student is expected to make satisfactory progress toward reaching those goals. The specific regulations follow:

Academic Standing

To continue in good standing, students must have earned the cumulative grade

point average (CGPA) specified for the semester hours below:

Cumulative Semester Hours Attempted	Cumulative Grade Point Average
10 - 16	1.50
17 - 32	2.00

Students failing to maintain the required CGPA will be placed on academic probation until the required CGPA is achieved. Academic probation will affect receipt of financial aid and veterans' benefits.

Students on academic probation receive a letter of notice from the Registrar stating they are on academic probation. Students are asked to contact their advisor to process an early Alert form and then are instructed to take the form to the counselor department staff. A study success plan must be developed in order for the students to register or enroll (i.e., reduce course loads, a curriculum change, and counseling are options available to students on academic probation).

Advanced Placement Credit

Credit awarded based on advanced placement, other examinations, and education provided by non-collegiate institutions must meet the following conditions:

1. The amount of credit awarded is clearly stated and is in accord with commonly accepted good practices in higher education;
2. Credit is awarded only in areas offered within the student's current educational program.
3. Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty at the institution, or according to procedures and standards approved by qualified faculty and the Registrar.
4. Halifax Community College is not obligated to award advanced placement to any student. The final approval of advanced placement will be determined by the Dean of Curriculum Programs.

A student may qualify for advanced placement by one or more of the following means:

1. By passing a proficiency exam administered by a teaching department at HCC.
2. By attaining at least a minimum score on certain tests of the College Level Examination Program (CLEP).
3. SAT exemption – If a student scores 500 or above on their SAT verbal and written, they do not have to take the English and Writing portions of the placement test. If they score 500 or above on the SAT math, they do not have to take the math placement test.

The institution must demonstrate that assessment procedures verify that the credit awarded is appropriate. Partnerships with secondary schools which result in the award of college credit, must ensure that the credit awarded is at the collegiate level and is in compliance with the Southern Association of Colleges and Schools' Criteria.

All advanced placement credit awarded must be adequately justified and must include documentation that the credit awarded represents collegiate course work relevant to the appropriate degree. Course content and level of instruction for advance credit must result in student competencies at least equivalent to those of students enrolled in the institution's own educational programs. Course work must be taught by faculty qualified to teach at the appropriate degree level.

Note: Advanced placement credit awarded under the Halifax Community College advanced placement regulations applies only to HCC. Decisions regarding the acceptance of advanced placement credit at post-secondary institutions other than HCC are made by the receiving institution. Applicants must meet the receiving institution's criteria for advanced placement credit.

Instructors are required to officially certify attendance of students in their courses two times per semester, at the 10% mark and the 60% mark. Students who do not attend any classes during the first 10% of the semester will be administratively withdrawn from the course(s). Students who do not attend classes for an extended period during the withdrawal period and/or performing academically-related activities will be administratively withdrawn from the course and will not receive a refund.

Any student not officially on the class roster will not be permitted to sit in the class. Each student must take appropriate steps to be officially enrolled in the class.

Audit

A student may audit a course for which he/she does not wish to receive credit. The audit student does not have to take required examinations; otherwise, participation and attendance in class is on the same basis as a credit student. The fee for auditing a class is the same as the fee for credit. Certain curricula, because of special requirements, have no course open for "audit." Registration for an audit will follow the same procedure as for credit. Students may change a credit to an audit during the first ten days of class. In no case will students be allowed to change an audit to a credit. Students will not be allowed to receive credit by examination for a course that they have audited.

Best Grade

Students taking courses for the second time may, upon notifying the Registrar, have the better of two grades computed in the grade point average and the hours counted only once. Both grades will appear on the student's transcript.

Change of Registration

In some instances, it is necessary for students to make adjustments in their schedules. To ensure that the student will receive proper credit, a drop/add form should be completed and returned to the Registrar's office. Schedule changes may only be made during the drop/add period. A drop/add form must be used to document all schedule changes. This form may be obtained from advisors, the Office of the Dean of Curriculum Programs.

Change of Class Schedule

A student may add a course to his/her schedule only during the add period. The following procedures must be followed when adding a course: The student and the advisor will agree on courses to be added, the advisor will enter the course(s) into the computer and the student is directed to the Cashier to pick up the new schedule. A student may drop a course in which he/she is enrolled subject to the following procedures: The student and advisor will complete a drop/add form listing which course(s) are to be dropped. (The advisor, student, and instructor must sign the form.) The instructor must record on the drop/add form the last date the student attended class, the date the student was dropped from the class and sign the form. The form is returned to the Office of the Dean of Curriculum Programs where the drop/add process will be completed.

Class Size

The Dean of Curriculum Programs shall determine the number of enrollees needed to conduct a course effectively and efficiently at Halifax Community College.

Course Load

A student who is registered for twelve (12) or more semester hours of credit is considered to be a full-time student. Students wishing to register for more than 19 credit hours must obtain permission from the Dean of Student Services.

Course Repetition

With the consent of the advisor, students who receive a grade of "C" or better on a curriculum course may repeat the course once. Students who receive a grade below "C" on a curriculum course may repeat the course until a grade of "C" or better has been earned. A course may not be audited more than twice.

No course may be counted more than once in calculating the total number of hours toward graduation.

Pell Grant recipients and veterans who wish to repeat a course for which a passing grade has been earned will not receive financial benefits for repeating the course.

Course Substitution

Under special circumstances, a course substitution may be made in a program. Any course substitution must be initiated by the student's advisor, who forwards the request to the Dean of Curriculum Programs for approval. In the event a course has been deleted from a particular program, a course substitution may be used to meet the requirements. Social Science classes may not be substituted for humanities classes.

Credit by Examination

Credit by Examination is offered in certain courses to those students who, because of their demonstrated abilities, are qualified to accelerate their studies. To obtain credit by examination, the student must register for the course, pay tuition and fees, and take a proficiency examination. The Dean of Curriculum will determine which course offerings may be completed through credit by examination. Applications for such examination are made to the Dean of Curriculum Programs at the time of enrollment.

Only those courses listed in the current catalog which are approved for credit by examination may be taken for credit and only in the amount of credit listed.

Credit by examination for approved courses may be taken during any semester. Students who are planning to take a sequential course should take the examination before the end of the registration period. All other credit by examination should be completed by the mid-term.

The symbol "CE" will be printed on the student's transcript if he/she receives credit for a course through the credit by examination procedure. However, this credit will not be included in the student's grade point average. In cases where a student fails to pass a course through credit by examination, the symbol "CX" will be recorded on his/her transcript.

Students will not be permitted to challenge course work for which they have already received a failing grade or audited.

Not more than twenty-five percent (25%) of the required credits for a degree/diploma may be earned through credit by examination.

Students are urged to inquire into the regulations of the college or university to which they intend to transfer relative to such institution's policy regarding the acceptance of credit by examination course credits.

Forgiveness

Students who have withdrawn or have been suspended from the college and have not been in attendance for three (3) semesters may have their cumulative quality-point average recomputed after applying for readmission. This computation will not include any grades of "F" or "WF" should there be any.

Honors List

To qualify for the President's List, a student must be enrolled full-time, and earn A's in all subjects for a semester (4.0). To qualify for the Dean's List, a student must be enrolled full-time, and earn at least a 3.25 semester grade point average. Students enrolled in any developmental course are not eligible for President's or Dean's List. A student with an "Incomplete" grade is not eligible for the Dean's List or President's List in the semester the "Incomplete" is received.

Guided Independent Study (GIS)

Guided Independent Study courses may be approved on a limited basis. Students must have a minimum CGPA of 2.0 to qualify for a GIS course. Not all courses are suitable for a GIS. The instructor, the student's advisor, and the Dean of Curriculum Programs must determine if the GIS approach is feasible in each case.

After a student is registered for an independent study class, he/she must arrange a study time with the instructor of the independent study class. The instructor individually schedules each meeting time with each student, for the equivalent number of hours registered for GIS as listed in the course description. GIS contract forms are available in the offices of academic chairpersons and the Dean of Curriculum Programs.

Prerequisite/Corequisite Requirements

Where specified, prerequisites must be taken prior to enrollment in curriculum courses. Where specified, corequisite courses must be taken concurrently with curriculum courses. When a corequisite is dropped, the corresponding corequisite must also be dropped. Prerequisite/Corequisite requirements may not be waived.

Refunds

1. A registered student who officially withdraws from a curriculum class prior to the first day the class meets will be eligible for a 100% tuition refund, if requested.
2. There will be no refunds for classes dropped after the 10% date.
3. No tuition transfers will be issued.
4. The student and advisor must complete and sign an official drop form before a refund will be processed.

Transfer Credit

A transfer student is a student pursuing a degree at Halifax Community College who has earned credits at another institution and wishes to apply these credits toward a Halifax Community College certificate, diploma, or degree. In addition to submitting all other application materials, a student desiring to receive transfer credit must have an official transcript sent to Halifax Community College by each institution that originally granted the credits. For degree completion, at least twenty-five percent (25%) of semester credit hours of curriculum course requirements must be completed. Exceptions are allowable and may include the following:

1. Transfer credit from foreign institutions not accredited by a regional postsecondary accrediting commission. The student must provide a certified English interpretation.
2. Transfer of course work completed at a degree-granting institution accredited by a professional accrediting body responsible for free-standing institutions within a specialty and approved by appropriate HCC faculty.
3. Halifax Community College may also grant credit where applicable for military service schools in accordance with the recommendations of the American Council of Education's "Guide to the Evaluation of

Educational Experiences in the Armed Services” when consistent with the student’s program requirements. Halifax Community College does not allow credit for experiential learning.

4. All courses in the CCL are transferable from other colleges (ACA and developmental are included).

Halifax Community College will grant credit for work done at all regionally accredited institutions of higher education for courses which a student has earned a grade of “C” or higher.

All transfer credit awarded must be adequately justified and must include documentation that the credit awarded represents collegiate course work relevant to the degree. Course content and level of instruction must result in student competencies at least equivalent to those of students enrolled in the institution’s own educational programs; and course work must be taught by faculty qualified to teach at the appropriate degree level. Credits will transfer to HCC with a “CT” grade and will not be included in the student’s overall grade point average. Transfer credit is not given for continuing education courses; nor for life experience. Students wishing curriculum credit for these types of courses/ experiences may inquire as to eligibility to register, pay for, and take an appropriate class as credit by exam. Courses successfully challenged will count toward the student’s major (if applicable) for graduation purposes; will not award any quality points toward their Cumulative Quality Point Average (CQPA); and will not transfer to another college.

It is the student’s responsibility to provide HCC with course descriptions/or course work completed at other colleges. The college’s policy for accepting courses for transfer is evaluated periodically by the Curriculum Committee.

Transfer of Credit Between Programs

Credit on subjects earned with a grade of “D” or better at HCC will be accepted in cases where a student transfers from one curriculum to another within the school. Courses transferred must be comparable in content and contact hours to the course for which credit is given. Transfer of credits from one curriculum program to another will be granted under the following conditions:

1. The course(s) is/are required for graduation in both programs.
2. Although taking elective hours in the major curriculum area is encouraged, those credit hours designated “elective” may be taken

or transferred from one curriculum to another to the extent of the number of credit hours designated as free elective hours in that curriculum area into which a student transfers.

3. All previous grades earned (including F's) will be included in the applicable major grade point average and CQPA at the time of re-entry.
4. Continuing education courses are not transferable to curriculum programs.
5. Transcript evaluations done during the transition period when HCC changed from the quarter to semester system are no longer valid. Students must meet current catalog requirements.
6. Credit will not be transferred for ACA quarter hour classes.

Inclement Weather

Should it appear that adverse weather or other factors would necessitate closing of Halifax Community College for curriculum and/or continuing education classes, the President, or his/her designee, shall make the final decision. The President, or his/her designee, shall make the necessary arrangements for publicity regarding the closing of school through the local newspapers, radio, and television stations. Local radio and television stations within the College's viewing area shall be notified by 6:00 a.m. of the modified schedule due to adverse weather.

Designated local radio and television stations will announce the schools operating status for the day. For the current status of school operations call (252) 536-6351 or consult the College's website, www.halifaxcc.edu.

If no announcement is made, the college **WILL BE OPEN ON A REGULAR SCHEDULE**. If classes are cancelled for an extended period of time, the calendar for the semester will be revised to allow for make-up days.

INTELLECTUAL PROPERTY POLICY

PURPOSE

The Intellectual Property policy defines and protects ownership rights to intellectual works of authorship, independent or Halifax Community College-supported, that are created by College employees, students, and anyone formally connected with the College. This policy explains the responsibility of the College to protect the legal rights of those outside the College who hold copyrights or patents to their authored works. HCC supports the creation and use of intellectual property to carry out the mission of the College.

DEFINITIONS

Intellectual property—works or products resulting from creations of the mind that can be patented or copyrighted.

Copyright Act (Title 17 of the United States Code)—tangible, intellectual, and creative works of authorship which can be acknowledged, copied, or communicated to others in any form, including, but not limited to, literary, graphic, musical, and audiovisual works protected by Title 17. Title 17 defines federal copyright protection, lists works that are protected, and outlines the process by which works are protected.

Title 35 of the United States Code—defines patent protection, lists works that are protected, states requirements for qualifying for a patent, and describes the process for granting patents.

POLICY

Intellectual property created outside Halifax Community College will be used for appropriate purposes by the College following the Fair Use criteria set forth in Title 17, Chapter 1, Section 107 of the United States Code.

Intellectual property created partially or completely with Halifax Community College resources is subject to College ownership. An Ownership Agreement between the employee, student, or individual in a formal relationship with the College defines the rights of the College and the individual.

Intellectual property created without the use of College resources but for the purpose of fulfilling the College mission or related functions is subject to joint ownership by the College and the creator(s). Intellectual property created without the use of College resources and unrelated to the College is the exclusive property

of the creator(s). The College has no interest in such property and no claim to ownership.

The use of College resources for personal gain is unacceptable use of College resources and subject to disciplinary action.

FAIR USE

Title 17, Chapter 1, Section 107 (Fair Use) of the United States Code allows Halifax Community College to use materials copyrighted by others in the following manner:

1. The fair use of a copyrighted work, reproduced in copies, recorded, or copied by any other means, for the purposes of teaching, scholarship, or research, is not a violation of copyright.
2. Determining fair use of a work is made using these factors:
 - whether the purpose of the use is of a commercial nature or is for nonprofit educational purposes
 - whether the amount (percentage) of the work used is appropriate or excessive and unnecessary
 - whether the use of the work could negatively impact the value of the copyrighted work.

An unpublished work may also be subject to Fair Use.

If the desired use of the copyrighted materials does not fit the Fair Use criteria, the employee, student, or individual in a formal relationship with the College must gain permission from the author or owner before using the material. A copy of all related correspondence must be filed in the appropriate Dean's office. Such correspondence, at the least, must consist of the letter requesting approval, the letter of response from the author or owner, and a copy of the material itself.

CRITERIA FOR DETERMINATION OF OWNERSHIP OF INTELLECTUAL PROPERTY

The employee, student, or individual in a formal relationship with the College retains ownership of the intellectual property if any of the work was made/created/produced/developed independently and was not requested by the College and if

- the work is not part of a specific contract or routine assignment made as a result of College employment

- the work is not prepared as part of the individual's routine job duties and responsibilities
- the work does not involve use of College facilities, time, and/or other resources.

The College retains ownership of the intellectual property if any of the work is prepared as part of the individual's routine job duties and responsibilities and if

- the work is prepared as part of the employee's class assignments
- the work is the result of a specific contract or assignment made during the course of employment with the College
- the work involved facilities, time, and/or other College resources, including release time, grant funds, College personnel, salary supplement, leave with pay, equipment, etc.

DETERMINATION OF CONFLICT

When intellectual property of potential value may be created, the College and the employee, student, or individual in a formal relationship with the College may negotiate an agreement for ownership and the sharing of benefits before the property is created. The agreement may include use of the intellectual property at other educational institutions.

An Ad Hoc Intellectual Property Committee, appointed by the Vice President for Institutional Advancement and made up of an equal number of faculty and staff, will make recommendations when issues arise. The Vice President for Institutional Advancement will request that the Faculty Senate recommend faculty members to serve on this committee.

RIGHTS AND RESPONSIBILITIES

1. Use of the College name or logo on intellectual property is subject to prior approval by the President of the College.
2. Intellectual property must not include intellectual property owned by others unless the creator(s) obtains the appropriate signed permission or release form.
3. Intellectual property creator(s) must promptly notify the appropriate Dean when he or she deems that an unusually great number of College resources will be required to complete the work.

4. The creator(s) and the College will negotiate an Ownership Agreement if the intellectual property has financial value and is potentially marketable.
5. The Vice President for Academic Affairs' office is responsible for implementing the intellectual property policy.
6. When employees leave employment, they must submit all intellectual property to the College.
7. An Ad Hoc Textbook Selection Committee will be appointed by the Chair of the Academic School when a faculty member who has authored a textbook or supplemental book wishes to replace the current textbook or supplement existing text(s). This Committee will make a decision regarding this change and forward recommendation(s) to the Dean of Curriculum Programs.



*Student
Services*

Counseling Center Services

The Counseling Center at Halifax Community College assists current and prospective students with making smooth transitions from high school and/or a work setting to an educational program and college life. Services offered through the Counseling Center include academic early alerts, student success plans, college transfer, disability services, distance counseling (via email), and personal counseling. The counselors are also available to assist with the admission application process.

Counselors assist students in dealing with various issues such as time management, study skills, test-taking, test anxiety, stress management, and decision-making skills.

Additionally, through the Counselor/Recruiter/High School Liaison services are provided to each of the high schools within the HCC service area. Such services include monthly recruitment, assistance with admission application process, assisting with selecting courses that a high school would like to have offered to their students, and registering the students.

Counselors are available throughout each semester to assist students with educational and career goals and are always available to students with academic concerns. The counseling staff can also assist students with assessments and referrals to other local human service agencies.

Rehabilitation Act of 1973/Section 504 & Americans with Disabilities Act of 1990

Disability services are provided in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which prohibits discrimination against individuals with a disability, and mandates that equal access to all educational opportunities be granted to those individuals. Additionally, Halifax Community College adheres to the North Carolina Community College Disability Services Resource Guide.

In accordance with Section 504 of the Rehabilitation Act of 1973, federal law states that:

“No otherwise qualified person with a disability in the United States ... shall, solely by reason of ... disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A person with a disability includes “any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.” A “qualified person with a disability” is defined as one “who meets the academic and technical standards requisite to admission or participation in the educational program or activity.”

Disability services and accommodations are provided to students who willingly self-disclose the need for an accommodation. The disclosure can be made to counselors, faculty, and/or staff who should inform the student that services are available through the Counseling Center to ensure that the student gets the appropriate accommodations needed, including agency referrals.

Career Services

Students are assisted in selecting an appropriate program of study based on their desires and academic abilities. Since making a career choice is such an important decision, the information in the Counseling Center is made accessible to all current and prospective students. Available resources on career information and materials include books, catalogs, pamphlets, interest inventories, and a computerized career guidance program. Counselors are available throughout each semester to assist students with educational and career goals and are always available to students with academic concerns.

Student Support Services

The Student Support Services Program is a federally-funded program designed to provide tutoring, counseling, career and cultural activities for students needing additional support services in order to succeed in college. Federal guidelines mandate that program participants be academically, financially, and/or culturally disadvantaged. The program also serves students with disabilities. Students who meet the above requirements will receive academic support services based on their needs. Participation in the program is voluntary. Applications may be obtained in the Office of Student Support Services.

Freedom to Learn

The Halifax Community College P.R.I.D.E. of Halifax Male Mentoring Program (PReparing men for Intellectual, AcaDemic, and Educational Success) is an academic enrichment, mentoring, professional development, and leadership program designed to enhance student satisfaction, success, retention, and graduation rates. The PRIDE of Halifax is funded by the Department of Education-Freedom to Learn Initiative and fosters partnerships between students, learning coaches (academic success counselors trained in developmental advising,

teaching, mentoring, career exploration, financial planning, etc.), HCC staff and professional mentors.

The P.R.I.D.E. of Halifax program serves students from Halifax and western Northampton counties and includes proactive wrap-around support services, discussion forums, awards, and recognition, and college transfer assistance. P.R.I.D.E. of Halifax staff collects and evaluates academic, personal, and social data for each student and designs individualized success plans to guide personal growth, development, and performance.

Student ID Cards

All students attending Halifax Community College will be provided a student I.D. which must be revalidated each semester. The activity fee covers the cost of the I.D. card. However, there will be a \$5 charge for a replacement card. The I.D. card must be worn and visible at all times while on campus. Students who cannot show the I.D. card when asked to do so may be asked to leave the campus immediately.

Child Care Center

The Halifax Community College Child Care Center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. The Center is designed to meet the developmental needs of young children, ages 2 - 5. The Center provides a variety of hands-on experiences through creative art, science discoveries, motor development, language activities, sensory activities, and dramatic play. Children learn through their experiences with the outside world as they play. The Child Care Center seeks to expose them to an array of positive, developmentally appropriate activities and materials, which will foster their curiosity and growth and make learning a fun experience. Children develop a positive self-concept through a balance of self and teacher-directed activities. The staff serves as positive role models, and provides care that is supportive, nurturing, warm, and responsive to each child's individual needs.

Campus Bookstore

The HCC bookstore is located in the Student Center (Building 300). It provides new and used books as well as supplies for most courses. The store also carries greeting cards, novelty and seasonal gifts, and an assortment of college souvenirs and apparel. The hours of operation are as follows:

Monday - Thursday	8:30 a.m. - 4:00 p.m. & 5:30 - 7:30 p.m.
Friday	8:30 a.m. - 4:00 p.m.

All hours are subject to change.

Textbook Refunds/Exchanges

No refunds will be given without a cash register receipt. Books should be returned within the first week of class and in the same condition as purchased to receive a 100% refund. Do not write or mark in your books, until you are sure you will need them. Books may not be returned for credit once the shrink-wrap has been removed. New books found to be defective will be replaced. Any books returned to the bookstore after the first week of class will be subject to regular buy-back procedure.

Textbook Buy-Backs

Buy-backs are conducted at the end of fall, spring and summer semesters, during the time of final examinations. Two weeks prior to buy back, the specific date and time will be posted at the bookstore. Books must be in saleable condition. Prices are determined by the book company that is buying the books.

Quiet Room

The Quiet Room is located across the hall from the Bookstore. Students may utilize the Quiet Room for studying. Students are expected to exhibit the appropriate social behavior and language in the lounge area.

Student Lounge

The student lounge serves as a social area for students. Students may relax, eat and chat in a pleasant atmosphere. Vending machines provide snacks, and drinks. There is a grill providing hot breakfast and lunch for students, faculty & staff located in the student center. The lounge is located in the Student Center and is open from 8:00 a.m. until 9:00 p.m. Monday through Thursday and 8:00 a.m. until 6:00 p.m. on Friday. Students are expected to exhibit the appropriate social behavior and language in the lounge area.

Bulletin Boards

Bulletin boards are reserved for Student Services, Curriculum, Student Government Association (SGA), general student information, student organization information and other college related notices. [Students are asked to check with the Student Services Office before posting articles on bulletin boards.]

Use of Telephones

Classes will not be interrupted for incoming calls for students and messages will not be taken, except in emergency situations. Students should make employers, relatives or anyone who may try to reach them at the College aware of these rules. In case of an emergency, the staff will make every effort to relay information to students. Emergency messages for students will be forwarded to the Dean of

Student Services or the designee for evenings who will handle the situation accordingly. Those calling in an emergency may be asked to state the nature of the emergency, give a name and return telephone number. If warranted, the Dean of Student Services or designee for evenings will locate the student's schedule and forward the message to security. The only place a student can be located is in class. There is no paging or intercom system at the College. Public pay telephones, located near the front lobby and in the student lounge are available to all students.

Cellular telephones and pagers should be turned off in classrooms. This insures no interruption of instruction. Students are not permitted to talk on cell phones during class.

Guidelines Governing Student Activities

Student activities at Halifax Community College can be classified into two main categories:

1. The College's Student Government Association (SGA) and SGA sponsored activities.
2. Other approved student organizations, including professional organizations and clubs, and any activities sponsored by these organizations.

Student Organizations

Student Government Association

There's more to life than books and classes at Halifax Community College. Activities outside the classroom are also very important. The College offers a wide variety of social and cultural opportunities which, as well as being enjoyable, highlight the learning experience. Students are encouraged to plan activities and programs through the Student Government Association. Curriculum students currently enrolled at Halifax Community College are members of the SGA and have the opportunity to participate in the organization and student activities. Membership in the SGA provides an opportunity to learn responsible citizenship and gain practical experience in the democratic process. The constitution and activities of the SGA are subject to the approval of College administration.

Phi Theta Kappa

Phi Theta Kappa is an international honor society at Halifax Community College whose purpose as a national affiliate is to recognize and promote academic

excellence in junior and community colleges. The campus Alpha Eta Phi chapter was chartered in 1982, and members pledge to serve the community through leadership, scholarship, service, and fellowship activities.

Halifax Community College requires that prospective members be enrolled in a regionally accredited institution offering an associate degree program; students must have completed at least 12 credit hours of coursework leading to an associate degree program (part-time students may be eligible); students must have a grade point average of 3.5; and students must adhere to the moral standards of the society. Prospective members are invited by letter to join if they meet the above criteria.. To maintain active membership, they must keep at least a 3.25 CGPA.

Halifax Community College also offers students the opportunity to participate in the following organizations:

- Criminal Justice Alumni Association
- Cosmetology Club
- Communication Club
- Design Club
- Human Services Club
- HCC Association for the Education of Young Children
- Men of Distinction
- Phi Beta Lambda National Vocational Business Association
- Teacher Prep Club
- Women of Excellence

Guidelines for College-Sanctioned Student Activities

1. The Dean of Student Services and Enrollment Management has ultimate responsibility for all student activities at the College.
2. All student activities at the College must conform to local, state, and federal laws and the rules and regulations established by the College, as published in the College catalog and the student handbook-particularly those rules and regulations governing student behavior.
3. All existing student organizations, including professional organizations and clubs, and any proposed student organizations must meet the following criteria:
 - Serve to support the College’s mission and develop a written constitution and bylaws which demonstrate the organization’s

relationship to and support of the College's mission and which establish criteria for membership in the organization.

- Publish and make available to interested students the criteria for membership in the organization.
- Administer all membership criteria in a consistent, fair, and equitable manner.
- Have an advisor who is a member of the College's full-time faculty or staff and who will serve as liaison between the student organization and the Dean of Student Services and Enrollment Management.
- Obtain prior approval from the Dean of Student Services for any organization-sponsored activities, whether on or off campus.

3. These steps must be followed by any student groups seeking to form an approved student organization at the College:

- The group must submit to the Student Government Association a written request, including a proposed constitution and bylaws, for approval as an official Halifax Community College student organization.
- If approved by the SGA, the request will then be submitted for approval to the Dean of Student Services and Enrollment Management. (Note: The Dean of Student Services and Enrollment Management reports to the Vice President of Instructional Services, who, in turn, reports to the College's President.)

4. As a special College student activity, the student newspaper will be published under the supervision of a faculty or staff advisor and submitted for review to the College's Vice President of Institutional Advancement.

HCC Ambassadors

The HCC Ambassadors are an honorary group of students who have been nominated by faculty and staff to represent the college at special events on campus and in the community.

Students (representing diverse areas of the College, a variety of career goals and experiences) are selected to represent the College. These students possess leadership potential, communication skills, and high academic standards. After

the ambassadors are selected, they participate in a seminar that provides guidance in public speaking, hospitality, etiquette and HCC history. The Ambassadors give campus tours, host campus activities, recruit students, speak to community groups, assist with registration and new student orientation, welcome groups to campus, and assist with HCC Foundation activities. Ambassadors are expected to perform these services in both day and evening hours.

Class Rings

Students within 30 semester hours of completing requirements for the diploma or associate degree may order class rings. Sales representatives will be available on campus each spring semester to take ring orders directly from students.

College Colors

The official College colors are PMS 287 Blue and PMS 451 Tan.

Student Records

Student records are compiled and maintained for the benefit of the student and to provide information to the College. Records are filed in the Registrar's Office where every attempt is made to keep them safe and secure.

Examining Records

Students may examine their records. The procedure for examining records is as follows:

1. The student makes a request to the Registrar.
2. The Registrar meets with the student and examines his/her record. Any discrepancy noted will be corrected as appropriate.

Challenging Records

In the event the student feels that any part of his record is inaccurate or no longer useful, he/she may challenge its contents. The procedure for challenging records is as follows:

1. The student notifies the Dean of Student Services, in writing, of the desire to challenge the record, identifying part(s) of the record to be challenged and reasons for altering or removing those parts.
2. The Dean of Student Services will examine the student's record, and if the Dean judges the student's request to be valid, he/she may grant

the request and order change or deletion of parts of the record. Written notice of this action will be given to the student and to the Registrar.

3. If, after examining the student's records, the Dean of Student Services feels the need for more information, a hearing will be scheduled. The student may bring counsel to present the case to the Dean of Student Services. A decision will be made on the record challenge and presented to the student in writing.

Transfer Request

At the written request of students and payment of appropriate fees, transcripts of their records will be sent to other colleges, agencies, potential employers, or any designated person. Requests should be made at least ten (10) days before the transcript is needed. No transcript will be sent for students whose financial obligations to Halifax Community College have not been satisfied. Student transcripts from other institutions are property of Halifax Community College and will not be returned to the student or copied and will not be forwarded.

Release of Student Information

In response to inquiries from the general public, prospective employers, etc., only the following directory information is released without the student's permission:

The student's name, address, telephone, academic classification, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received. Any student who wants to make a request that directory information not be released should contact the College Registrar.

Federal Student Right-to-Know

Information regarding the persistence rate to degree completion of students at Halifax Community College is available in the office of the Registrar.

Student Responsibilities

Students share certain responsibilities relevant to their college education. These responsibilities include: application for graduation and proper behavior.

Application for Graduation

1. A student should apply to the Registrar for graduation during the registration period of the semester the student expects to complete program requirements

for a degree, diploma, or certificate. These forms are available in the Registrar's office.

2. Successful completion of all course requirements for the student's selected curriculum is required, with the following stipulations:

- a) At least 25 percent of curriculum course requirements must be completed at HCC.
- b) A minimum CGPA of 2.00 must be attained for the required course work.

3. All financial obligations must be met.

4. Graduation fees for curriculum students are included in their Student Activity Fee.

5. The diploma (or certificate) is provided at no cost to the student who participates in graduation. Students who do not participate in graduation are assessed a processing fee for their diploma (or certificate). All students are encouraged to participate in commencement ceremonies.

6. Students in a curriculum which awards certificates, diplomas, and/or AAS degrees should apply for graduation at the time they register for their last classes in each level. They should not apply for all levels when they complete the highest level. This will allow them to graduate from each level as they continue to take additional classes. Halifax Community College wants students to be recognized for each level they complete, as they progress through their major.

Student Conduct

Since entrance into an institution of higher learning is completely voluntary, it is inherent that upon entrance to the institution students take upon themselves certain responsibilities and obligations. These responsibilities include academic performance and social behavior consistent with the lawful purpose of the College. The standards of behavior and performance may be higher than is required by law of the general public. Therefore, upon voluntary entrance into Halifax Community College, students have an obligation to adhere to the College standards.

Students will be expected to conduct themselves at all times as mature and responsible individuals and should show a high regard for college facilities and property and for the personal property of others.

All college regulations must be observed. Students may be reprimanded, suspended, or dismissed from the College for conduct which is considered incompatible with good judgment while on campus and/or participating in college-sponsored activities, either on or off campus.

Violations of the student conduct policy 510.00 will be referred to the Dean of Student Services and Enrollment Management. Disciplinary action will be taken when any student, group of students, or student organization:

1. Fails to observe the general standards of conduct or any specific policy, rule, regulation, or college procedure adopted by the college.
2. Acts in a manner not in the best interest of the college community.

Student Appeal

A student may appeal any disciplinary action. The student will notify the Dean of Student Services and Enrollment Management in writing within three (3) days of the disciplinary action. Students should follow the procedures in Policy 510.00 found in the student handbook.

Suspension/Dismissal

The College reserves the right to suspend or dismiss any student when it is believed such action is in the best interest of the student, the College, or for the public good. Infractions of the rules and regulations of the College will result in some disciplinary measure which may include a reprimand, suspension, or dismissal. Students should refer to Policy 510.01 in the student handbook.

Student Grievance Procedure Purpose

Halifax Community College is committed to mutual respect among all constituents. We are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the student grievance process. These procedures assure that all matters relating to present and prospective students will be handled fairly and equally without regard to race, color, sex, age, political affiliation, religion, disability, national origin, or other non-merit factors. The grievance procedures are applicable to academic and non-academic student grievances.

Appealing a Grade

Students appealing a grade should follow the procedures in the Student Grievance Policy 510.02 found in the student handbook. This information may also be

obtained through the Dean of Curriculum Programs.

Children on Campus

The recreational facilities, classrooms, and other areas of the College are designated primarily for the student population. In order to ensure that these facilities are available for the student body, children must be accompanied by parents at all times while not under the supervision of the Halifax Community College Child Care Center. The College cannot assume responsibility for unattended dependents of students or other individuals who are accompanying students while attending Halifax Community College. Children of students are not permitted to attend classes with their parents.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which requires each institution of higher education to establish written policy governing notification of students' privacy rights and access to their educational records. The publication of specific procedures is based upon the following College regulations: Halifax Community College accords all the rights under the law to its students. The College will not provide access to nor information from student educational records to any individual or agency outside the college without the written consent of the student. The following exceptions are permitted under the act:

1. Persons or organizations providing student financial aid.
2. Accrediting agencies carrying out their accreditation function.
3. Persons acting in compliance with a judicial order.
4. Persons acting in an emergency situation in order to protect the health or safety of student(s) or other persons.

Within the Halifax Community College community, only those individuals acting in the student's educational interest are allowed access to student educational records. These individuals include personnel in the Office of the Registrar, Financial Aid, Admissions, administrative, and academic personnel within the limitations of the need to know.

In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, Halifax Community College may release public directory information relating to a student. Directory information at HCC includes the name, address,

telephone number, major field of study, dates of attendance and degrees and awards received. Students have the right to withhold disclosure of any directory information by completing a request for non-disclosure in the Registrar's Office. Requests for non-disclosure must be filed annually.

The law provides students the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Dean of Student Services has been designated to coordinate the inspection and review procedures for student educational records which include admissions, academic, and placement records. Students wishing to review their educational records must make written requests to the Registrar stating the item(s) of interest. Students may have copies made of their records with certain exceptions, (e.g. records for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). Copies of material other than the transcript of the academic record will be provided at no cost. Educational records do not include employment records, alumni records, or records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute.

Students may not inspect the following: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment, job placement, or honors to which they have waived their rights of inspection and review; or educational records containing information about more than one student, in which case the institution will permit access to only that part of the record which pertains to the inquiring student.

Students who believe that their educational records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Dean of Student Services. If the decision is in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified by the Dean of Student Services that the records will not be amended and informed of his/her right to a formal hearing. A student's request for a formal hearing must be made in writing to the Dean of Student Services who will inform the student of the date, place, and time of the hearing. A student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of his/her choice, including attorneys, at the student's expense. The hearing panel will consist of the Dean of Student Services, the division chair of the student's academic division and, the department head of the student's major.

Decisions of the hearing panel will be final, based solely upon the evidence presented at the hearing. These decisions will also consist of written statements summarizing the evidence, stating the reasons for the decisions, and will be delivered to all parties concerned. If the decisions are in favor of the student, the educational records will be corrected or amended in accordance with the decisions of the hearing panel. If the decisions are unsatisfactory to the student, the student may place with the educational records, statements commenting on the information in the records or statements, setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the educational records, maintained as part of the student's records, and released whenever the records in question are disclosed. Students who believe that the adjudications of their challenge were unfair or not in keeping with the provisions of the act, may request, in writing, assistance from the President of the College to aid them in filing complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Room 4074, Switzer Building, Washington, D.C. 20202.

Crime Awareness and Campus Security Act

Part of the role of the Business Office is to ensure that a safe and educational environment for all faculty, staff, students, and visitors at Halifax Community College campus locations. Known and suspected violations of federal and state laws and emergencies should be reported to college Security Officers or to the Receptionist at 536-4221. Immediate access to law enforcement officials or for medical attention may be obtained by calling 911. The College provides non-sworn security officers who have full powers of sworn officers with the exception of carrying weapons or having the power to make arrests. By authority of the Halifax Community College Board of Trustees, the Weldon Police Department will be called if arrests are necessary.

Crime awareness and prevention information is made available to faculty and students each semester. Faculty, staff, and students must take individual steps to protect themselves from becoming the victim of a crime. Working together as a campus community in prevention programs is essential.

Students participating in off-campus, College-sponsored activities need to report criminal incidents to the law enforcement agency having jurisdiction and inform the College administrator in charge.

Access to College facilities is from 8:00 a.m. to 9:30 p.m., Monday through Thursday and from 8:00 a.m. until 6:00 p.m. on Friday.

Sexual Harassment

It is the policy of Halifax Community College to provide employees and students with an environment free from sexual harassment. Sexual harassment is a violation of both state and federal law, and the College will not tolerate any employee or student, male or female, sexually harassing another individual in any way.

Sexual harassment is defined as unwelcomed advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, by either a male or female toward either a male or female or group. Sexual harassment refers to behavior that is not welcome, that is personally offensive, that fails to respect the rights of others and that, therefore, interferes with the individual's work/learning effectiveness.

All employees (administrators, faculty, and staff) are responsible for maintaining an environment that is free from sexual harassment. Students as well are expected to comply with this policy and to take appropriate measures to ensure that such conduct does not occur. Employees or students who violate this policy will be subject to appropriate disciplinary action, up to and including termination or expulsion.

The College has counselors available for students who have been victims of a sexual offense. The counselors may also refer students who need professional help to other state or local agencies.

Firearms on Campus

It is unlawful for any person to possess, to carry, whether openly or concealed, any weapon of any kind not used solely for instructional or school sanctioned ceremonial purposes, on any property owned, used or operated by Halifax Community College. Any person violating the provision of this section shall be guilty of a felony, and upon conviction shall be punished at the discretion of the court, with fine or imprisonment, or both; the penalty (fine), not to exceed five hundred dollars (\$500) or 6 months imprisonment.

Drugs and Alcohol

The abuse and use of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users of drugs or alcohol may impair the well being of all employees, students, and the public at large; drug and alcohol uses may also result in damage to college property. Therefore, it is the policy of this college that the unlawful manufacture, distribution,

dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the workplace, on college premises, or as part of any college-sponsored activities. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution. The specifics of this policy are as follows:

1. Halifax Community College does not differentiate between drug users, drug pushers or sellers. [Any employee or student who possesses, uses, sells, gives, or transfers a controlled substance while in the workplace, on college premises, or as part of any college-sponsored activity will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.]
2. The term “controlled substance” means any drug listed in 21 CFR Pat 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally these drugs have a high potential for abuse. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and “crack”. They also include “legal drugs” which are not prescribed by a licensed physician.
3. Employees or students convicted of violating any criminal drug statute while in the workplace, on college premises, or as part of any college sponsored activity, will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the college may require the employee or student to complete successfully a drug abuse program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the college.
4. Employees and students are required to inform the college, in writing, within five days after being convicted for violation of any federal, state, or local criminal drug statute where such violation occurred while in the workplace, on college premises, or as part of any college-sponsored activities. A conviction means a finding of guilt (including a plea of nolocontendere) or the imposition of a sentence by a judge or jury in any federal or state court.
5. Convictions of employees for violating drug laws in the workplace, on college premises, or as part of any college-sponsored activity while working under federal grants, shall be reported to the appropriate federal agency. The personnel officer must notify the U.S. Government

Agency, with which the grant was made, within ten days after receiving notice from the employee or otherwise receives actual notice of a violation of a criminal drug statute occurring in the workplace. The college will take appropriate disciplinary action within 30 calendar days from receipt of notice. As a condition of further employment on any federal government grant, the law requires all employees to abide by these regulations.

6. Any employee or student who unlawfully possesses, uses, sells, or transfers alcoholic beverages to another person while in the workplace, on college premises, or as part of any college-sponsored activity will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.
7. Employees or students convicted of violating any alcoholic beverage control statute while on college premises, or as part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the college may require the employee or student to finish successfully an alcoholic rehabilitation program, sponsored by an approved private or governmental institution, as a pre-condition for continued employment or enrollment at the college.
8. The term alcoholic beverage includes beer, wine, whiskey, and other beverages listed in Chapter 18B of the General Statutes of North Carolina.
9. Each employee or student is required to inform the college, in writing, within five days after being convicted of any alcoholic beverage control statute where such violation occurred while on college premises, or as part of any college-sponsored activity.

(Students employed under the College Work-Study program are considered employees of the College)

Communicable Diseases

Persons infected with a communicable disease will not be excluded from enrollment or employment or restricted in their access to college services, unless medically-based judgments in individual cases establish that exclusion or restriction is advised for the health and safety of the individual or for the health and safety of other members of the College community.

Any student, college employee (either full or part-time), the parents/guardians of any child attending the Child Care Center, or any employee of contractors or contracted services who knows or has reasonable basis for believing that he/she or his/her child is infected with a communicable disease has the responsibility for reporting this fact, on a confidential basis, to the appropriate administrator or dean.

Persons who know or have reasonable basis for believing that they are infected with a communicable disease are expected to seek expert advice about their health circumstances and are obligated ethically and legally to conduct themselves in accordance with such knowledge for the protection of other members of the community.

Bloodborne Pathogens

It will be the policy of Halifax Community College to cover and protect all employees who could be “reasonably anticipated”, as the result of performing their responsibilities, to face contact with blood and other potentially infectious materials. “Good Samaritan” acts such as assisting co-workers with nose bleed, lacerations, and abrasions would not be considered an occupational exposure. A comprehensive Blood borne Pathogens Policy is in place at the College. Copies may be obtained from the Nursing Department.

The College will publicize and carefully observe the safety guidelines established by the United States Public Health Service and the Center for Disease Control for the handling of blood and other body fluids and secretions in all areas of the College where such fluids or secretions may be encountered.

Tobacco-Free Campus Policy

Halifax Community College is committed to providing its employees and students with a safe and healthful environment. Halifax Community College also recognizes the use of tobacco products on campus grounds is detrimental to the health and safety of students, staff, faculty and visitors. Halifax Community College also recognizes that it has the legal authority to prohibit tobacco use pursuant to G.S. 143-599. Therefore, Halifax Community College has set the following 100% tobacco free campus policy, to be implemented on August 1, 2010. This includes all buildings, facilities; property owned or leased, college work vehicles, walkways, outdoor areas, campus grounds and parking lots.

Enforcement of all Halifax Community College policies and procedures is the responsibility of all faculty and staff members. Violation of this policy may be subject to disciplinary action as outlined in the Student Conduct Policy 510.00 Codes and Violations.

Dress Code

All students are expected to dress appropriately while on the College campus.

Notification of Sex Offender Law

Pursuant to General Statute 14-208.18, it is unlawful for any person required to register as a sex offender under North Carolina law to knowingly be within 300 feet of any location intended primarily for the use, care or supervision of minors, when the place is located on premises that are not intended primarily for the use, care, or supervision of minors. Violation of this statute is a felony. This statute can be read in entirety online at:

http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_14/GS_14-208.18.html.



*Educational
Support*

Academic Resource Labs**Learning Resources Center/Library**

The Learning Resources Center (LRC) is a vital resource that support Halifax Community College's instructional programs, providing services to the faculty, staff, administration, students, and members of the community. As such, it provides resources and facilities for study, research, and browsing for information and/or enjoyment.

Mission Statement

The Halifax Community College Library/LRC supports the College's instructional program by providing print, nonprint, electronic information, as well as other media for students, faculty, staff, and the general public in order to promote, support, and encourage information literacy - the ability to locate, evaluate, and use information to become an independent lifelong learning.

Staff

A professional librarian is on staff during both day and evening hours. The staff is available to assist all LRC patrons in locating and using materials. Patrons are encouraged to ask for assistance if needed.

Facility

The LRC building contains approximately 12,000 square feet of floor space for housing the library collections, three computer labs (the Electronic Resources Center, the Learning Assistance Center, and the Distance Learning Office), and the Student Support Services Tutorial Lab. The LRC is open 62 hours each week. Hours of operation are Monday through Thursday from 8:00 a.m. to 9:30 p.m. and Friday from 8:00 a.m. to 4:00 p.m. Lab hours may vary. Hours vary during summer session, registration, breaks, and holidays. When students are not on campus the LRC closes at 5:00 p.m. Any change in hours of operation is posted in the LRC and on the College website.

Computer Labs

The LRC houses three computer labs - the Electronic Resources Center (ERC), the Learning Assistance Center (LAC) and the Distance Learning room. All three labs are part of HCC's online network and operate under HCC policy. The ERC is a public lab of 66 computers available to students, staff, and adult community patrons. The LAC is a smaller lab of 22 computers with staff to assist students, faculty, and staff with Internet searches and various applications. The Distance Learning lab houses four computer stations along with the Director

of Distance Learning, who serves as the vital connection between students and staff participating in online coursework. Each of our labs may be utilized as classroom sites. Printers are available with a usage fee of five cents for black and white copies and fifty cents for color copies.

Collections

The collections of print and nonprint materials include approximately 34,000 items, 100 current magazines and newspapers, and about 1500 audiovisual materials. To supplement the collections housed in the LRC, materials may be borrowed from other libraries through interlibrary loan.

Interlibrary Loan

The HCC Learning Resources Center is one of 44 community college libraries participating in the library automation network, CCLINC (Community College Libraries in North Carolina). CCLINC is a shared database of library collections housed by community colleges across the state. Other books and periodicals not owned by the North Carolina Community College System can be requested through a second interlibrary loan service called OCLC (Online Computer Library Center) to which the LRC subscribes.

Automation and Classification

Community College Libraries in North Carolina (CCLINC) provides an online catalog of all college-owned books, materials, and audiovisuals. Two computers referred to as OPAC's (Online Public Access Catalogs) are dedicated to the use of WebCat. Books and materials are classified by the Library of Congress Classification Systems. Patrons with an Internet service provider can remotely access CCLINC WebCat, the online card catalog from home through our HCC website or the CCLINC website at www.cclinc.ncccs.cc.nc.us.

SIRS, LION, and NC LIVE are online databases available via the Internet in the LRC. Remote access to these electronic databases is available to currently registered HCC students, faculty, and staff who have personal computers and an Internet service provider. Students must register in person and must present a valid student ID card at the time of registration. Patrons may retrieve their research information by several means. Copies may be printed from the network printers, articles may be downloaded to a diskette or USB flash drive, or documents may be emailed to an internet address.

Library Services and User Fees

A coin operated photocopy machine is available in the library. It operates with nickels, dimes, quarters, or one-dollar bills. Patrons may make either 8 1/2 x 11"

or 11 x 17" copies at ten cents per page. The library also has a coin operated microform reader/printer. Patrons may make copies at ten cents per page.

Fax services are available to faculty, staff, students, and the general public. The charge for faxing a document is one dollar per page, sending or receiving. All fax requests should be made at the circulation desk.

Lamination of materials is also available for five cents per linear inch. Please allow the LRC staff sufficient time to laminate materials.

The library charges an overdue fine of five cents per school day on overdue books. A twenty-five cent overdue fine is charged for late overnight items. Fines do not accrue on items when the library is closed.

Consequences Regarding Unpaid Fines and Charges

Students with overdue materials will be charged a fine, repair cost for damaged items, and replacement cost for lost items. They will not be permitted to register for classes at the College, graduate, or have transcripts forwarded until fines and charges have been paid. In addition, patrons with bills will be denied further checkout privileges.

LRC Web Page

The LRC maintains a web page on the HCC website to keep patrons updated regarding Learning Resource Center matters and resources. For additional information, visit the College web page at www.halifaxcc.edu. The LRC web page can be accessed from the HCC site.

Children in the LRC

According to campus policy, children must be accompanied by their parents or legal guardian at all times including while in the library. Only area high school students 16 and older may use the resources in the ERC to complete high school assignments provided they are monitored throughout the session by their parent or legal guardian. Children are not permitted in the computer labs.

Environment Conducive to Learning

In order to promote a quiet and studious atmosphere, personal conversations should be limited. At all times, common courtesy should be extended to staff and patrons using the facility. Cell telephone usage should be restricted to the lobby or outside the building.

Telephone Contact to Patrons in the LRC

In order to protect the privacy of our patrons, LRC staff cannot confirm a patron's presence to telephone callers. Staff will be glad to take a message from the caller and give this to the patron should he/she come to the facility. Public telephones are available for student use on campus.

Food and Drink

No food or drinks should be consumed in the LRC. Food or drinks should never be placed on the tables, carrels, or the computer workstations. They should be contained in bookbags or set on the floor.

Electronic Resources Center (ERC)

The ERC is a staffed computer lab providing technical support to those who need minimal instruction. Students who require one-on-one assistance are referred to the Learning Assistance Center (LAC). There are 66 computers located in the ERC; 64 student workstations and 2 staff workstations. Software loaded on the computers includes Windows 2000, the Mozilla Firefox Internet browser, and Microsoft Office Suite 2000 which provides students access to word processing, database, spreadsheet, and multimedia presentation capabilities. Two Optilec Readers are provided for those with visual impairment. This is a quiet study area. Conversation is limited to outside the lab.

Information Retrieval

Two system printers are located in the Electronic Resources Center. Patrons can make copies of newspaper articles, periodical articles, or other research materials for five cents per black and white page. Color printing is also available to students for fifty cents per page. Students are asked to pay for their copies as they print them. In addition, patrons may retrieve data by downloading information to a floppy diskette, USB drive or email articles to their home computers.

Patrons and Patron Responsibilities

Halifax Community College furnishes students, faculty, staff, and community adults access to electronic databases to which the College subscribes and to Internet connectivity for their research needs. The ERC serves area high school students ages 16 and older who may need to use the facility to complete class assignments, provided they are monitored by a parent or legal guardian.

In return, faculty, staff, students, and other authorized community users are expected to exercise responsible, ethical behavior when using the Internet. The College expects students to comply with the "Computer Use Regulations" posted in the LRC. Signs are posted to remind users of unacceptable computer behavior.

When logging in, students are expected to have a valid HCC student ID card to present to the ERC staff upon request. Community patrons are asked to present a valid driver's license or picture ID when first registering to use the ERC. After providing adequate identification, community patrons are asked to read, and adhere to, the policy, and to sign the "Halifax Community College Learning Resources Center Internet Acceptable Use Policy". Community patrons are asked to print their current address in the appropriate box on the signed (AUP) Acceptable Use Policy. If community patrons do not wish to comply with the aforementioned regulations, then Internet usage cannot be provided by the HCC LRC.

Inappropriate or illegal use of the Internet will result in the loss of Internet privileges. Violations will be referred to the Director of Learning Resources or to his/her designee.

All patrons are expected to behave in a courteous and orderly manner and to adhere to the rules governing appropriate behavior set forth in the LRC

Statistical Data Collection

All patrons are asked to legibly sign in and provide all information requested on the "HCC ERC Internet User Log" before using the computers. Logs are maintained to track user statistics important to the department.

Learning Assistance Center

The Learning Assistance Center (LAC) operates as a staffed, academic computer and resource lab to serve currently enrolled HCC students and currently employed faculty and staff. It houses computers, audio/visual equipment, and course specific software place in the LAC by instructors to support their curriculum.

The Learning Assistance Center is open 60 hours a week, Monday through Thursday from 8:00 a.m. to 9:00 p.m. and Friday 8:00 a.m. to 4:00 p.m. Hours vary during summer session, registration, breaks, and holidays. Any change in hours of operation will be posted on the door of the LAC. The LAC is located in the Library in Room 149. The Learning Assistance Center is considered an extension of the classroom, therefore children are not permitted in the LAC.

LAC Staff and Services

For students, the Learning Assistance Center provides tutorial software to improve basic skills, multimedia software, and required supplemental courseware specific to class assignments. The LAC furnishes an audio/visual area for viewing videos as well as provides accommodations for makeup and retesting outside the regular

classroom. Testing is available until one hour before the LAC is scheduled to close. LAC personnel are available to assist students with Microsoft applications, such as Word, Excel, Access, Blackboard, and PowerPoint. Staff also assists with Internet research, scanning, CD burning, and Print Artist applications related to coursework. The Zoom Text and JAWS software programs are available for visually impaired students.

For faculty and staff, the LAC provides technology assistance in computer literacy, word processing, multimedia software, email, the Internet, and other areas as needed. LAC personnel also previews or reviews new course-related software for instructors as requested. Workshops in software applications such as Word, Excel, and PowerPoint are conducted as requested by instructors for their classes.

Workshops for Internet research, web page design, email accounts, and computer basics are also offered as needed. The LAC closes for scheduled workshops, with the workshop schedule posted on the LAC door.

LAC Facility

The LAC provides 20 computers with headphones, one black and white laser printer, one color scanner, and the capability for CDE burning for students, faculty, and staff to use for academic coursework and/or work-related projects. Available for use is a color laser printer located in the Electronic Resources Center (ERC), a TV/VCR station in the adjacent audio/visual room for viewing course-related videos, and a tape recorder used with various course assignments. Special testing accommodations are available on a limited basis in the testing area, which serves a dual purpose as the audio/visual room.

Computer Use Regulations

Regulations and Consequences

Halifax Community College makes computers and Internet access available to students in order to provide technologically advanced resources that support their educational and research needs. Use of computers at HCC must be in support of research consistent with the educational objectives of the College. Students and other authorized users will be expected to exercise responsible, ethical behavior when using any HCC computer. Inappropriate or illegal use of the HCC computers will result in the loss of computer privileges or other disciplinary measures. All disciplinary actions instituted for computer misuse shall be consistent with current policies, procedures, and judicial codes for students and other authorized users. Irrespective of internal disciplinary proceedings, HCC reserves the right to proceed with legal action, both civil and criminal, against the

accused user for alleged violations of current applicable state, federal, or local laws.

Guidelines

Computer use and Internet access are privileges, not rights. Consequently, users are expected to adhere to the following guidelines:

1. Transmission of any material in violation of any laws, regulation, or board policy is prohibited.
2. Users will not create, access, display, download, or transmit any text, file, picture, graphic, or sound clip, or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane, lewd or which advertises any product or service not permitted to minors by law.
3. Users will not create, access, display, download, or transmit threatening, racist, sexist, obscene, offensive, annoying, or harassing language and/or materials such as broadcasting unsolicited messages or sending unwanted mail.
4. Use of computers for commercial use is prohibited.
5. Users will not engage in activities to damage hardware, disrupt communications, waste system resources, or overload networks with excessive data.
6. Users will adhere to all copyright, trademark, and licensing agreements and laws, including seeking permission when required.
7. Users will not download or install any files (i.e. software, images, music, etc.) to the computer hard drives.
8. Users will not modify or reconfigure any software or hardware (i.e. desktop backgrounds, screen savers, mouse settings, etc.)

These regulations are applicable to all HCC computers used by students or other authorized users, unless an HCC faculty or staff member directs them otherwise. Additional guidelines may apply in particular labs, classrooms, or the Learning Resources Center (LRC).

Disclaimer

Not all sources on the Internet provide accurate, complete, or current information. Users need to be good information consumers, questioning the validity of the information.

The user should be aware of computer viruses and other destructive computer programs and take steps to avoid being a victim or unwitting distributor of these processes.

Ultimate responsibility for resolution of problems related to the invasion of the user's privacy or loss of data rests with the user. Halifax Community College assumes no liability for loss or damage to the user's data or for any damage or injury arising from invasion of the user's privacy. Authorized HCC employees may deem it necessary to search the computer systems for alleged violations of these regulations.

The College reserves the right to revise these regulations as it deems necessary.



*Continuing
Education*

Continuing education is defined as those activities engaged in by adults for the purpose of learning a trade, upgrading a skill, personal improvement, or cultural enrichment. Continuing education infers the concept of life-long learning. The purpose of Halifax Community College is to offer adults the opportunity to engage in vocational, cultural, and community service activities. In order to meet the desired goals and objectives of the College, the Department of Continuing Education offers a variety of courses and programs. These non-curricular activities vary in length and are offered during the day and evening hours both on and off campus.

The development of continuing education activities for adults is based upon (1) interest shown by the community, (2) availability of qualified instructional personnel, and (3) the availability of equipment, adequate teaching facilities, and funds. Whenever possible, courses are scheduled based on community needs and interests. Other courses and programs are developed at the request of individuals, businesses, industries, and agencies.

Objectives

1. To provide vocational education and training designed to prepare adults for a trade or upgrade their ability to perform in their present job.
2. To provide cultural and community service activities for adults.
3. To provide small business owners and prospective owners with the informational, educational, training services, and assistance necessary to increase the success rate and number of small businesses in the service area.
4. To offer industry specific training for existing, new, and expanding industries.

Criteria for Activities

At least three criteria are needed for the implementation of a continuing education activity. Those criteria are:

1. Qualified instructional personnel.
2. An adequate teaching facility, equipment, and funds.
3. A minimum number of registered adults per class, as determined by the Dean of Continuing Education.

Admissions

The philosophy of Halifax Community College encompasses the open door policy of continuing education for everyone of suitable age who has the need and desire to learn. Any adult who can benefit from the instruction being offered may enroll in a continuing education activity.

Registration

Students may register for continuing education courses or activities through the census date of the total course contact hours. Exceptions to this may apply when external agencies or state requirements mandate different course attendance or registration requirements or when the College requires registration during the first class meeting. A registration fee, as established by the State Board of Community Colleges, as set by the Legislature, shall be charged for each occupational extension course of 21 weeks or less. For classes lasting longer than 21 weeks, a registration fee will be charged each 16 weeks. The current fee structure for Continuing Education classes is a sliding scale that is based on the number of hours a class is scheduled. See chart below:

<u>Hours</u>	<u>Cost</u>
1 - 24	\$65.00
25 - 50	\$120.00
50+	\$175.00

Fees

A registration fee is charged for most continuing education activities. There is no charge for adults enrolling in Adult Basic Education courses. Students are responsible for their supplies and books. Some programs require students to purchase insurance and instructional kits such as watches, uniforms, shoes, etc. A Technology Fee of \$5 will be charged for computer classes (exception: Ed2Go classes). A \$3 parking fee will be charged for courses a semester in length for Literacy Education students. There is a \$10 assessment fee per Workkeys Assessment for Career Readiness Certificates (CRC). There is a \$15 per assessment for Workkey Assessment for areas other than CRC. Also, there is \$5.00 CRC certificate reprinting, duplicating or upgrading of original certification fee.

Fee Exemptions

No fees of any kind shall be charged students enrolling for special continuing education training programs as set forth in the Community College Laws of North Carolina.

Full-time college employees may enroll in one (1) continuing education course per semester without registration fee or tuition charges unless the course is self-supporting.

Repetition Regulations

Students who take an occupational extension course more than twice within a five-year period shall pay a fee for the course based on a formula established by the North Carolina Community College System. Students may repeat the course more than once if the repetition is required for certification, licensure, or recertification.

Attendance

Unless more stringent attendance guidelines are stated in course syllabi or agreed upon by students and instructors on or before the beginning of a course, the following shall serve as the minimum attendance requirements for continuing education activities.

1. Regular attendance and class participation are important if the student is to receive full benefit of a course of study.
2. If student contact is not maintained with the instructor or College for a period of two consecutive classes, the student may be dropped from the course.

Refunds

Refunds will be made based on the following circumstances:

1. A one hundred percent (100%) refund will be issued upon the request of the student, if the student officially withdraws from the class(es) prior to the first day of class(es).
2. A seventy-five percent (75%) refund will be issued upon the request of the student, if the student officially withdraws from the class(es) prior to or on the official 10 percent (10%) point of the class(es).
3. No refunds will be issued after the ten percent (10%) point of the class(es). For contact hour classes, no refunds will be issued after ten (10) calendar days from the first day of the class(es).

Grading System

P: Passed - Student completed no less than 70% of the course objectives, and/or the equivalent numerical score of 70. Some courses may require a higher passing score.

I: Incomplete - Student has not completed a phase of the course work assigned and is passing.

W: Withdrawal - Student voluntarily withdraws or was withdrawn due to excessive absences.

AU: Audit: - Student attended as a non-participant and received no grade.

F: Failed - Student completed less than 70% of the course objectives, and/or less than the equivalent numerical score of 70.

All fire protection certification and non-certification course grades are recorded as: S (satisfactory), U (unsatisfactory), W (withdrawn), NG (no grade) and AU (audited).

Transcripts

Class records are maintained in the Registrar's Office. Students desiring a transcript of continuing education activities should submit a request in writing to the Registrar's Office indicating the person, organization, and address for forwarding the transcript.

Continuing Education Unit (CEU)

A CEU is defined as ten contact hours in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

The CEU should not be interpreted as a substitute for college credit. It is merely a means of recording and reporting various continuing education activities a student accumulates over a period of years.

Halifax Community College records two types of CEU's: Institutional and Individual. The Institutional CEU is used only as a reporting device to local, state,

and national organizations and agencies. The Individual CEU is used as a reporting device to local, state, and national organizations and may be used by some students for teacher recertification, State Board of Nursing CERPS Credit and employee advancement in some businesses, industries, and agencies.

Courses and Services

A. Special Interest and Enrichment Courses

Special interest and enrichment courses offer opportunities for life-long learning in areas of cultural interest, creative arts, personal enrichment, and just for fun. Special interest and enrichment courses are offered in a variety of formats to meet the needs of the community.

B. Literacy Education Objectives

1. To provide convenient and accessible classes, on and off campus, for adults needing to increase their academic level.
2. To provide a program of compensatory education for adults with who are mentally challenged.
3. To reduce functional illiteracy by providing a core curriculum of reading, writing, and computational skills.

Admission

The philosophy of Halifax Community College encompasses the open door policy of continuing education for everyone of suitable age who has the need and desire to learn. Any adult who did not finish high school may enroll in Adult Basic Education (ABE), General Educational Development (GED) at off-campus sites or the Learning Lab on campus.

Admission requirements to the Compensatory Education Program are restricted to those adults who are mentally disabled as documented by an outside source or agency. Participants in this program may or may not be high school graduates. An adult is defined as a person no less than 18 years of age and not presently enrolled in a secondary school administrative unit. Exceptions to this policy include a person 16 years of age or older with special needs.

Fees

There is no registration fee for literacy education activities. Applicants taking the GED examination must pay an examination fee of \$7.50 and \$2.50 to retake the Essay portion.

Registration

All literacy education classes are open-entry, open-exit. Students may register at any time during the semester. Registration is free.

Adult Basic Education (ABE)

Adult Basic Education is an individualized program for adults in the community who wish to improve basic academic skills or start to prepare for the high school diploma equivalency examination. Special classes are designed for non-readers. Many ABE classes are located throughout the service area.

General Education Development (GED)

General Educational Development is a program consisting of individualized diagnosis and instruction. Students who successfully complete the General Educational Development Examination are awarded a high school diploma equivalency from the N.C. State Board of Community Colleges. The GED diploma enables students to pursue certificate, diploma and college programs.

Learning Lab

Through the use of a professional staff and individualized instruction, students prepare to take the high school diploma equivalency examination or study for self improvement. The Learning Lab utilizes programmed texts, audiovisual equipment, computer-assisted instruction and other self-instructional materials. The lab is open from 8:00 a.m. to 9:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Friday.

Compensatory Education

The Compensatory Education program is designed for adults who are mentally challenged to provide them the opportunity to function in society at a level which will allow them to reach their fullest potential. Educational programming includes basic academic skills.

C. Business & Industry Services

A primary goal of this institution is to provide technical and vocational training to business and industry. The following services are available through Business and Industry Services:

1. The Small Business Center (SBC)

The Small Business Center uses a threefold effort to help small businesses succeed. Non-traditional seminars and workshops can be presented on virtually any business-related topic that the small business community needs. There is a heavy emphasis on seminars for start-ups, including business planning and financials. Help with developing business plans is one of the most popular services offered by the SBC. A resource center with periodicals, tapes, and books that may be used on the premises or checked out is located in the HCC Library. The director can be reached at 252-536-7274. The Small Business Center welcomes comments about how to better serve the needs of the small business community. The class schedule is listed on the HCC Web site; click on "SBC" to access it.

2. Customized Training for Productivity Enhancement

Customized training for Productivity Enhancement programs provide for customized training and services for manufacturing industries to help them become more productive and more competitive. FIT programs are designed to assist industries with training needs assessments, to assist in the development of companies or industry-specific plans for training and also to provide training for incumbent workers. Customized training for Productivity Enhancement is directed toward workers who need to update their skills and technical knowledge due to technological change. Instruction is customized to focus on specific training needs and may require small classes that cannot be conducted with regular program funds. Classes that are funded with these funds do not earn FTE.

3. Customized Training for Job Growth

Customized Training for Job Growth programs provide for the training needs of new industries which are moving into the state and also existing industries undergoing a major expansion, resulting in the need for additional skilled manpower. These services are available to any new or expanding industry creating a minimum of 12 new production jobs in the state.

4. Workplace Literacy

For employees who need to improve basic reading, English, or mathematical skills, free literacy classes, either in-plant or on campus, are available. Classes will be arranged at convenient times for participants, and all necessary supplies and materials will be supplied

by the College.

5. Customized Training for Technology Investment

The North Carolina Community College System (NCCCS) has created the Customized Industry Training (CIT) Program to offer programs and training services as new options for assisting business and industry to remain productive, profitable, and within the State. The CIT Program provides the flexibility to meet the retraining needs for existing business organizations in North Carolina's communities.

6. Career Readiness Training Certificate (CRC)

North Carolina recognizes the need to assess an individual's skill levels and identify any gaps in workplace skill requirements that will guide training needs. The Career Readiness Certificate (CRC) is a portable credential that promotes career development and skill attainment for the individual and confirms to employers that an individual possesses basic workplace skills in:

- Reading
- Applied Math
- Locating information

These are skills that most jobs require.

Occupational Extension

Occupational extension courses are designed for the specific purposes of training individuals for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. Courses are offered to people in many technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Most occupational courses are developed and taught on request from a trade group or an employer. There is a reasonably priced registration fee for these courses. Our most popular occupational extension courses are our computer classes, online distance learning, human resources development, certified nursing assistant programs, law enforcement, fire, and emergency medical services. Other popular courses are those for the trades, including Real Estate, Plumbing, Electrical, and Auto Safety Inspection. See HCC's web site and click on "SBC" for information.

1. Computer Classes

A variety of computer classes are offered depending on community interest. These classes range from beginning classes to advanced. Classes are scheduled during the daytime and evening, both on campus and off to provide access to all students.

2. Online Distance Learning - Education 2 Go

These courses run for six weeks and can be completed in the comfort of your home or office. All materials are made available over the World Wide Web. Teachers can also receive CEU's for these courses.

3. Online Medical Prep

These are eleven-week courses that range from basic to advanced online coding classes, which are opened to the individual who is interested in gaining insurance coding skills for an entry level job to the coder who is preparing for the AAPC Coding Certification Exam.

4. Human Resources Development (HRD)

Human Resources Development courses are designed to educate and train individuals for success in the workplace through skill assessment services, employability skills training, and career development counseling. The courses taught address six core components: assessment of an individual's assets and limitations, development of a positive self-concept, development of employability skills, development of communication skills, development of problem-solving skills, and awareness of the impact on information technology in the workplace. Courses are offered to individuals who are unemployed, unemployed insurance claimants, Work First recipients, WIA eligible individuals, dislocated workers and underemployed individuals at no cost. Most HRD courses are developed and taught on request from the Employment Security Commission, Department of Social Services, and other community based organizations. Classes are arranged at convenient times with all necessary supplies and materials supplied by the College.

5. Certified Nursing Assistant Programs

Halifax Community College offers Certified Nurse Aide I, Certified Nurse Aide II, and Medication Aide Administration, and classes. Classes are held on campus, in Enfield, and in Scotland Neck. Class size is limited. Day and evening classes are available. The evolving age of health care has increased the demand for responsible and knowledgeable nursing

assistants. Halifax Community College is committed to producing high quality and professional nursing assistants. These courses are designed to produce the best nursing assistants available.

A test of general knowledge must be taken prior to registration. A test result of Level 9 is required on the reading test. This test is given in the Learning Lab (500 Building), Monday - Thursday, 8:00 am - 9:00 pm and Friday, 8:00 am – 5:00 pm. In addition to the TABE requirement, a picture ID, and social security card, are required for all classes. Prior to entering clinical, students must purchase a stethoscope, blood pressure kit, white uniform, white shoes, watch with a second hand, and malpractice insurance.

Any student who consumes alcohol or takes drugs (prescription or otherwise) that impairs the student's mental or physical ability to provide safe care to clients while in the clinical setting will be asked to immediately submit to a drug screening. Failure to comply with the request or a positive drug screen will result in immediate dismissal.

Certified Nurse Aide I

The Nurse Aide I (CNAI) Program prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services to patients/clients in a hospital, nursing facility, or home care agency. Emphasis is on the process of aging, mental, social, and physical needs of the elderly, patient's rights, nutrition, elimination, safety, restorative services, special care procedures, the human body structure and functions and related common diseases and disorders, communication, documentation, death and dying, and the role of the nursing assistant as a health care team member. A skills/competency evaluation is required for determining student competency. Upon successful completion of this class and the state assessment, the student will be listed in the North Carolina Division of Facility Services' Nurse Aide Registry. Preregistration is required for this course.

Certified Nurse Aide II

The Certified Nurse Aide II (CNAII) Program prepares the student to perform more complex skills for patients or residents. Emphasis is placed on infection control, including principles of sterile techniques

and dressing changes for wounds over 48 hours, elimination, procedures including catheterizations, irrigations, and care of established ostomies, observation of intravenous site and removal of IV's, oropharyngeal suctioning, blood glucose monitoring, and roles of CNAII with health-care teams. Upon satisfactory completion of the course and lab skills/written competency evaluation, graduates are eligible to apply for listing as a Certified Nursing Assistant II by the North Carolina Board of Nursing. Prerequisites for CNAII are high school diploma or GED, CNAI for no less than six months and current NC listing as CNAI.

Medication Aide Administration

This 24-hour course covers the basic preparation for the administration of medications by unlicensed persons in a variety of settings. It is designed to prepare persons to take the competency testing required for listing as a Medication Aide in the State of North Carolina. Completion of this medication aide examination and subsequent listing on the NC Medication Aide Registry will qualify an individual for consideration of employment in a skilled nursing facility in NC. It will not qualify an individual for employment in an adult care home.

6. Law Enforcement

Halifax Community College offers courses for people who are already employed in law enforcement areas, and either need to update or upgrade their present areas of certification. Courses offered include, but are not limited to:

- DOC Training
- Radar Operator Certification Course
- Telecommunications
- Radar Recertification Course
- Combat Shotgun
- Basic Close Quarter Pistol
- Firearms for Transportation Officers
- Firearms Simulation Training
- Haz/Mat/Bloodborne/Juvenile/Ethics
- Legal Update/Domestic Violence
- Crime Scene Investigation
- Photography for the Line Officer
- Detention Officer Training

7. Fire

Our fire courses provide skills development training for all area fire departments. The registration fee for courses for practicing firemen is fee exempt. Firemen must train for a minimum of thirty-six hours per year to maintain their certification. Courses offered include, but are not limited to:

- Basic
- Ventilation
- Ropes
- Fire Hoses
- Ladders
- Sprinklers
- Incident Management Team Training
- Rescue
- Portable Extinguishers
- Forcible Entry
- Pumps, Haz/Mat Awareness, Terrorism
- Education Methodology
- Underwater Rescue
- Special Topics in Fire and Rescue

8. Emergency Medical Services (EMS)

Halifax Community College's Emergency Medical Services (EMS) Program is designed to train student to provide immediate on-scene care to those in need along with transport to a definitive medical care facility. Halifax Community College offers beginner and advance level courses. Courses offered include, but are not limited to:

- Traumatic Brain Injuries
- Toxicology
- EMT Basics - Paramedics
- Pediatric Education for Prehospital Professionals
- Communicable Diseases
- Scope of Practice
- Patient Assessment
- Emergency Driving
- Anatomy and Physiology for EMS
- Geriatric Emergencies
- Advanced Cardiac Life Support

9. Cardiopulmonary Resuscitation (CPR)/First Aid

Halifax Community College's CPR and First Aid program teaches initial and refresher lifesaving skills to health professionals as well as to the general public. Classes offered in this area include, but are not limited to:

- Health Care CPR
- Community CPR
- Basic First Aid
- Wilderness First Aid
- Pet CPR/First Aid
- Automated External Defibrillator (AED) Use

10. Emergency Management (EPT)

Halifax Community College's Emergency Management program instructs response persons in appropriate planning, response, mitigation, resource allocation, and leadership techniques that will help them deal with an emergency response. Classes offered in this area include, but are not limited:

- National Incident Management Courses (100 - 400)
- Damage Assessment
- Incident Commander
- Medical Branch Officer
- Operations Chief

11. Industrial Emergency Response and Safety

Halifax Community College's Emergency Response and Safety Program teaches initial and refresher classes to businesses and industry concerning issues with emergency incidents with an emphasis on safety to prevent the emergency from occurring. Classes offered in this area include, but are not limited to:

- Workplace Safety
- Hazardous Materials Response
- Construction Response and Safety



*Curriculum
Programs*

ACCOUNTING

(A25100)

Curriculum Description:

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the language of business, accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
ACC 120	* Principles of Financial Accounting I	4
BUS 110	Introduction to Business	3
BUS 121	Business Math	3
ECO 251	Principles Microeconomics	3
ENG 111	Expository Writing	3
OST 131	Keyboarding	2
		Credit Hours: 19

Spring Semester

	Course Title	Credits
ACC 122	* Principles of Financial Accounting II	3
ACC 129	Individual Income Taxes	3
CIS 110	Introduction to Computers	3
ENG 114	Professional Research & Reporting	3
MAT 115	Mathematical Models	3
PSY 118	Interpersonal Psychology	3
		Credit Hours: 18

Second Year**Fall Semester**

ACC 121	Principles of Managerial Accounting	4
ACC 140	Payroll Accounting	2
ACC 150	*Accounting Software Applications	2
ACC 220	Intermediate Accounting I	4
BUS 115	Business Law	3
CTS 130	Spreadsheet	3
		Credit Hours: 18

Spring Semester

ACC 149	Introduction to Acct. Spreadsheets	2
ACC 221	Intermediate Accounting II	4
ACC 240	Governmental & Not for Profit Acct.	3
BUS 225	Business Finance	3
COE 110	** World of Work	1
COE 111	** Co-op Work Experience I	1
Elective	Humanities - (See AA program for listing)	3
		Credit Hours: 17

TOTAL SEMESTER CREDIT HOURS:**72**

**(*) Courses taught in collaboration with Roanoke Chowan Community College.
(**) Please note COE 111 and COE 112 must be taken at the same time AND must also be taken the student's last semester prior to graduation.**

The Accounting Collaborative Program Agreement is between Roanoke Chowan Community College and Halifax Community College. The Collaborative Accounting program provides an opportunity for students to complete the certificate level at Roanoke Chowan Community College and then transfer into the degree level at Halifax Community College. The graduate of the two-year program will receive

an Associate in Applied Science Degree in Accounting from Halifax Community College.

Humanities Electives

ART 111 Art Appreciation

ENG 233 Major American Writers

ENG 243 Major British Writers

HUM 120 Cultural Studies

HUM 122 Southern Culture

HUM 150 American Women's Studies

HUM 160 Introduction to Film

MUS 110 Music Appreciation

REL 110 World Religions

REL 211 Intro to Old Testament

REL 212 Intro to New Testament

ADVERTISING AND GRAPHIC DESIGN (A30100)

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media including web page design.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations, Internet, and E-Commerce operations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
10	ENG 095, ENG 095A	MAT 070

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
DES 125	Graphic Presentation I	2
DES 135	Principles & Elements of Design I	4
GRA 151	Computer Graphics I	2
GRD 160	Photo Fundamentals I	3
WEB 120	Introduction to Internet Multimedia	3

Credit Hours: 15

	Course Title	Credits
Spring Semester		
CIS 111	PC Literacy	2
ENG 111	Expository Writing	3
GRD 110	Typography I	3
GRD 142	Graphic Design II	4
GRD 180	Interactive Design	3
	Course Title	Credits
WEB 111	Introduction to Web Graphics	3
WEB 140	Web Development Tools	3
		Credit Hours: 21

**Second Year
Fall Semester**

ART 111	Art Appreciation	3
ENG 114	Professional Research & Reporting	3
GRD 241	Graphic Design III	4
GRD 271	Multimedia Design I	2
MAT 115	Mathematical Models	3
		Credit Hours: 15

Spring Semester

GRA 152	Computer Graphics II	2
GRD 131	Illustration I	2
GRD 272	Multimedia Design II	2
GRD 280	Portfolio Design	4
GRD 281	Design of Advertising	2
PSY 118	Interpersonal Psychology	3
		Credit Hours: 15

TOTAL SEMESTER CREDIT HOURS: 66

ADVERTISING AND GRAPHIC DESIGN DIPLOMA (D30100)

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media including web page design.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations, Internet, and E-Commerce operations.

Achievement of competence in the following basic skills courses must be met:

Reading Level 10	Reading and Writing Skills ENG 095, ENG 095A	Math Skills None
---------------------	---	---------------------

Course Requirements:

		Course Title	Credits
First Year			
Fall Semester			
DES	125	Graphic Presentation I	2
DES	135	Principles & Elements of Design I	4
ENG	111	Expository Writing	3
GRA	151	Computer Graphics I	2
GRD	160	Photo Fundamentals I	3
WEB	120	Intro to Internet Multimedia	3

Credit Hours: 17

	Course Title	Credits
Spring Semester		
ENG 114	Professional Research & Reporting	3
GRA 152	Computer Graphics II	2
GRD 110	Typography I	3
GRD 131	Illustration I	2
GRD 142	Graphic Design II	4
GRD 180	Interactive Design	3
WEB 140	Web Development Tools	3
	Credit Hours:	20
TOTAL SEMESTER CREDIT HOURS:		37

ADVERTISING AND GRAPHIC DESIGN COMPUTER GRAPHICS CERTIFICATE (C30100C)

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with basic knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials, preparation of art, lettering and typography, photography, and electronic media focusing on web design.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphic operations, Internet and E-Commerce operations.

Reading Level
None

Reading and Writing Skills
None

Math Skills
None

Course and Hour Requirements:

		Course Title	Credits
First Year			
Fall Semester			
DES	135	Principles & Elements of Design	4
GRA	151	Computer Graphics I	2
GRD	160	Photo Fundamentals I	3
Credit Hours:			9
Spring Semester			
GRA	152	Computer Graphics II	2
GRD	180	Interactive Design	3
WEB	140	Web Development Tools	3
Credit Hours:			8
TOTAL SEMESTER CREDIT HOURS:			17

ADVERTISING AND GRAPHIC DESIGN GRAPHIC DESIGN CERTIFICATE (C30100G)

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with basic knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials and given an overview of the graphic design profession.

Reading Level None	Reading and Writing Skills None	Math Skills None
-----------------------	------------------------------------	---------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
DES 125	Graphic Presentation I	2
DES 135	Principles & Elements of Design I	4
GRA 151	Computer Graphics I	2
GRD 160	Photo Fundamentals I	3
	Credit Hours:	12
TOTAL SEMESTER CREDIT HOURS:		12

ASSOCIATE DEGREE NURSING PROGRAM

(A45110)

Curriculum Description

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon domains of healthcare, nursing practice and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions with acute, chronic, extended, industrial, and community health care facilities.

NEWH Nursing Consortium

The Nash-Edgecombe-Wilson-Halifax-(NEWH) Consortium is an affiliation of Nash Community College, Edgecombe Community College, Wilson Community College, and Halifax Community College. The Consortium has a uniform curriculum with similar learning experiences, admission, and graduation standards. Graduates of the Associate Degree Program will receive Associate Degree in Applied Science Degree in Nursing from the member college in which the students are enrolled. Upon successful completion of the nursing program the student is eligible to apply to take the National Licensure Examination for registered Nurses (NCLEX-RN).

A four-member Policy Board governs the NEWH Nursing Consortium, which consists of the presidents of the four community colleges. The NEWH Nursing Director's office is located on the Rocky Mount Campus of Edgecombe Community College. Each affiliating campus has an Assistant Director/Department Chair of Nursing. There is close collaboration of the Policy Board, Director and Assistant Directors of the Consortium.

Explanation of Criminal Background Checks and Drug Screening

The North Carolina Board of Nursing regulates all aspects of nursing including education, licensure, and the practice of nursing by registered nurses and licensed practical nurses to insure the safety and well being of the public. The Nursing Practice Act states that “all applicants for licensure shall consent to a criminal history record check” (GS 90-171.48, b). The Board of Nursing shall ensure that State and national criminal history of each applicant is checked. The Nursing Practice Act defines criminal history as a “misdemeanor or felony that bears on an applicant’s fitness for licensure to practice nursing” which includes the sale and distribution of drugs, alcohol related offenses or driving while impaired (GS 90-171.48, a 2). If the criminal history record reveals one or more convictions that is listed in GS 90-171.48 a, 2 the conviction shall not automatically bar licensure. The Board of Nursing shall consider a number of factors regarding the conviction(s). If after reviewing the factors, the Board of Nursing determines that the conviction bears on the applicant’s fitness to practice nursing then licensure will be denied.

In the nursing program, students are assigned clinical rotations in a number of participating agencies. Various accrediting bodies, as well as state and federal mandates regulate these agencies. The accrediting bodies or state and federal regulations may require that students while practicing in a clinical setting have a criminal background check or drug screening. The drug screening may be done once, before the student reports to the clinical agency, or randomly, during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs, or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. The NEWH Nursing Consortium recognizes and is fully supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on nursing students.

If a nursing student is prohibited from participating in a clinical agency based on the criminal background or positive drug screening, the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum.

All costs associated with criminal background checks and drug screening in the clinical agency are the responsibility of the student. Criminal background checks for licensure will be done at the expense of the student.

Admission Policy

Admission for Associate Degree in Nursing

Students are admitted to the Consortium in accordance with policies approved by the Policy Board. The four Consortium colleges do not guarantee admission to all students that apply to the nursing program. Completion of the nursing curriculum does not guarantee success in passing the licensure exam. A nursing student must be admitted/readmitted to the nursing program in order to take courses for credit in any nursing (NUR) course.

Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Admission Procedure

The nursing applicant will be required to meet steps I-IV before admission. Each step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1- 5 in Step I must be complete by February 1st)

1. Applicants must submit an application for admission to the nursing program at the respective college by February 1 with subsequent dates established by the individual colleges based on space available.
2. Applicants must submit an official transcript of high school graduation or equivalency and all post-secondary coursework. (Currently enrolled high school students are to submit a partial transcript at time of application. A final transcript will be submitted at the time of graduation.
3. Students must be eligible to enroll into English 111.
4. Students must complete requirements for Math 060 and Math 070 or the equivalent with a C or better.
5. Student must show evidence successful completion (C or better) of high school or college chemistry or biology.

Step II Permission to take Test of Essential Academic Skills (TEAS)

1. Students must achieve an overall score of 70 percent on the TEAS and sub-score of 82 percent on reading. Students are allowed to take the TEAS once per calendar year within the NEWH Nursing Consortium. If a student takes the TEAS more than once per calendar year, outside the NEWH Nursing Consortium, the first score will be used for acceptance purposes. Test scores are valid for two years.
2. Students will be required to pay \$25.00 to take the TEAS. Picture ID will be required to take the TEAS.

Step III Conditional Acceptance

1. Should there be more qualified applicants than space available, the following criteria are used to determine those selected for admission:
 - a. TEAS percentage score TEAS Science, Math and English subtests.
 - b. Grade point average (GPA) in the following science courses BIO 168 and BIO 169. If the student has taken the science courses and repeated the courses all grades will be used to calculate the GPA.
 - c. Currently certified as NA I, NA II or successful completion of allied health curriculum. (Students must submit documentation of completion and current certification)
2. Letters of conditional acceptance will be sent to the students.

Step IV Acceptance

1. Students must submit a completed physical examination form. The physical examination can be performed within a time frame of six months prior to enrollment for fall semester.
2. Students must provide evidence of current immunizations which include but are not limited to: Tetanus, Measles, Mumps, Varicella, Hepatitis, and TB Skin test (within the year). Immunizations may not be declined except by a written statement from the student's health care provider for exemptions.
3. Students must submit evidence of current (within the last year) CPR certification for adult, infant and child CPR with choking maneuver, and AED.
4. Students must achieve a 2.00 GPA on required associate degree nursing curriculum coursework before enrollment fall semester.

Readmission and Transfer Policies

A. Readmission Policy to the Consortium

Readmission of students who have exited, for whatever reason, from the Consortium is considered following review by the designated student services representative in consultation with the Assistant Director and Consortium Director. The Consortium does not guarantee readmission to any student. Students seeking readmission must apply to the college at least one semester before seeking readmission. All readmission requirements must be completed by November 15th for spring readmission, April 15th for summer readmission, and June 15th for fall readmission.

Students seeking readmission must comply with the Consortium policies. Students who have received a D on general education or related coursework in the nursing curriculum will be strongly encouraged to retake the coursework prior to readmission. Students with an F on a general education or related coursework must repeat coursework prior to readmission. The student must be in satisfactory academic standing in the College up to the point where the student is seeking readmission. Students may be required to take challenge exams, pharmacology calculation tests, and clinical competency check-offs depending on the length of time the student has been out of program.

Readmission into either the associate degree nursing program or the practical nursing program, or a combination of either program will be allowed twice. After two readmissions a student will be ineligible for readmission. A student who successfully completes the practical nursing program, but who has exhausted the number of readmissions will be allowed one opportunity to transition into the associate degree program if admission standards are met. Students who were enrolled at the time of implementation of the policy (fall 2005) or prior to implementation of the policy will be allowed one additional opportunity to successfully complete a nursing program. A student from outside the Consortium, applying for admission will provide transcripts of the college(s) the student has attended. All admissions or readmissions in any nursing program will be counted towards the policy.

B. Students Desiring Transfer Within the NEWH Nursing Consortium Participating Colleges

Students will comply with the following:

1. Completion of admission requirements as stated in the Admission Policy.

2. Written notification, by the student, to the Consortium Director of intent to transfer.
3. Submission of transcripts from other Nursing Program(s) and other post-secondary work for which the student requests transfer credit. The College will comply with the following:
 - a. The student's transcript will be evaluated by a student services representative and the Consortium Director to determine course eligibility for transfer.
 - b. Acceptance of transfer will be based on adequate clinical space.

C. Students Desiring Admittance and Transfer of Credits From Schools Outside the Consortium

Students will comply with the following:

1. Completion of the admission requirements as stated in the Admission Policy.
2. Submission of transcripts from other nursing program(s) and other post-secondary work for which the student requests transfer credit. The College will comply with the following:
 1. The designated individual at the college and the Consortium Director will evaluate the transcript. They determine course eligibility for transfer credit.
 2. Completion of Consortium challenge exams, pharmacology calculation test and competency clinical checkoffs will be required. Student may be encouraged to repeat course work.
 3. Acceptance into the program will be based on clinical space available and admission criteria.

D. Challenge Exam Policy

The Consortium utilizes challenge exams to assess current proficiency of those individuals desiring admission/readmission into the nursing program at any point in the program. The challenge exams include the following nursing courses: NUR 111, 112, 113, 114, 211, and 212. A transcript evaluation will be used to determine which challenge exam(s) the student will take. Students must have credit for a nursing course or its equivalent with a C or better to be eligible to take a challenge exam.

The following students will be required to take the challenge exam(s):

1. Consortium students seeking re-entry whose course work is two years old or greater from date of completion of the course.
2. Students from colleges outside the Consortium regardless of the age of the course work.

A minimum passing score of C or better is required on each exam. The score on each exam is valid for two years. The student must be admitted in the nursing program within the two-year limit or the student will be required to retake the challenge exam with a C or better.

Applicants that do not achieve a C or better on the challenge exam(s) may retake the exam. The exam will be administered twice in a one-year period no closer than 90 days apart. After successful completion of the exam(s), the applicant may seek admission into the program. If an applicant is unsuccessful on an exam, the applicant may apply for admission into the program to take the corresponding course for credit, provided clinical space is available. If the course has a clinical and lab component, the applicant must satisfactorily complete each component to receive credit for the course. With achievement of a C or better the unsatisfactory grade on the challenge exam will be eliminated and the student is eligible to continue in the nursing program.

Applicants are advised to contact the Consortium office for information regarding challenge exams.

The address is: NEWH Nursing Consortium
 225 Tarboro Street
 Rocky Mount, NC 27801
 Phone: 252-446-0436 (extension 326 or 354)
 E-mail: willifordk@edgecombe.edu

E. Pharmacology Calculation Test

Students reentering the program will be required to take a Pharmacology calculation test. The student must achieve a grade of 90 on the calculation test. The student will be given 2 opportunities to achieve the required grade. The student must wait a minimum of 10 days before retesting. The Consortium Director or designee will administer the calculation test.

F. Clinical Competency Evaluation Policy

The nursing faculty of the Consortium are responsible for determining the level of clinical competence of reentry students prior to assigning client care responsibilities to the student. Therefore, any student seeking reentry to the Consortium at any semester, other than the Nursing 111 semester, will be required to successfully complete a clinical competency evaluation. The Assistant Director, or designee, at the college the student plans to attend will administer the clinical competency evaluation prior to the semester when entry is anticipated. Study packets for the clinical competency evaluation will be available.

The clinical competency evaluation assesses knowledge and skills necessary to enter the proposed course. It is designed to ensure that the prospective student is competent to practice in the clinical area at the same level that a continuing student in the same course is expected to perform. The applicant will have one opportunity annually to demonstrate clinical competency in the Consortium. A satisfactory clinical evaluation competency for reentry into the Consortium is required.

G. Audit Policy

Students who audit a NUR prefix course are either auditing to take a challenge exam, or have taken the course within the last year and are trying to return to the nursing curriculum. Students who audit a nursing course will not be allowed to attend the clinical portion of the course. Students who audit a nursing course must have credit for that course or the equivalent coursework. In order for students to audit, there must be adequate classroom/lab space available. If there is not adequate space available, student who are requesting to audit will be selected just as student seeking admission.

When auditing a course, students will be expected to follow the policies of the NEWH Nursing Consortium and the College the students are attending. Classroom and lab attendance will be an expectation in addition to taking test, exams, and performing clinical competencies. If a student exceeds the attendance policy, the student will be dropped from the course. Once a student is dropped from the course they were auditing the policies for readmission apply, including the policy for clinical competency.

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 118	College Success	2
BIO 168	Anatomy and Physiology I	4
NUR 111	Intro to Health Concepts	8
PSY 150	General Psychology	3
Credit Hours:		17

	Course Title	Credits
Spring Semester		
BIO 169	Anatomy and Physiology II	4
NUR 112	Health – Illness Concepts	5
NUR 114	Holistic Health Concepts	5
PSY 241	Developmental Psychology	3
	Credit Hours:	17

Summer Semester		
CIS 113	Computer Basics	1
NUR 113	Family Health Concepts	5
	Credit Hours:	6

Second Year

Fall Semester		
ENG 111	Expository Writing	3
MAT 140	Survey of Math	3
NUR 211	Health Care Concepts	5
NUR 212	Health System Concepts	5
	Credit Hours:	16

Spring Semester		
COM 231	Public Speaking	3
HUM Elective	Humanities/Fine Arts	3
NUR 213	Complex Health Concepts	10
	Credit Hours:	16

TOTAL SEMESTER CREDIT HOURS: 72

Humanities Electives

ART 111	Art Appreciation
ENG 233	Major American Writers
ENG 243	Major British Writers
HUM 120	Cultural Studies
HUM 122	Southern Culture
HUM 150	American Women's Studies
HUM 160	Introduction to Film
MUS 110	Music Appreciation
MUS 210	History of Rock Music
REL 110	World Religions
REL 211	Introduction to Old Testament
REL 212	Introduction to New Testament

Admission Procedure for Advanced Placement for the Licensed Practical Nurse for Fall 2010

A Nursing Transition plan has been designed for Licensed Practical Nurses who desire to enter the Associate Degree Nursing program with advanced standing. Applicants who meet the admission requirements outlined below and successfully complete the Nursing Transition courses (NUR 214)*** with a C or better will be allowed to enroll in NUR 212 and complete the Associate Degree program requirements. Students who are enrolled in NUR 214 have been accepted into the associate degree nursing program. Each step of the admission procedure must be completed before moving to the next step.

Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Step I Application Process (1- 5 of Step I must be completed by Feb 1st)

1. Students must submit an application for admission to the nursing program at the respective college must be submitted by February 1st with subsequent dates established by the individual colleges based on space available.
2. Applicants must submit official transcripts of high school graduation or equivalency and all post-secondary coursework.
3. Students must be eligible to enroll into English 111.
4. Students must have completed requirements for Math 060 and Math 070 or the equivalent coursework with a C or better.
5. Students must show evidence of successful completion (C or better) of high school or college chemistry or biology.
6. Have taken or currently enrolled in: ACA 118, BIO 168, BIO 169, PSY 150, PSY 241 and CIS 113. Students must have a C or better on the above courses before enrollment.

Step II Permission to take Test of Essential Academic Skills (TEAS)

1. Students must achieve an overall score of 70 percent on the TEAS and sub-score of 82 percent on reading. Students are allowed to take the TEAS once per calendar year within the NEWH Nursing Consortium. If a student takes the TEAS more than once per calendar year, outside the NEWH Nursing Consortium, the first score will be used for acceptance purposes. Test scores are valid for two years.

2. Students will be required to pay \$25.00 to take the TEAS. Picture ID will be required to take the TEAS.

Step III Conditional Acceptance

1. Should there be more qualified applicants than space available, the following criteria are used to determine those selected for admission:
 - a. TEAS percentage score TEAS Science, Math and English subtests.
 - b. Grade point average (GPA) in the following science courses BIO 168 and BIO 169. If the student has taken the science courses and repeated the courses all grades will be used to calculate the GPA.
 - c. Currently certified as NA I, NA II or successful completion of allied health curriculum.
2. Letters of conditional acceptance will be sent to the students.

Step IV Acceptance

1. Students must submit a completed physical examination form. The physical examination can be performed within a time frame of six months prior to enrollment for fall semester.
2. Students must provide evidence of current immunizations which include but are not limited to: Tetanus, Measles, Mumps, Varicella, Hepatitis, and TB Skin test (within the year). Immunizations may not be declined except by a written statement from the student's health care provider for exemptions.
3. Students must submit evidence of current (within the last year) CPR certification for adult, infant and child CPR with choking maneuver, and AED.
4. Students must achieve a 2.00 GPA on required on associate degree nursing curriculum coursework before enrollment fall semester.
5. Evidence of successful completion of ACA 118, Bio 168, BIO 169, PSY 150, PSY 241 and CIS 113
6. Evidence of a current unencumbered LPN license to practice in North Carolina.
7. Letter of acceptance will be mailed when all of the above items have been submitted.

**** Pending Approval by the North Carolina Community College System*

ASSOCIATE IN ARTS (A10100)

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 080
---------------------	---	------------------------

Course Requirements:

General Education Courses

		Course Title	Credits
Composition (6 SHC*)			
ENG 111		Expository Writing	3
ENG 113		Literature-Based Research	3
Credit hours:			6

Humanities/Fine Arts (12 SHC) (*Four courses from at least three discipline areas are required; at least one must be a literature course.*)

ART 111		Art Appreciation	3
DRA 111		Theatre Appreciation	3
ENG 233		Major American Writers or	3
ENG 243		Major British Writers	3
FRE 111		Elementary French I	3
FRE 112		Elementary French II	3
HUM 115		Critical Thinking	3
HUM 120		Cultural Studies	3
HUM 122		Southern Culture	3
HUM 150		American Women's Studies	3
HUM 160		Introduction to Film	3
MUS 110		Music Appreciation	3
MUS 210		History of Rock Music	3
REL 110		World Religions	3
REL 211		Introduction to Old Testament	3
REL 212		Introduction to New Testament	3
SPA 111		* Elementary Spanish I	3
SPA 112		* Elementary Spanish II	3
Credit Hours:			12

* *Not Applicable to AAS*

Social/Behavioral Sciences (12 SHC) (*Four courses from at least three discipline areas are required; at least one must be a history course.*)

		Course Title	Credits
ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	121	Western Civilization I or	
HIS	131	American History I	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3
SOC	240	Social Psychology	3

Credit Hours: 12

Natural Sciences (8 SHC) (*Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required. Students may take courses in more than one science sequence [e.g., BIO 111 and CHM 151], as long as prerequisites are met.*)

BIO	111	General Biology I	4
BIO	112	General Biology II	4
CHM	131	Introduction to Chemistry	3
CHM	131A	Introduction to Chemistry Lab	1
CHM	151	General Chemistry I	4
CHM	152	General Chemistry II	4

Credit Hours: 8

Mathematics (6 SHC) (*At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.*)

CIS	110	Introduction to Computers or	3
CIS	115	Introduction to Programming and Logic	3
MAT	141	** Mathematical Concepts I or	3
MAT	151	Statistics I	3
MAT	161	College Algebra or	3
MAT	175	Precalculus	4

Credit Hours: 6-7

** MAT 141 is to satisfy the math requirements for students in the "Teacher Prep" program.

Elective Courses (17 SHC) *(For students pursuing the AA degree, 17 SHC must be selected from courses not used to satisfy the general education core requirement or from the elective courses list.)*

BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
BUS	137	Principles of Management	3
COM	110	Introduction to Communication	3
COM	111	Voice and Diction I	3
ENG	125	Creative Writing I	3
ENG	273	African-American Literature	3
HEA	110	Personal Health/Wellness	3
HIS	122	Western Civilization II	3
HIS	132	American History II	3

Course Requirements:

		Course Title	Credits
MAT	271	Calculus I	4
MAT	272	Calculus II	4
PED	110	Fit and Well for Life	2
PED	111	Physical Fitness I	1
PED	113	Aerobics I	1
PED	117	Weight Training I	1
PED	121	Walk, Jog, Run	1
PED	130	Beginning Tennis	1
PED	143	Volleyball (Beginning)	1
PSY	241	Developmental Psychology	3
PSY	275	Health Psychology	3
PSY	281	Abnormal Psychology	3
SOC	213	Sociology of the Family	3
SOC	220	Social Problems	3
Credit Hours:			17

Other Required Courses (4 SHC)

ACA	122	College Transfer Success	1
COM	231	Public Speaking	3
Credit Hours:			4

(Students must meet the receiving university's foreign language and/or health and physical education requirements; if applicable, prior to or after transfer to the receiving institution.)

TOTAL SEMESTER CREDIT HOURS 65

ASSOCIATE IN GENERAL EDUCATION (A10300)

Curriculum Description:

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

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

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 080

Course Requirements:

General Education Courses

	Course Title		Credits
Composition (6 SHC*)			
ENG 111	Expository Writing		3
ENG 113	Literature-Based Research		3
Credit hours:			6

Humanities/Fine Arts (3 SHC) (*Select one.*)

ART 111	Art Appreciation		3
DRA 111	Theatre Appreciation		3
ENG 233	Major American Writers		3
ENG 243	Major British Writers		3

	Course Title	Credits
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3

Social/Behavioral Sciences (3 SHC) (*Select one.*)

ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
SOC 240	Social Psychology	3

Credit Hours: 3

Natural Sciences/ Mathematics (3 SHC) (*Select one.*)

Natural Sciences

BIO 111	General Biology I	4
BIO 168	Anatomy & Physiology I	4
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
CHM 151	General Chemistry I	4
CIS 115	Intro to Prog & Logic	3

or

Mathematics

MAT 141	Mathematical Concepts I	3
MAT 151	Statistics I	3
MAT 161	College Algebra or	3
MAT 175	Precalculus	4

Credit Hours: 3-4

and electives from the general education courses approved for transfer. *Electives for the Associate in General Education degree may include up to 6 semester hours in health and/or physical education.*

(Select courses from this list to reach a program total of 65 credit hours.)

Additional Elective Options for the Associate in General Education

BIO	112	General Biology II	4
BIO	169	Anatomy and Physiology II	4
BIO	175	General Microbiology	3
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
BUS	137	Principles of Management	3
		Course Title	Credits

CHM	130	Gen, Org, & Biochemistry	3
CHM	152	General Chemistry II	4
COM	110	Introduction to Communication	3
ENG	125	Creative Writing I	3
ENG	273	African American Literature	3
HEA	110	Personal Health/Wellness	3
HIS	122	Western Civilization II	3
HIS	132	American History II	3
MAT	271	Calculus I	4
MAT	272	Calculus II	4
PED	110	Fit and Well for Life	2
PED	111	Physical Fitness I	1
PED	113	Aerobics I	1
PED	117	Weight Training I	1
PED	121	Walk, Jog, Run	1
PED	130	Beginning Tennis	1
PED	143	Volleyball (Beginning)	1
PSY	241	Developmental Psychology	3
PSY	275	Health Psychology	3
PSY	281	Abnormal Psychology	3
SOC	213	Sociology of the Family	3
SOC	220	Social Problems	3
SPA	111	Elementary Spanish I	3

Other Required Courses (7 SHC)

ACA	111	College Student Success	1
Or			
ACA	118	College Study Skills	2
Or			
ACA	122	College Transfer Success	1
CIS	110	Introduction to Computers	3
COM	231	Public Speaking	3

Credit Hours: 7-8

TOTAL SEMESTER CREDIT HOURS

65 - 66

ASSOCIATE IN SCIENCE

(A10400)

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 080

Course Requirements:

General Education Courses

Composition (6 SHC*)

	Course Title	Credits
ENG 111	Expository Writing	3
ENG 113	Literature-Based Research	3
Credit hours:		6

Humanities/Fine Arts (9 SHC) *(Three courses from three discipline areas are required; one must be a literature course.)*

ART 111	Art Appreciation	3
DRA 111	Theatre Appreciation	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
ENG 233	Major American Writers or	3
ENG 243	Major British Writers	3
Credit Hours:		9

Social/Behavioral Sciences (9 SHC) (*Three courses from three discipline areas are required; one must be a history course.*)

		Course Title	Credits	
ECO	251	Principles of Microeconomics	3	
ECO	252	Principles of Macroeconomics	3	
HIS	121	Western Civilization I or	3	
HIS	131	American History I	3	
POL	120	American Government	3	
PSY	150	General Psychology	3	
SOC	210	Introduction to Sociology	3	
SOC	240	Social Psychology	3	
			Credit Hours:	9

Natural Sciences/ Mathematics (20 SHC minimum)

Natural Sciences (8 SHC minimum) (*A minimum two-course sequence is required*)

BIO	111	General Biology I	4	
BIO	112	General Biology II	4	BOTH
or				
CHM	151	General Chemistry I	4	BOTH
CHM	152	General Chemistry II	4	
			Credit Hours:	8

Mathematics (6 SHC minimum)

CIS	110	Introduction to Computers		
or				
CIS	115	Introduction to Programming and Logic	3	
MAT	151	Statistics I	3	
MAT	175	Precalculus (Required)	4	
			Credit Hours:	7

Six additional semester hour credits must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses.

Elective Courses (16 SHC)

At least 14 out of the 16 elective SHC must be selected from the mathematics and science disciplines.

Science/Mathematics Elective Options:

CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to ChemistryLab	1
CHM 132	Organic and Biochemistry	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
	Course Title	Credits

Other Elective Options:

BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
COM 110	Introduction to Communication	3
COM 111	Voice and Diction I	3
ENG 125	Creative Writing I	3
ENG 273	African-American Literature	3
HEA 110	Personal Health/Wellness	3
HIS 122	Western Civilization II	3
HIS 132	American History II	3
PED 110	Fit and Well for Life	2
PED 111	Physical Fitness I	1
PED 113	Aerobics I	1
PED 117	Weight Training I	1
PED 121	Walk, Jog, Run	1
PED 130	Beginning Tennis	1
PED 143	Volleyball (Beginning)	1
PSY 241	Developmental Psychology	3
PSY 275	Health Psychology	3
PSY 281	Abnormal Psychology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3
	Credit Hours:	16

Other Required Courses (4 SHC)

ACA 122	College Transfer Success	1
COM 231	Public Speaking	3
	Credit Hours:	4

(Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the receiving institution.)

TOTAL SEMESTER CREDIT HOURS: 65

AUTOMOTIVE SYSTEMS TECHNOLOGY (A60160)

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electric/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains.

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

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
AUT 110	Introduction to Automotive Technology	3
AUT 116	Engine Repair	3
AUT 116A	Engine Repair Lab	1
AUT 161	Basic Auto Electricity	5
(Choose one of the following CIS Courses):		
CIS 110	Introduction to Computers	3
CIS 111	Basic PC Literacy	2
(Choose one of the following Math Courses)		
MAT 115	Mathematical Models	3
MAT 161	College Algebra	3

Credit Hours: 18-19

Course Title	Credits	
Spring Semester		
AUT 141	Suspension & Steering System	3
AUT 141A	Suspension & Steering System Lab	1
AUT 151	Brake Systems	3
AUT 151A	Brakes Systems Lab	1
AUT 163	Advanced Automotive Electricity	3
AUT 163A	Advanced Automotive Electricity Lab	1
AUT 181	Engine Performance 1	3
ENG 111	Expository Writing	3
		Credit Hours: 18

Summer Semester		
AUT 171	Auto Climate Control	4
AUT 183	Engine Performance 2	4
		Credit Hours: 8

Second Year		
Fall Semester		
AUT 212	Auto Shop Management	3
AUT 231	Manual Transmission/Axles/Drivetrains	3
AUT 231A	Manual Transmission/Axles/Drivetrains Lab1	3
AUT 281	Advanced Engine Performance	3
ENG 114	Professional Research & Reporting	3
		Credit Hours: 13

Spring Semester		
AUT 113	Automotive Servicing I	2
AUT 221	Automatic Transmission/Transaxles	3
AUT 221A	Automatic Transmission/Transaxles Lab	1
Elective	Humanities (See List Below)	3
(Choose one of the following PSY Courses)		
PSY 118	Interpersonal Psychology	3
PSY 150	General Psychology	3
		Credit Hours: 12

TOTAL SEMESTER CREDIT HOURS 69-70

Humanities Electives

ART 111	Art Appreciation	HUM 160	Introduction to Film
DRA 111	Theatre Appreciation	MUS 110	Music Appreciation
ENG 233	Major American Writers	MUS 210	History of Rock Music
ENG 243	Major British Writers	REL 110	World Religions
HUM 120	Cultural Studies	REL 211	Intro to Old Testament
HUM 122	Southern Culture	REL 212	Intro to New Testament
HUM 150	American Women's Studies		

AUTOMOTIVE SYSTEMS TECHNOLOGY (Diploma) **(D60160)**

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for entry-level employment in dealerships and repair shops in the automotive service industry. Achievement of competence in the following basic skills courses must be met:

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements:

	Course Title	Credit
First Year		
Fall Semester		
ACA 111	College Student Success	1
AUT 110	Introduction to Automotive Technology	3
AUT 116	Engine Repair	3
AUT 116A	Engine Repair Lab	1
AUT 161	Basic Automotive Electricity	5
CIS 111	Basic PC Literacy	2
MAT 115	Mathematical Models	3
	Credit Hours:	18
Spring Semester		
AUT 141	Suspension & Steering Systems	3
AUT 141A	Suspension & Steering Systems Lab	1
AUT 151	Brake Systems	3
AUT 151A	Brake Systems Lab	1
AUT 163	Advanced Automotive Electricity	3
AUT 163A	Advanced Automotive Electricity Lab	1

AUT	181	Engine Performance 1	3
ENG	111	Expository Writing	3
			Credit Hours: 18

Summer Semester

AUT	171	Automotive Climate Control	4
AUT	183	Engine Performance 2	4
			Credit Hours: 8

TOTAL SEMESTER CREDIT HOURS: 44

AUTOMOTIVE SYSTEMS TECHNOLOGY

(Advanced Automotive Certificate) (C60160A)

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

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

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 060
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
Spring Semester		
AUT 141	Suspension & Steering System	3
AUT 141A	Suspension & Steering Systems Lab	1
AUT 151	Brake Systems	3
AUT 151A	Brakes Systems Lab	1
AUT 163	Advanced Automotive Electricity*	3
AUT 163A	Advanced Automotive Electricity Lab*	1
AUT 181	Engine Performance 1	3
	Credit Hours:	15
	TOTAL SEMESTER CREDIT HOURS:	37

**Students must have credit for pre-requisite course AUT 161 – Basic Automotive Electricity before taking AUT 163 Advanced Automotive Electricity and 163A Advanced Automotive Electricity Lab*

AUTOMOTIVE SYSTEMS TECHNOLOGY

(Basic Certificate) (C60160B)

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

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

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements

	Course Title	Credits
First Year		
Fall Semester		
AUT 110	Introduction to Automotive	3
AUT 116	Engine Repair	3
AUT 116A	Engine Repair Lab	1
AUT 161	Basic Automotive Electricity	5
	Credit Hours:	12

TOTAL SEMESTER HOURS CREDIT: 12

AUTOMOTIVE SYSTEMS TECHNOLOGY

(Electricity & Engine Performance Certificate) (C60160E)

**All courses in this program meet online and in the evenings*

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

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

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 060
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
AUT 161	Basic Automotive Electricity	5
	Credit Hours:	5
Spring Semester		
AUT 163	Advanced Automotive Electricity	3
AUT 163A	Advanced Automotive Electricity Lab*	1
	Credit Hours:	4
Second Year		
Fall Semester		
AUT 181	Engine Performance I	3
	Credit Hours:	3
Spring Semester		
AUT 183	Engine Performance II	4
	Credit Hours:	4
	TOTAL SEMESTER HOURS CREDIT	16

*Students must have credit for pre-requisite course AUT 161 – Basic Automotive Electricity before taking AUT 163 Advanced Automotive Electricity and 163A Advanced Automotive Electricity Lab

BASIC LAW ENFORCEMENT TRAINING

(Certificate) (C55120)

Curriculum Description:

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol custody, and court procedures; emergency responses; and ethnics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission.

Course Requirements

		Course Title	Credits
CJC	100	Basic Law Enforcement Training	19
TOTAL SEMESTER CREDIT HOURS			19

BUSINESS ADMINISTRATION (A25120)

Curriculum Description:

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

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 121	Business Math	3
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
OST 131	Keyboarding	2
	Credit Hours:	18
Spring Semester		
ACC 120	Principles of Financial Accounting	4
BUS 137	Principles of Management	3
CIS 110	Introduction to Computers	3
ECO 251	*Principles of Microeconomics	3

***Offered Fall and Spring**

	Course Title	Credits
MKT 120	Principles of Marketing	3
PSY 118	Interpersonal Psychology	3
	Credit Hours:	19

**Second Year
Fall Semester**

ACC 121	Principles of Managerial Accounting	4
ACC 150	Accounting Software Application	2
BUS 147	Businesses Insurance	3
ENG 114	Professional Research & Reporting	3
Elective	Humanities	3
	Credit Hours:	15

Spring Semester

BUS 116	Business Law II	3
BUS 225	Business Finance	3
BUS 230	Small Business Management	3
COE 110	**World of Work	1
COE 111	**Co-op Work Experience I	1
CTS 130	Spreadsheet	3
ECO 252	Principles of Macroeconomics	3
	Credit Hours:	17

TOTAL SEMESTER CREDIT HOURS: 69

() Please note COE 111 and COE 112 must be taken at the same time AND must also be taken the student's last semester prior to graduation.**

Humanities Electives

ART 111	Art Appreciation
ENG 233	Major American Writers
ENG 243	Major British Writers
HUM 120	Cultural Studies
HUM 122	Southern Culture
HUM 150	American Women's Studies
HUM 160	Introduction to Film
MUS 110	Music Appreciation
REL 110	World Religions
REL 211	Introduction to Old Testament
REL 212	Introduction to New Testament

BUSINESS ADMINISTRATION

(Diploma) (D25120)

Curriculum Description:

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

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
CIS 110	Introduction to Computers	3
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
OST 131	Keyboarding	2
	Credit Hours:	18
Spring Semester		
ACC 120	Principles of Financial Accounting	4
BUS 116	Business Law II	3
BUS 121	Business Math	3

Course Title		Credits
BUS 137	Principles of Management	3
ECO 251	*Principles of Microeconomics	3
MKT 120	Principles of Marketing	3
PSY 118	Interpersonal Psychology	3
		Credit Hours: 22

TOTAL SEMESTER CREDIT HOURS: 40

***Offered Fall and Spring**

BUSINESS ADMINISTRATION

(Certificate) (C25120)

Curriculum Description:

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Course Requirements:

		Course Title	Credits
First Year			
Fall Semester			
BUS	115	Business Law I	1
			Credit Hours: 1
 Spring Semester			
CIS	111	Intro to Computers	3
BUS	137	Principles of Management	3
ACC	120	Principles of Financial Acct.	4
MKT	120	Principles of Marketing	3
			Credit Hours: 13

COMPUTER INFORMATION TECHNOLOGY

Associate Applied Science Degree
(A25260)

Curriculum Description:

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

Course work will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies, which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
PSY 118	Interpersonal Psychology	3
WEB 140	Web Development Tools	3
Credit Hours:		16
Spring Semester		
CIS 115	Introduction to Programming & Logic	3
CTS 120	Hardware/Software Support	3

170 CURRICULUM PROGRAMS

	Course Title	Credits
ENG 114	Professional Research & Reporting	3
NET 125	Networking Basics	3
NOS 110	Operating Systems Concepts	3
Elective	Humanities	3
	Credit Hours:	18

Second Year

Fall Semester		
BUS 110	Introduction to Business	3
CSC 139	Visual Basic Programming	3
CTS 285	Systems Analysis & Design	3
DBA 110	Database Concepts	3
NOS 130	Windows Single User	3
SEC 110	Security Concepts	3
	Credit Hours:	18

Spring Semester		
COE 110	World of Work	1
COE 111	Co-Op Work Experience	1
CSC 151	JAVA Programming	3
CTS 289	Systems Support Project	3
NOS 230	Windows Admin I	3
Elective	*Major	3
	Credit Hours:	14

TOTAL SEMESTER CREDIT HOURS: 66

Major Elective (3 credit hours required)

CTS 130	WEB 111
MIT 110	
WEB 110	WEB 120

Humanities Electives (at least 3 credit hours required)

ART 111 Art Appreciation	HUM 160 Introduction to Film
ENG 233 Major American Writers	MUS 110 Music Appreciation
ENG 243 Major British Writers	REL 110 World Religions
HUM 120 Cultural Studies	REL 211 Intro to Old Testament
HUM 122 Southern Culture	REL 212 Intro to New Testament
HUM 150 American Women's Studies	

COMPUTER INFORMATION TECHNOLOGY

Diploma (D25260)

Curriculum Description:

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

Course work will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies, which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
CIS 110	Introduction to Computers	3
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
WEB 140	Web Development Tools	3
Elective	Major	3
	Credit Hours:	19

172 CURRICULUM PROGRAMS

Spring Semester

CIS	115	Introduction to Programming & Logic	3
COE	110	World of Work	1
CTS	120	Hardware/Software Support	3
DBA	110	Database Concepts	3
NOS	110	Operating Systems Concepts	3
NET	125	Networking Basics	3
Elective		Major	3
		Credit Hours:	19

TOTAL SEMESTER CREDIT HOURS: 38

Major Elective (6 credit hours required)

CSC	151
CTS	130
SEC	110
WEB	110
WEB	111
WEB	120

COSMETOLOGY

(Diploma) (D55140)

Curriculum Description:

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

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

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

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	

Course Requirements:

FIRST YEAR – Beginning in the Fall

	Course Title	Credits
Fall Semester		
ACA 111	College Student Success	1
COS 111	Cosmetology Concepts I	4
COS 112	Salon I	8
ENG 102	Applied Communications II	3
		Credit Hours: 16

Spring Semester

COS 113	Cosmetology Concepts II	4
COS 114	Salon II	8
PSY 118	Interpersonal Psychology	3
		Credit Hours: 15

	Course Title	Credits
Summer Semester		
COS 115	Cosmetology Concepts III	4
COS 116	Salon III	4
	Credit Hours:	8
Second Year		
Fall Semester		
COS 117	Cosmetology Concepts IV	2
COS 118	Salon IV	7
	Credit Hours:	9
TOTAL SEMESTER CREDIT HOURS:		48

CRIMINAL JUSTICE TECHNOLOGY

(A55180)

Curriculum Description:

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 laws, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, security, 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.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
CJC	111	Introduction to Criminal Justice	3
CJC	112	Criminology	3
CJC	141	Corrections	3
ENG	111	Expository Writing	3
SOC	210	Introduction to Sociology	3
Credit Hours:			16

Spring Semester

CJC	131	Criminal Law	3
ENG	114	Professional Research & Reporting	3
PSY	118	Interpersonal Psychology	3
CIS	111	Basic PC Literacy	2
CJC	113	Juvenile Justice	3
CJC	121	Law Enforcement Operations	3

Credit Hours: 17**Second Year****Fall Semester**

Elective		Humanities or Fine Arts	3
CJC	213	Substance Abuse	3
CJC	221	Investigative Principles	4
CJC	241	Community Based Corrections	3
COE	110	World of Work	1
PSY	150	Introduction to Psychology	3

Credit Hours: 17**Spring Semester**

CJC	132	Court Procedures & Evidence	3
CJC	212	Ethics & Community Relations	3
CJC	231	Constitutional Law	3
MAT	115	Mathematical Models	3
POL	120	American Government	3
SOC	213	Sociology of the Family	3

Credit Hours: 18**TOTAL SEMESTER CREDIT HOURS:****68****Electives**

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

DENTAL HYGIENE

Associate Degree in Applied Science

(A45260)

HCC Dental Hygiene Program is an ADA Accredited Program

The ADA has a uniform curriculum with similar learning experiences, admission and graduation standards. Graduates of the associate degree dental hygiene program will receive an Associate of Applied Science Degree in Dental Hygiene from Halifax Community College. Upon successful completion of the dental hygiene program the student is eligible to apply to take the National and State/Regional Licensure Examination for Dental Hygiene.

Curriculum Description

The Associate Degree in Dental Hygiene curriculum provides individuals with the knowledge and skills necessary to access, plan, implement, and evaluate dental hygiene care for the individual and the community throughout the life span in a variety of settings

Graduates of this program are eligible to apply to take the National and State/Regional Dental Hygiene Licensure Examination, which are required to practice as a Registered Dental Hygienist.

Employment opportunities include positions in clinical dentistry, administration, education, research, consumer advocacy, hospital dentistry, private dental offices and public health.

Admission Policy

- A. Admission for Associate Degree Dental Hygiene Student
Students are admitted to the Halifax Community College Dental Hygiene Program in accordance with recommendations by the ADA Accreditation Committee. The college does not guarantee admission to every student who seeks admission. Completion of the dental hygiene curriculum does not guarantee success in passing the licensure exam.

A dental hygiene student must be admitted/readmitted to the dental hygiene program in order to take courses for credit in any dental hygiene (DEN) course.

- B. Admission Procedure
The dental hygiene applicant will be required to complete steps I – IV before admission.

Step I Application Process

1. An application for admission to the HCC Dental Hygiene program must be submitted by February 2nd.
2. Submit records of high school graduation or equivalency and all post-secondary transcripts. (Currently enrolled high school students are to submit a partial transcript at time of application. A final transcript will be submitted at the time of graduation.)
3. Attend an Information Session. A schedule of upcoming Information Sessions is available on the HCC website. If an applicant currently resides outside of North Carolina and cannot attend one of the scheduled information sessions, he/she must contact the Dental Hygiene Department Head, at (252) 538-4305 to make other arrangements.
4. Take the ASSET Placement Test or equivalent exam (COMPASS, SAT, or Accuplacer) or have taken it within the past year or past 2 years and be enrolled in an accredited post secondary institution. Placement scores must be current at time of entry. Minimum scores required for the Dental Hygiene Program are:
 - a. Writing and Reading: score 41 or take ENG 095/A
 - b. Math: score 41 or take MAT 060
 - c. Elementary Algebra: score 41 or take MAT 070
5. Evidence of an overall GPA of 2.5 at time of entry.
4. Submit **one** of the following documents:
 - A Dental Assisting Experience Documentation form.
 - A Dental Office Observation form
 - A Certificate of Current Enrollment in an ADA Accredited Dental - Assisting Program form.
5. Copy of Signed Social Security Card

Step II Permit to take Test of Essential Academic Skills (TEAS)

1. Submit scores for the TEAS Admissions Test. This test is given only to those who meet all entry requirements and qualify by February 1. Applicants must meet the minimum score requirements on the TEAS with a composite test score in the **40th percentile** by ADN program type at a cost of \$25.00. The student will be allowed to test twice per year. The highest score will be counted toward admission. Test scores will be valid for two years. All students are required to pay a \$25.00 test fee.

Step III Conditional Admission

1. Should there be more qualified applicants than space available the following criteria will be used to determine those selected for admission:
 - a. TEAS percentage score
 - b. Academic performance points (GPA)
 - c. Total number of science courses in the dental hygiene curriculum with a "C" or better.

- d. Currently certified as DA I, DA II or successful completion of allied health curriculum
2. A letter of conditional admission will be sent to the student.

Step IV Acceptance

1. Submission of a completed physical examination form. The physical examination can be performed within a time frame of 6 months prior to enrollment for fall semester.
2. The Hepatitis B series must be started or a declination form for Hepatitis B must be signed.
3. Submission of evidence of current CPR certification for health care provider.
4. Overall GPA of 2.50.
5. Attend **mandatory** Dental Hygiene Orientation/Registration.

To obtain a complete information packet contact Tami Argo at (252) 536-7270 or Terry Hux at (252) 536-7219.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 118	College Study Skills	2
BIO 168	Anatomy and Physiology I	4
DEN 110	Orofacial Anatomy	3
DEN 111	Infection/Hazard Control	2
DEN 112	Dental Radiography	3
DEN 120	Dental Hygiene Preclinic Lecture	2
DEN 121	Dental Hygiene Preclinic Lab	2
	Credit Hours:	18
Spring Semester		
BIO 169	Anatomy and Physiology II	4
CHM 130	General, Organic, & Bio Chemistry	3
CIS 113	Computer Basics	1
DEN 123	Nutrition/Dental Health	2
DEN 125	Dental Office Emergencies	1

	<u>Course Title</u>	<u>Credits</u>
DEN 130	Dental Hygiene Theory I	2
DEN 131	Dental Hygiene Clinic I	3
DEN 222	General and Oral Pathology	2
		Credit Hours: 18

Summer Semester		
BIO 175	General Microbiology	3
DEN 140	Dental Hygiene Theory II	1
DEN 141	Dental Hygiene Clinic II	2
		Credit Hours: 6

Second Year

Fall Semester		
DEN 124	Periodontology	2
DEN 220	Dental Hygiene Theory III	2
DEN 221	Dental Hygiene Clinic III	4
DEN 223	Dental Pharmacology	2
DEN 224	Materials and Procedures	2
ENG 111	Expository Writing	3
SOC 240	Social Psychology	3
		Credit Hours: 18

Spring Semester		
DEN 230	Dental Hygiene Theory IV	1
DEN 231	Dental Hygiene Clinic IV	4
DEN 232	Community Dental Health	3
DEN 233	Professional Development	2
ENG 114	Professional Research and Reporting	3
Elective	Humanities/Fine Arts	3
		Credit Hours: 16

TOTAL SEMESTER CREDIT HOURS: 76

Humanities Electives		
ART 111	Art Appreciation	
ENG 233	Major American Writers	
ENG 243	Major British Writers	
HUM 120	Cultural Studies	
HUM 122	Southern Culture	
HUM 150	American Women's Studies	
HUM 160	Introduction to Film	
MUS 110	Music Appreciation	
REL 110	World Religions	
REL 211	Introduction to Old Testament	
REL 212	Introduction to New Testament	

EARLY CHILDHOOD EDUCATION

(A55220)

Curriculum Description:

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

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

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070 or MAT 080

Course Requirements:

	Course Title	Credit
First Year		
Fall Semester		
EDU 144	Child Development 1	3
EDU 119	Intro to Early Childhood Education	4
ENG 111	Expository Writing	3
	Track Option	2/3
MAT 115	Mathematical Models	3
or		
MAT 161	College Algebra	

Credit Hours: 15/16

Spring Semester

ENG 114/	Professional Research & Reporting	3
or		
ENG 113	Literature-Based Research	
EDU 146	Child Guidance	3

	Course Title	Credits
EDU 115	Creative Activities	3
EDU 145	Child Development II	3
EDU 162	Ob. and Asses. in Early Chldhd. Ed.	3
Track Option		2/3
		Credit Hours: 17/18

Summer Semester

EDU 131	Child, Family, & Community	3
EDU 221	Children with Exceptionalities	3
		Credit Hours: 6

Second Year**Fall Semester**

EDU 234	Infants, Toddlers, & Twos	3
EDU 259	Curriculum Planning	3
EDU 153	Health, Safety, & Nutrition	3
PSY 150	General Psychology	3
Track Option		2/3
*EDU 214/ EDU 285	Early Childhood Interim Practicum/ Internship Experience/School Age	4
		Credit Hours: 18/19

Spring Semester

EDU 280	Language & Literacy Experiences	3
EDU 271	Educational Technology	3
EDU 251	Exploration Activities	3
EDU 284	Early Childhood Capstone Practicum	4
**EDU 288/ EDU 289	Adv. Issues in Early Childhood Ed./ Advanced Issues - School Age Humanities Elective	2 3
		Credit Hours: 18

TOTAL SEMESTER CREDIT HOURS: 74/77

*Students must have a 2.0 GPA and be able to present an acceptable criminal background check and a clear TB test prior to enrolling in a practicum.

**To be taken final semester and have a GPA of 2.0 or better.

TRACK OPTIONS

Professional:

EDU 118	Principles & Practices of the Instructional Assistant
EDU 163	Classroom Management & Instruction
EDU 171	Instructional Media
EDU 216	Foundations of Education
EDU 222	Learners with Behavior Disorders
EDU 223	Specific Learning Disabilities

EDU	226	Early Childhood Seminar II
EDU	235	School-Age Development & Programs
EDU	241	Adult-Child Relations
EDU	261	Early Childhood Administration I
EDU	263	School-Aged Program Administration
EDU	281	Instructional Strategies in Reading & Writing
BUS	110	Introduction to Business
BUS	137	Principles of Management
BUS	121	Business Math

College Transfer:

BIO	111	General Biology I
BUS	110	Introduction to Business
BUS	115	Business Law I
BUS	137	Principles of Management
COM	231	Public Speaking
CIS	110	Introduction to Computers
EDU	216	Foundations of Education
HIS	121	Western Civilization I
HIS	122	Western Civilization II
HIS	131	American History I
HIS	132	American History II
PED	110	Fit and Well for Life
PED	111	Physical Fitness I
PED	113	Aerobics I
PED	121	Walk, Jog, Run
POL	120	American Government
PSY	241	Developmental Psychology
PSY	281	Abnormal Psychology
SOC	210	Introduction to Sociology
SOC	213	Sociology of the Family
SOC	220	Social Problems

Humanities Electives (at least 3 credit hours required)

ART	111	HUM	160
ENG	233	MUS	110
ENG	243	MUS	210
HUM	115	REL	110
HUM	120	REL	211
HUM	122	REL	212
HUM	150		

EARLY CHILDHOOD EDUCATION

(Teacher Associate) (A5522B)

Curriculum Description:

Teacher Associate is a concentration under the curriculum title of Early Childhood Education. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

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

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credit
First Year		
Fall Semester		
ACA 111	College Student Success	1
EDU 119	* Introduction to Early Childhood Ed.	4
EDU 144	Child Development I	3
EDU 146	Child Guidance	3
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
	Credit Hours:	17
Spring Semester		
CIS 110	Introduction to Computers	3
COE 110	World of Work	1
COE 111	Co-Op Work Experience	1
EDU 145	Child Development II	3

	Course Title	Credits
EDU 151	Creative Activities	3
EDU 151A	Creative Activities Lab	1
EDU 275	Effective Teacher Training	2
ENG 114	Professional Research & Reporting	3
	Credit Hours:	17
Summer Semester		
EDU 131	Child, Family, & Community	3
EDU 221	Children with Exceptional	3
	Credit Hours:	6
Second Year		
Fall Semester		
EDU 118	Teacher Assoc. Prin. & Practices	3
EDU 153	Health, Safety, & Nutrition	3
EDU 153A	Health, Safety, & Nutrition Lab	1
EDU 186	Reading & Writing Methods	3
EDU 259	Curriculum Planning	3
Elective	Humanities (See List Below)	
3		
	Credit Hours:	16
Spring Semester		
COE 121	Work Experience II	1
EDU 235	School Age Dev & Prog.	2
EDU 251	Exploration Act.	3
EDU 251A	Exploration Act. Lab	1
EDU 271	Educational Technology	3
EDU 280	Language & Literacy Experiences	3
EDU 285	Internship Exp. School Age	1
PSY 150	General Psychology	3
	Credit Hours:	17

TOTAL SEMESTER CREDIT HOURS: 73**Humanities Electives (at least 3 credit hours required)**

ART 111 Art Appreciation	HUM 160 Introduction to Film
ENG 233Major American Writers	MUS 110 Music Appreciation
ENG 243Major British Writers	REL 110 World Religions
HUM 120 Cultural Studies	REL 211 Intro to Old Testament
HUM 122 Southern Culture	REL 212 Intro to New Testament
HUM 150 American Women's Studies	

GREENHOUSE & GROUNDS MAINTENANCE

(C15220)

Curriculum Description

The Greenhouse and Grounds Maintenance curriculum provides individuals from special populations with experience in general horticulture principles and applications. This provides a setting that is conducive to students' vocational and personal growth.

Course work includes extensive hands-on experience in identification and use of horticultural materials, greenhouse production, nursery production, landscape and grounds maintenance practices, and other related topics.

Graduates should qualify for entry level positions in the horticultural industry and related fields.

Course Requirements:

First Year

Fall	Credit
HOR 101 Practical Greenhouse Skills	4
HOR 102 Practical Nursery Skills	3
HOR 152 Horticultural Practices	1
Spring	
HOR 103 Practical Landscape Skills	4
HOR 104 Practical Grounds Skills	3
HOR 150 Intro to Horticulture	2
Summer	
COE 111 Co-op Work Experience I	1

HUMAN SERVICES TECHNOLOGY

(A45380)

Curriculum Description:

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 70
---------------------	---	-----------------------

Course Requirements:

	Course Title	Credit
First Year		
Fall Semester		
ACA 111	College Success	1
ENG 111	Expository Writing	3
HSE 110	Introduction to Human Services	3
MAT 115	Mathematical Models	3
SOC 210	Introduction to Sociology	3
SWK 113	Working with Diversity	3
	Credit Hours:	16
Spring Semester		
CIS 111	PC Literacy	2
COE 110	*World of Work	1
COE 111	*Co-op Work Experience I	1
ENG 114	Professional Research & Reporting	3

*Offered Spring and Fall

	Course Title	Credits
HSE 112	Group Processes	2
PSY 118	Interpersonal Psychology	3
SWK 110	Introduction to Social Work	3
		Credit Hours: 15

Summer Semester

HSE 210	Human Service Issues	2
SAB 110	Substance Abuse Overview	3
		Credit Hours: 5

Second Year

Fall Semester

HSE 123	Interviewing Techniques	3
HSE 155	Community Resources Management	2
HSE 225	Crisis Intervention	3
PSY 150	General Psychology	3
SOC 220	Social Problems	3
Elective	Humanities (See list below)	3
		Credit Hours: 17

Spring Semester

COE 121	*Co-op Work Experience II	1
COE 125	*Work Experience Seminar	1
HSE 125	Counseling	3
HSE 220	Case Management	3
PSY 281	Abnormal Psychology	3
SOC 213	Sociology of the Family	3
		Credit Hours: 14
TOTAL SEMESTER CREDIT HOURS:		67

Humanities Electives

ART 111 Art Appreciation	HUM 160 Introduction to Film
ENG 233 Major American Writers	MUS 110 Music Appreciation
ENG 243 Major British Writers	REL 110 World Religions
HUM 120 Cultural Studies	REL 211 Intro to Old Testament
HUM 122 Southern Culture	REL 212 Intro to New Testament
HUM 150 American Women's Studies	

***Offered Spring and Summer**

INDUSTRIAL SYSTEMS TECHNOLOGY (A50240)

Curriculum Description:

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

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

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

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 70

Course Requirements:

	Course Title	Credit
First Year		
Fall Semester		
ACA 111	Success and Study Skills	1
BPR 111	Blueprint Reading	2
EGR 131	Intro to Electronics Tech	2
ELC 112	DC/AC Electricity	5
HYD 115	Industrial Hydraulics	3
PSY 118	Interpersonal Psychology	3
WLD 112	Basic Welding Processes	2
	Credit Hours:	18
Spring Semester		
CIS 111	Basic PC Literacy	2
ELC 117	Motors and Controls	4
ELC 128	Introduction to PLC	3
ENG 111	Expository Writing	3

	Course Title	Credits
ISC 112	Industrial Safety	2
MAT 115	Mathematical Models	3
	Credit Hours:	17

Summer Semester

MEC 111	Machine Processes I	3
MNT 110	Intro to Maintenance Procedures	2
	Credit Hours:	5

Second Year**Fall Semester**

ELC 135	Electrical Machines I	3
ELC 213	Instrumentation	4
ELC 228	PLC Applications	4
ENG 114	Professional Research & Reporting	3
	Credit Hours:	14

Spring Semester

Elective	*Humanities/Fine Arts	3
ELC 136	Electrical Machines II	4
ELN 229	Industrial Electronics	4
PCI 264	Process Control with PLC's	4
	Credit Hours:	15

TOTAL SEMESTER CREDIT HOURS: 69

***Humanities/Fine Arts Electives**

ART 111	Art Appreciation
ENG 233	Major American Writers
ENG 243	Major British Writers
HUM 120	Cultural Studies
HUM 122	Southern Culture
HUM 150	American Women's Studies
HUM 160	Introduction to Film
MUS 110	Music Appreciation
REL 110	World Religions
REL 211	Introduction to Old Testament
REL 212	Introduction to New Testament

INDUSTRIAL SYSTEMS TECHNOLOGY

Diploma (D50240)

Curriculum Description:

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

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

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

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credit
First Year		
Fall Semester		
ACA 111	College Student Success	1
BPR 111	Blueprint Reading	2
EGR 131	Intro To Electronics Tech	2
ELC 112	DC/AC Electricity	5
HYD 115	Industrial Hydraulics	3
PSY 118	Interpersonal Psychology	3
WLD 112	Basic Welding Procedures	2
		Credit Hours: 18
Spring Semester		
CIS 111	Basic PC Literacy	2
ELC 128	Introduction to PLC	3
ELC 117	Motors and Controls	4

192 CURRICULUM PROGRAMS

	Course Title	Credits
ENG 111	Expository Writing	3
ISC 112	Industrial Safety	2
MAT 115	Mathematical Models	3
	Credit Hours:	17

	Summer Semester	
MEC 111	Machine Processes I	3
MNT 110	Intro to Maintenance Procedures	2
	Credit Hours:	5

TOTAL SEMESTER CREDIT HOURS: 40

INFANT/TODDLER CARE

(Certificate) (C55290)

Curriculum Description:

The 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 young children under the supervision of qualified teachers.

Course work includes infant/toddler growth and development; physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with parents and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

Course Requirements:

	Course Title	Credit
First Year		
Fall Semester		
*EDU 119	Intro to Early Childhood	4
	Credit Hours:	4
Spring Semester		
EDU 144	Child Development I	3
	Credit Hours:	3
Summer Semester		
EDU 131	Child, Family & Community	3
	Credit Hours:	3
Second Year		
Fall Semester		
EDU 153	Health, Safety, & Nutrition	3
EDU 153A	Health, Safety, & Nutrition Lab	1
EDU 234	Infants, Toddlers & Twos	3
	Credit Hours:	7
TOTAL SEMESTER CREDIT HOURS:		17

INTERIOR DESIGN

(A30220)

Curriculum Description:

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in both residential and non-residential interior design. The focus is technical knowledge, professional practices, and aesthetic principles.

Curriculum content includes residential and non-residential interior design, architectural drafting, computer-aided design, universal design, basic design, graphic presentation, history of furnishings, products, business practices, and general education.

Graduates should qualify for a variety of jobs including residential and commercial interior design, set design, showroom design, visual merchandising, and sales positions for furniture, textiles and accessories, and all businesses dealing with interiors.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
CIS 111	Basic PC Literacy	2
DES 110	Architectural Graphics	2
DES 125	Graphic Presentation I	2
DES 135	Principles/Elements Design I	4
DES 235	Products	3
WEB 110	Internet/Web Fundamentals	3
	Credit Hours:	17
Spring Semester		
ART 111	Art Appreciation	3
DES 120	CAD for Interior Design	2
DES 220	Principles of Interior Design	3
DES 225	Textiles/Fabrics	3
DES 256	History of Interiors/Furniture II	3
ENG 111	Expository Writing	3
	Credit Hours:	17

	Course Title	Credits
Second Year		
Fall Semester		
DES 115	Color Theory	3
DES 230	Residential Design I	3
DES 250	Store Planning	3
DES 265	Lighting/Interior Design	2
Or		
GRD 281	Design of Advertising	2
GRD 160	Photo Fundamentals	3
MAT 115	Mathematical Models	3
	Credit Hours:	1
Spring Semester		
COE 110	World of Work	1
COE 111	Co-op Work Experience I	1
DES 210	Business Practices/Interior Design	2
DES 240	Commercial/Contract Design I	3
ENG 114	Professional Research & Reporting	3
GRD 131	Illustration I	2
PSY 118	Interpersonal Psychology	3
	Credit Hours:	15
TOTAL SEMESTER CREDIT HOURS:		66

INTERIOR DESIGN

Diploma (D30220)

Curriculum Description:

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in both residential and non-residential interior design. The focus is technical knowledge, professional practices, and aesthetic principles.

Curriculum content includes residential and non-residential interior design, architectural drafting, computer-aided design, universal design, basic design, graphic presentation, history of furnishings, products, business practices, and general education.

Graduates should qualify for a variety of jobs including residential and commercial interior design, set design, showroom design, visual merchandising, and sales positions for furniture, textiles and accessories, and all businesses dealing with interiors.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
DES 110	Architectural Graphics	2
DES 125	Graphic Presentation I	2
DES 135	Principles/Elements Design I	4
DES 235	Products	3
	Credit Hours:	12
Spring Semester		
DES 120	CAD for Interior Design	2
DES 210	Business Practices/Interior Design	2
DES 220	Principles of Interior Design	3
DES 225	Textiles/Fabrics	3
DES 256	History of Interiors/Furniture II	3
GRD 131	Illustration I	2
	Credit Hours:	15

	Course Title	Credits
Second Year		
Fall Semester		
ART 111	Art Appreciation	3
CIS 111	Basic PC Literacy	2
DES 265	Lighting/Interior Design	2
ENG 111	Expository Writing	3
	Credit Hours:	10
TOTAL SEMESTER CREDIT HOURS:		37

INTERIOR DESIGN

Certificate (C30220)

Curriculum Description:

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in both residential and non-residential interior design. The focus is technical knowledge, professional practices, and aesthetic principles.

Curriculum content includes residential and non-residential interior design, architectural drafting, computer-aided design, universal design, basic design, graphic presentation, history of furnishings, products, business practices, and general education.

Graduates should qualify for a variety of jobs including residential and commercial interior design, set design, showroom design, visual merchandising, and sales positions for furniture, textiles and accessories, and all businesses dealing with interiors.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
DES 110	Architectural Graphics	2
DES 135	Principles/Elements Design I	4
	Credit Hours:	6
Spring Semester		
DES 220	Principles of Interior Design	3
DES 256	History of Interiors/Furniture II	3
	Credit Hours:	6
TOTAL SEMESTER CREDIT HOURS:		12

INTERIOR DESIGN COMPUTER-AIDED Certificate (C30220C)

Curriculum Description:

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in both residential and non-residential interior design. The focus is technical knowledge, professional practices, and aesthetic principles.

Curriculum content includes residential and non-residential interior design, architectural drafting, computer-aided design, universal design, basic design, graphic presentation, history of furnishings, products, business practices, and general education.

Graduates should qualify for a variety of jobs including residential and commercial interior design, set design, showroom design, visual merchandising, and sales positions for furniture, textiles and accessories, and all businesses dealing with interiors.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
CIS 111	Basic PC Literacy	2
DES 110	Architectural Graphics	2
DES 135	Principles/Elements Design I	4
		Credit Hours: 8
Spring Semester		
DES 120	CAD for Interior Design	2
DES 210	Business Practices/Interior Design	2
DES 220	Principles of Interior Design	3
WEB 110	Internet/Web Fundamentals	3
		Credit Hours: 10

TOTAL SEMESTER CREDIT HOURS: 18

LATERAL ENTRY (Certificate) (C55430)

Curriculum Description:

The Lateral Entry curriculum provides a course of study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Course work includes human growth and development, learning theory, instructional technology, school policies and procedures, home, school, and community collaborations, and classroom organization and management to enhance learning. Courses offered by partnering senior institutions include instructional methods, literacy, and diversity.

Graduates should meet the general pedagogy competencies within the first three years of teaching, including a minimum of six semester hours per school year. Additional requirements, such as pre-service training and passing the PRAXIS, are required for licensure.

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
EDU 163	Classroom Management & Instruction	3
EDU 271	Educational Technology	3
	Credit Hours:	6
Spring Semester		
EDU 243	Learning Theory	3
EDU 244	Human Growth/Development	3
	Credit Hours:	6
Summer Semester		
EDU 131	Child, Family, and Community	3
EDU 245	Policies and Procedures	3
	Credit Hours:	6
 TOTAL SEMESTER CREDIT HOURS:		 18

Required Subject Areas: Courses must be offered by partnering senior institution:

	Course Title	Credits
Elementary Education Certificate Program		
EDUC 413	Instructional Methods in Elem. Curriculum	3 SHC
READ 310	Elem. Read/Lang. Arts Instructional Methods	3 SHC
SPED 346	Intro. to Special Ed. Law	3 SHC
	Credit Hours:	9 SHC++
Middle Grade Certificate Program		
EDUC 412	The Middle School: Methods, Materials, and Observations	3 SHC
READ 320	Teaching Reading in Content Area	3 SHC
SPED 346	Intro. to Special Ed. Law	3 SHC
	Credit Hours:	9 SHC++
Secondary Education Certificate Program		
EDUC 430	Secondary Instructional Methods	3 SHC
READ 320	Teaching Reading in Content Area	3 SHC
SPED 346	Intro. To Special Ed. Law	3 SHC
	Credit Hours:	9 SHC++
Special Education K-12 Certificate Program		
EDUC 468	Teaching Methods for Students in the Inclusive Classroom	3 SHC
SPED 346	Intro. to Special Ed. Law	3 SHC
SPED 380	Assessing and Testing Reading	3 SHC
	Credit Hours:	9 SHC++

++ This certificate program is offered jointly between the NC Community College System and Education Degree Granting Senior Institutions.

MEDICAL LABORATORY TECHNOLOGY

(A45420)

Curriculum Description:

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease.

Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance, and reporting/recording and interpreting findings involving tissues, blood, and body fluids.

Graduates may be eligible to take examination given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists or the National Certifying Agency. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

Admissions Procedures: Detailed information on admissions procedures specific to the Medical Laboratory Technology curriculum may be obtained from the College admissions office or the Medical Laboratory Technology Department Head.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
BIO 168	Anatomy & Physiology I	4
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
CIS 111	Basic PC Literacy	2
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
MLT 110	Intro to MLT	3

Credit Hours: 19

	Course Title	Credits
Spring Semester		
BIO 169	Anatomy & Physiology II	4
BIO 175	General Microbiology	3
CHM 132	Organic and Biochemistry	4
ENG 114	Professional Research & Reporting	3
MLT 111	Urinalysis & Body Fluids	2
MLT 120	Hematology/Hemostasis I	4
	Credit Hours:	20

Summer Semester		
MLT 115	Laboratory Calculations	2
MLT 125	Immunohematology I	5
	Credit Hours:	7

Second Year		
Fall Semester		
MLT 130	Clinical Chemistry I	4
MLT 141	General Clinical Micro	3
MLT 216	Professional Issues	1
MLT 251	MLT Practicum I	1
PSY 118	Interpersonal Psychology	3
Elective	*Humanities/Fine Arts	3
	Credit Hours:	15

Spring Semester		
MLT 253	MLT Practicum I	3
MLT 254	MLT Practicum I	4
MLT 263	MLT Practicum II	3
MLT 273	MLT Practicum III	3
	Credit Hours:	13

TOTAL SEMESTER CREDIT HOURS: 74

***Humanities/Fine Arts Electives**

ART 111	Art Appreciation
ENG 233	Major American Writers
ENG 243	Major British Writers
HUM 120	Cultural Studies
HUM 122	Southern Culture
HUM 150	American Women's Studies
HUM 160	Introduction to Film
MUS 110	Music Appreciation
REL 110	World Religions
REL 211	Introduction to Old Testament
REL 212	Introduction to New Testament

MEDICAL OFFICE ADMINISTRATION

(A25310)

Curriculum Description:

This curriculum prepares individuals for employment in medical and other health related offices.

Course work will include medical terminology, office management, medical coding, billing and insurance, legal and ethical issues, including HIPAA regulations, 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 healthcare related organizations.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
MED 121	Medical Terminology I	3
MED 130	Administrative Office Procedures I	2
OST 131	Keyboarding	2
PSY 118	Interpersonal Psychology	3
	Credit Hours:	17
Spring Semester		
BUS 110	Introduction to Business	3
ENG 114	Professional Research & Reporting	3
MED 122	Medical Terminology II	3
OST 136	Word Processing	3
OST 164	Text Editing/Applications	3
Elective	Humanities	3
	Credit Hours:	18

	Course Title	Credits
Second Year		
Fall Semester		
BUS 260	Business Communications	3
OST 137	Office Software Applications	3
OST 148	Medical Coding Billing and Insurance	3
OST 149	Medical Legal Issues	3
OST 241	Medical Transcription I	2
OST 286	Professional Development	3
	Credit Hours:	17
Spring Semester		
ACC 120	Principles of Financial Accounting	4
COE 110	**World of Work	1
COE 111	**Co-op Work Experience I	1
CTS 130	Spreadsheet	3
MED 232	Medical Insurance Coding	2
OST 242	Medical Office Transcription II	2
OST 243	Medical Office Simulation	3
	Credit Hours:	16
TOTAL SEMESTER CREDIT HOURS:		68

(**) Please note COE 111 and COE 112 must be taken at the same time AND must also be taken the student's last semester prior to graduation.

MEDICAL OFFICE ADMINISTRATION

Diploma (D25310)

Curriculum Description:

This curriculum prepares individuals for employment in medical and other health related offices.

Course work will include medical terminology, office management, medical coding, billing and insurance, legal and ethical issues, including HIPAA regulations, 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 healthcare related organizations.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
MED	121	Medical Terminology I	3
MED	130	Administrative Office Procedures I	2
OST	131	Keyboarding	2
PSY	118	Interpersonal Psychology	3
Credit Hours:			17
 Spring Semester			
BUS	110	Introduction to Business	3
MED	122	Medical Terminology II	3
MED	232	Medical Insurance Coding	2
OST	136	Word Processing	3
OST	137	Office Software Applications	3

	Course Title	Credits
OST 148	Medical Coding Billing and Insurance	3
OST 149	Medical Legal Issues	3
	Credit Hours:	20

Second Year**Fall Semester**

COE 110	World of Work	1
OST 233	Office Publications Design	3
OST 243	Medical Office Simulation	3
	Credit Hours:	7

TOTAL SEMESTER CREDIT HOURS: 44

NETWORKING TECHNOLOGY

Associate Applied Science Degree (A25340)

Curriculum Description:

The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

Course work includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers.

Graduates may find employment in entry-level jobs as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
CIS 110	Introduction to Computers	3
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
NET 125	Networking Basics	3
	Credit Hours:	16
Spring Semester		
CIS 115	Introduction to Programming & Logic	3
NET 126	Routing Basics	3
ENG 114	Professional Research & Reporting	3
NOS 110	Operating Systems Concepts	3
PSY 118	Interpersonal Psychology	3
SEC 110	Security Concepts	3
	Credit Hours:	18

Second Year**Fall Semester**

CTS 120	Hardware/Software Supp.	3
DBA 110	Database Concepts	3
NET 225	Routing & Switching I	3
NOS 120	Linux/UNIX Single User	3
NOS 130	Windows Single User	3
Elective		Humanities (See List Below)
3		

Credit Hours: 18**Spring Semester**

COE 110	World of Work	1
COE 111	Co-Op Work Experience I	1
NET 226	Routing & Switching II	3
NET 240	Network Design	3
NOS 230	Windows Admin I	3
Elective	Major	3

Credit Hours: 14**TOTAL SEMESTER CREDIT HOURS:****66****Major Elective (3 Credit Hours Required)**

CSC 151
CTS 130
WEB 110
WEB 111
WEB 120
WEB 140

Humanities Electives

ART 111 Art Appreciation	HUM 160 Introduction to Film
ENG 233 Major American Writers	MUS 110 Music Appreciation
ENG 243 Major British Writers	REL 110 World Religions
HUM 120 Cultural Studies	REL 211 Intro to Old Testament
HUM 122 Southern Culture	REL 212 Intro to New Testament
HUM 150 American Women's Studies	

OFFICE ADMINISTRATION

(A25370)

Curriculum Description:

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
ENG 111	Expository Writing	3
MAT 115	Mathematical Models	3
OST 131	Keyboarding	2
PSY 118	Interpersonal Psychology	3
	Credit Hours:	18
Spring Semester		
CIS 110	Introduction to Computers	3
ENG 114	Professional Research & Reporting	3
OST 134	Text Entry & Formatting	3
OST 136	Word Processing	3
OST 164	Text Editing Applications	3
OST 284	Emerging Technologies	2
	Credit Hours:	17

	Course Title	Credits
Second Year		
Fall Semester		
BUS 260	Business Communications	3
ECO 251	Principles of Microeconomics	3
OST 137	Office Software Applications	3
OST 184	Records Management	3
OST 223	Machine Transcription I	2
OST 233	Office Publications Design	3
OST 286	Professional Development	3
	Credit Hours:	20

Summer Semester		
ACC 120	Principles of Financial Accounting	4
COE 110	**World of Work	1
COE 111	**Co-Op Work Experience I	1
CTS 130	Spreadsheet	3
OST 224	Machine Transcription II	2
OST 289	Office Systems Management	3
Elective	Humanities	3
	Credit Hours:	17

TOTAL SEMESTER CREDIT HOURS: 72

() Please note COE 111 and COE 112 must be taken at the same time AND must also be taken the student's last semester prior to graduation.**

Humanities Elective

ART 111	Art Appreciation
ENG 233	Major American Writers
ENG 243	Major British Writers
HUM 120	Cultural Studies
HUM 122	Southern Culture
HUM 150	American Women's Studies
HUM 160	Introduction to Film
MUS 110	Music Appreciation
REL 110	World Religions
REL 211	Introduction to Old Testament
REL 212	Introduction to New Testament

OFFICE ADMINISTRATION

Diploma (D25370)

Curriculum Description:

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 070
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
ENG 111	Expository Writing	3
OST 131	Keyboarding	2
PSY 118	Interpersonal Psychology	3
	Credit Hours:	12
 Spring Semester		
MAT 115	Mathematical Models	3
OST 134	Text Entry & Formatting	3
OST 284	Emerging Technologies	2
	Credit Hours:	8

Second Year**Fall Semester**

ACC 120	Principles of Financial Accounting	4
OST 136	Word Processing	3
OST 137	Office Software Applications	3
OST 164	Text Editing Applications	3
OST 184	Records Management	3

Credit Hours: 16**Spring Semester**

COE 110	World of Work	1
OST 233	Office Publications Design	3
OST 289	Office Systems Management	3

Credit Hours: 7**TOTAL SEMESTER CREDIT HOURS: 43**

OFFICE ADMINISTRATION

(Certificate) (C25370)

Curriculum Description:

The Office Administration curriculum program prepares individuals for positions in the administrative support careers. It equips office professional to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on nontechnical as well as technical skills

Graduate should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level.

Course Requirements:

		Course Title	Credits
First Year			
Fall Semester			
OST	131	Keyboarding	2
OST	184	Records Management	3
			Credit Hours: 5
Spring Semester			
OST	137	Office Software Applications	3
OST	164	Text, Editing and Applications	3
OST	284	Emerging Technologies	2
			Credit Hours: 8

PARALEGAL TECHNOLOGY

(A25380)

Curriculum Description:

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
ENG 111	Expository Writing	3
OST 131	Keyboarding	2
LEX 110	Introduction to Paralegal Study	2
LEX 140	Civil Litigation I	3
	Credit Hours:	11
Spring Semester		
CIS 110	Introduction to Computers	3
ENG 114	Professional Research and Reporting	3
LEX 141	Civil Litigation II	3
LEX 240	Family Law	3
OST 136	Word Processing	2
	Credit Hours:	14

	Course Title	Credits
Second Year		
Fall Semester		
LEX 120	Legal Research/Writing I	3
LEX 130	Civil Injuries	3
LEX 260	Bankruptcy & Collections	3
MAT 115	Mathematical Models	3
	Credit Hours:	12
Spring Semester		
LEX 150	Commercial Law	3
LEX 160	Criminal Law & Procedures	3
LEX 210	Real Property I	3
LEX 250	Wills, Estates, & Trust	3
	Credit Hours:	12
Third Year		
Fall Semester		
LEX 211	Real Property II	3
LEX 214	Investigation & Trial Preparation	3
LEX 270	Law Office Management/Technology	2
LEX 287	CLA Review Seminar	2
PSY 118	Interpersonal Psychology	3
	Credit Hours:	13
Spring Semester		
ACC 120	Principles of Financial Accounting	4
COE 110	World of Work	1
COE 111	Co-Op Work Experience I	1
LEX 280	Ethics & Professionalism	2
Elective	(See List Below)	3
	Credit Hours:	11
TOTAL SEMESTER CREDIT HOURS:		73

Humanities or Fine Arts Electives (at least 3 credit hours required)

ART 111 Art Appreciation	HUM 160 Introduction to Film
ENG 233 Major American Writers	MUS 110 Music Appreciation
ENG 243 Major British Writers	REL 110 World Religions
HUM 120 Cultural Studies	REL 211 Intro to Old Testament
HUM 122 Southern Culture	REL 212 Intro to New Testament
HUM 150 American Women's Studies	

PHLEBOTOMY

(Certificate) (C45600)

Curriculum Description:

The Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physician's offices, and other health care settings and may be eligible for national certification as phlebotomy technicians.

Admissions Procedures: Detailed information on admissions procedures specific to the Phlebotomy Program may be obtained from the College admissions office or the Medical Laboratory Technology department head. High school diploma or GED is required for admission.

Clinic Sites

Halifax Regional Medical Center
Laboratory Department
250 Smith Church Road
Roanoke Rapids, NC 27870
252-535-8403

Nash Healthcare Systems
Laboratory Department
2460 Curtis Ellis Drive
Rocky Mount, NC 27804
252-443-8081

Achievement of competence in the following basic skills courses must be met:

Reading Level 10	Reading and Writing Skills ENG 085 & ENG 085A	Math Skills None
---------------------	--	---------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
PBT 100	Phlebotomy Technology	6
PBT 101	Phlebotomy Practicum	3
PSY 118	Interpersonal Psychology	3
	Credit Hours:	12

TOTAL SEMESTER CREDIT HOURS: 12

Practical Nursing Program Description (D45660) **PNE Program**

Curriculum Description:

The Practical Nursing Education Curriculum provides individuals with the knowledge and skills to provide nursing care to child and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care.

Graduates are eligible to apply to take the national Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

NEWH Nursing Consortium (PNE)

The Nash-Edgecombe-Wilson-Halifax-(NEWH) Consortium is an affiliation of Nash Community college, Edgecombe Community College, Wilson Community College, and Halifax Community College. The Consortium has a uniform curriculum with similar learning experiences, admission, and graduation standards. Graduates of the Practical Nursing Education Program will receive a diploma in Practical Nursing Education from the member college in which the student is enrolled. Upon successful completion of the nursing program the student is eligible to apply to take the National Licensure Examination for Practical Nurses (NCLEX-PN).

A four-member Policy Board governs the NEWH Nursing Consortium, which consists of the presidents of the four community colleges. The NEWH Nursing Director's office is located on the Rocky Mount Campus of Edgecombe Community College. Each affiliating campus has an Assistant Director/Department Chair of Nursing. There is close collaboration of the Policy Board, Director and Assistant Directors of the Consortium.

EXPLANATION OF CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

The North Carolina Board of Nursing regulates all aspects of nursing including education, licensure, and the practice of nursing by registered nurses and licensed practical nurses to insure the safety and well being of the public. The Nursing Practice Act states that "all applicants for licensure shall consent to a criminal history record check" (GS 90-171.48, b). The Board of Nursing shall ensure that State and national criminal history of each applicant is checked. The Nursing Practice Act defines criminal history as a "misdemeanor or felony that bears on an applicant's fitness for licensure to practice nursing" which includes the sale

and distribution of drugs, alcohol related offenses or driving while impaired (GS 90-171.48, a 2). If the criminal history record reveals one or more convictions that is listed in GS 90-171.48 a, 2 the conviction shall not automatically bar licensure. The Board of Nursing shall consider a number of factors regarding the conviction(s). If after reviewing the factors, the Board of Nursing determines that the conviction bears on the applicant's fitness to practice nursing then licensure will be denied.

In the nursing program, students are assigned clinical rotations in a number of participating agencies. Various accrediting bodies, as well as state and federal mandates regulate these agencies. The accrediting bodies or state and federal regulations may require that students while practicing in a clinical setting have a criminal background check or drug screening. The drug screening may be done once, before the student reports to the clinical agency, or randomly, during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs, or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. The NEWH Nursing Consortium recognizes and is fully supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on nursing students.

If a nursing student is prohibited from participating in a clinical agency based on the criminal background or positive drug screening, the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum.

All costs associated with criminal background checks and drug screening in the clinical agency are the responsibility of the student. Criminal background checks for licensure will be done at the expense of the student.

Admission Process for Practical Nursing Education

Students are admitted to the Consortium in accordance with policies approved by the Policy Board. The four Consortium colleges do not guarantee admission to all students that apply to the nursing program. Completion of the nursing curriculum does not guarantee success in passing the licensure examination.

A practical nursing student must be admitted/readmitted to the nursing program in order to enroll in any nursing (NUR) course.

Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Admission Procedure

The nursing applicant will be required to meet steps I-IV before admission. Each

step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1-4 of Step I must be complete by February 1st)

1. An application for admission to the nursing program at the respective college must be submitted by February 1st with subsequent dates established by the individual college based on space available.
2. Submission of records of high school graduation or equivalency and all post-secondary transcripts. (Currently enrolled high school students are to submit a partial transcript at time of application. A final transcript will be submitted at the time of graduation.)
3. Students must complete requirements for ENG 090/095 and RED 090/095 or the equivalent course with a C or better.
4. Students must complete requirements for Math 060 and Math 070 or the equivalent course with a C or better.

Step II Permission to take Test of Essential Academic Skills (TEAS)

1. Must achieve an overall score of 62 percentage on the TEAS and sub-score of 76 percent on reading. The student will be allowed to take the TEAS once per calendar year within the NEWH Nursing Consortium. If a student takes the TEAS more than once per calendar year, outside the NEWH Nursing Consortium, the first score will be used for acceptance purposes. TEAS scores are valid for two years.
2. Students will be required to pay \$25.00 to take the TEAS. Picture ID will be required to take the TEAS.

Step III Conditional Acceptance

1. Should there be more qualified applicants than space available the following criteria will be used to determine those selected for admission:
 - a. TEAS percentage score
 - b. Academic performance points on a minimum of 4 hours of required course work in PNE curriculum.
 - c. Currently certified as NA I, NA II, or evidence of successful completion of an allied health curriculum.
2. A letter of conditional acceptance will be sent to the student.

Step IV Acceptance

1. Submission of a completed physical examination form. The physical examination can be performed within a time frame of 6 months prior to enrollment for fall semester.

2. Students must provide evidence of current immunizations which include but are not limited to: Tetanus, Measles, Mumps, Varicella, Hepatitis, and TB Skin test (within the year). Immunizations may not be declined except by a written statement from the student's health care provider for exemptions.
3. Students must submit evidence of current (within the last year) CPR certification for adult, infant and child CPR with choking maneuver, and AED.
4. Students must achieve a 2.00 GPA on required associate degree nursing curriculum coursework before enrollment fall semester.

READMISSION and TRANSFER POLICIES

A. Readmission Policy to the Practical Nursing Education Program

Readmission of students who have exited, for whatever reason, from the Consortium is considered following review by the designated student services representative in consultation with the Assistant Director and Consortium Director. The Consortium does not guarantee readmission to any student. Students seeking readmission must apply to the college at least one semester before seeking readmission must apply to the college at least one semester before seeking readmission. All readmission requirements must be completed by November 15th for spring readmission, April 15th for summer readmission and June 15th for fall admission.

Students seeking readmission must comply with the Consortium policies. Students who have received a D on general education or related coursework in the nursing curriculum will be strongly encouraged to retake the coursework prior to readmission. Students with an F on a general education or related coursework must repeat prior to admission. The student must be in satisfactory academic standing in the College up to the point where the student is seeking readmission. Students may be required to take challenge exams, pharmacology calculation tests, and clinical competency performance depending on the time the student has been out of the program.

Readmission into either the associate degree nursing program or the practical nursing program, or a combination of either program will be allowed twice. After two readmissions a student will be ineligible for readmission. A student who successfully completes the practical nursing program, but who has exhausted the number of readmissions will be allowed an opportunity to transition into the associate degree program if admission standards are met. Students who were enrolled at the time of implementation of the policy (fall 2005) or prior to implementation of the policy will be allowed one opportunity to successfully complete a nursing program. A student from outside the Consortium applying for admission will provide transcript(s) of the college(s) the student has attended. All admissions or readmissions in any nursing program will be counted towards the policy.

B. Students Desiring Transfer within the NEWH Nursing Consortium Participating Colleges

Students will comply with the following:

1. Completion of admission requirements as stated in the Admission Policy
2. Written notification, by the student, to the Consortium Director of intent to transfer
3. Submission of transcripts from other Nursing Program(s) and post-secondary work for which the student requests transfer credit

The College will comply with the following:

1. The designated individual at the college and the Consortium Director evaluate transcripts to determine course eligibility for transfer credit.
2. Acceptance of the transfer student will also be based on adequate clinical space.

C. Students Desiring Admittance and Transfer of Credits From Schools Outside the Consortium

Students will comply with the following:

1. Completion of the admission requirements as stated in the Admission Policy.
2. Submission of transcript(s) from other nursing program(s) or post-secondary work for which the student requests transfer credit.

The College will comply with the following:

1. The designated individual at the college and the Consortium Director evaluate the transcript(s). They determine if previous course work will transfer.
2. Successful completion of Consortium challenge exams will be required.
3. Acceptance into the program will be based on clinical space available.

D. Challenge Exam Policy

The Consortium utilizes challenge exams to assess current proficiency of those individuals desiring admission/readmission into the nursing program at any point in the program. The challenge exams are as follows: NUR 101, 102, 103 and 117. A transcript evaluation will be used to determine which challenge exam(s) the student will take. Students must have credit for a nursing course or its equivalent with a C or better to be eligible to take a challenge exam.

The following students will be required to take the challenge exam(s):

1. Consortium students seeking re-entry whose course work is two years old or greater from completion date of course.
2. Students from colleges outside the Consortium regardless of the age of the course work.

A minimum passing score of C or better is required on each exam. The score on each exam is valid for two years. The student must be admitted in the nursing program within the two-year limit or the student will be required to retake the challenge exam with a C or better.

Applicants that do not achieve a C or better on the challenge exam(s) may retake the exam(s). The exam will be administered twice in a one year period no closer than 90 days apart. After successful completion of the exam(s), the applicant may seek admission into the program. If an applicant is unsuccessful on an exam(s), the applicant may apply for admission into the program to take the corresponding course for credit, provided clinical space is available. If the course has a clinical and lab component, the applicant must satisfactorily complete each component to receive credit for the course. With achievement of a C or better the unsatisfactory grade on the challenge exam will be eliminated and the student is eligible to continue in the nursing program.

Applicants are advised to contact the Consortium office for information regarding the challenge exams.

The address is: NEWH Nursing Consortium
225 Tarboro Street
Rocky Mount, NC 27801
Phone: 252-446-0436 (extension 326 or 354)
E-mail: willifordk@edgecombe.edu

E. Pharmacology Calculation Test

Students reentering the program will be required to take a Pharmacology calculation test. The student must achieve a grade of 90 on the calculation test. The student will be given 2 opportunities to achieve the required grade. The student must wait a minimum of 10 days before retesting. The Consortium Director or designee will administer the calculation test.

F. Clinical Competency Evaluation Policy

The nursing faculty members of the Consortium are responsible for determining the level of clinical competence of reentry students prior to assigning client care responsibilities to the student. Therefore, any student seeking reentry to the Consortium at any semester, other than the Practical Nursing I semester will be required to successfully complete a clinical competency evaluation. The Assistant Director, or designee, at the college the student plans to attend will administer

the clinical competency evaluation prior to the semester when entry is anticipated. Study packets for the clinical competency evaluation will be available.

The clinical competency evaluation assesses knowledge and skills necessary to enter the proposed course. It is designed to ensure that the prospective student is competent to practice in the clinical area at the same level that a continuing student in the same course is expected to perform. The applicant will have one opportunity annually to demonstrate clinical competency in the Consortium. A satisfactory clinical competency evaluation for reentry into the Consortium is required.

G. Audit Policy

Students who audit a NUR prefix course are either auditing to take a challenge exam, or have taken the course within the last year and are trying to return to the nursing curriculum. Students who audit a nursing course will not be allowed to attend the clinical portion of the course. Students who audit a nursing course must have credit for that course or the equivalent coursework. In order for students to audit, there must be adequate classroom/lab space available. If there is not adequate space available, student who are requesting to audit will be selected just as student seeking admission.

When auditing a course, students will be expected to follow the policies of the NEWH Nursing Consortium and the College the students are attending. Classroom and lab attendance will be an expectation in addition to taking test, exams, and performing clinical competencies. If a student exceeds the attendance policy, the student will be dropped from the course. Once a student is dropped from the course they were auditing the policies for readmission apply, including the policy for clinical competency.

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	*College Student Success	1
BIO 106	Introduction to Anatomy/Physiology/Micro	3
CIS 113	Computer Basics	1
NUR 101	Practical Nursing I	11
NUR 117	Pharmacology	2
Credit Hours:		7 (18*)

*ECC, HCC, and WTCC require ACA 111. NCC does not require ACA 111.

*ACA 111 requirement will be changed to ACA 118 Fall 2010

	Course Title	Credits
Spring Semester		
ENG 101	Applied Communications I	3
NUR 102	Practical Nursing II	12
PSY 110	Life Span Development	3
	Credit Hours:	18
Summer Semester		
NUR 103	Practical Nursing III	10
TOTAL SEMESTER CREDIT HOURS:		45 (46*)

WELDING TECHNOLOGY (Diploma) (D50420)

Curriculum Description:

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes a consumable and non-consumable electrode welding and cutting process. Courses provide the student with industry-standard skills developed through classroom training and practical application.

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

Achievement of competence in the following basic skills courses must be met:

Reading Level 12	Reading and Writing Skills ENG 095, ENG 095A	Math Skills MAT 060
---------------------	---	------------------------

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
COS 111	Basic PC Literacy	2
COE 110	World of Work	1
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 141	Symbols and Specifications	3
	Credit Hours:	14
Spring Semester		
CIS 111	Basic PC Literacy	2
ENG 102	Applied Communication II	3
MAT 101	Applied Mathematics I	3
WLD 116	SMAW (Stick) Plate/Pipe	4
WLD 121	GMAW (MIG) Plate FCAW/Plate	4
WLD 131	GTAW (TIG) Plate	4
	Credit Hours:	18

	Course Title	Credits
Summer Semester		
WLD 151	Fabrication I	4
WLD 261	Certification Practices	2
	Credit Hours:	6
TOTAL SEMESTER CREDIT HOURS:		38

WELDING TECHNOLOGY

(Certificate) (C50420)

Curriculum Description:

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes a consumable and non-consumable electrode welding and cutting process. Courses provide the student with industry-standard skills developed through classroom training and practical application.

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

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	None

Course Requirements:

	Course Title	Credits
First Year		
Fall Semester		
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 141	Symbols and Specifications	3
	Credit Hours:	10
Spring Semester		
WLD 121	GMAW (MIG) Plate FCAW/Plate	4
WLD 131	GTAW (TIG) Plate	4
	Credit Hours:	8
TOTAL SEMESTER CREDIT HOURS:		18

SPECIAL PROGRAMS

Halifax Community College values its partnership with the Department of Corrections and the opportunity to offer special programs to those who are incarcerated. Several prisons throughout the state are served by community colleges in this way. Educational and vocational resources are tailored for each prison and its population. HCC boasts a number of programs, described here, that benefit inmates in the service area.

ELECTRICAL/ELECTRONICS TECHNOLOGY

(C35220P)

Curriculum Description:

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

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, electronics, 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/electronics field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical/electronic systems.

Course Requirements:

**Note: This certificate program is taught twice per calendar year.*

	Course Title	Credits
Summer II Semester		
ISC	110 Workplace Safety	1
ELC	112A DC/AC Electricity	2
	Credit Hours:	3

	Course Title	Credits
Fall Semester		
ELC	112B DC/AC Electricity	3
ELC	113 Basic Wiring I	4
ELC	114 Basic Wiring II	4
ELC	139 AC Circuit Analysis	3
	Credit Hours:	14
	TOTAL SEMESTER CREDIT HOURS:	17
Spring Semester		
ELC	112A DC/AC Electricity	2
ELC	113 Basic Wiring I	4
ELC	114 Basic Wiring II	4
ELC	139 AC Circuit Analysis	3
	Credit Hours:	13
Summer I Semester		
ISC	110 Workplace Safety	1
ELC	112B DC/AC Electricity	3
	Credit Hours:	4
	TOTAL SEMESTER CREDIT HOURS:	17

Facility Maintenance Worker

Re-entry Certificate (C50170P)

Curriculum Description:

The Facility Maintenance Worker curriculum is designed to prepare students to maintain and repair physical structures and systems of commercial and industrial establishments such as hotels, hospitals, apartment complexes, and shopping centers.

Students will learn to use hand and power tools; replace defective electrical switches and fixtures; maintain performance of environmental control systems; repair plumbing fixtures, woodwork, plastic, and sheetrock; lay brick; finish small areas of concrete; and paint structures.

Upon completion of this curriculum, the graduate should possess the necessary skills to qualify for employment as a facility maintenance worker.

Course Requirements:

**Note: This certificate program is taught twice per calendar year.*

		Course Title	Credits
Summer II Semester			
FMW	100	Intro to National Electrical Code	1
FMW	105	Basic Heating	3
		Credit Hours:	4
Fall Semester			
FMW	102	Practical Wiring I	4
FMW	106	Domestic Air Conditioning	3
FMW	107	Intro to Carpentry	3
FMW	108	Electrical Blueprints	2
MAS	140	Intro to Masonry	2
		Credit Hours:	14
TOTAL SEMESTER CREDIT HOURS:			18

	Course Title	Credits
Spring Semester		
FMW 102	Practical Wiring I	4
FMW 106	Domestic Air Conditioning	3
FMW 107	Intro to Carpentry	3
FMW 108	Electrical Blueprints	2
MAS 140	Intro to Masonry	2
	Credit Hours:	14
Summer I Semester		
FMW 100	Intro to National Electrical Code	1
FMW 105	Basic Heating	3
	Credit Hours:	4
	TOTAL SEMESTER CREDIT HOURS:	18

FOOD SERVICE TECHNOLOGY

Re-entry Certificate (C55250P)

Curriculum Description:

The Foodservice Technology curriculum is designed to introduce students to the foodservice industry and prepare them for entry-level positions.

Courses include sanitation and safety, basic and advanced foodservice skills, baking, menu planning, and cost control.

Graduates should qualify for employment as line cooks, prep cooks, or bakers in foodservice settings.

Course Requirements:

**Note: This certificate program is taught twice per calendar year.*

		Course Title	Credits
Summer II Semester			
FST	103	Safety & Sanitation	3
			Credit Hours: 3
Fall Semester			
FST	100	Intro to Food Service Industry	3
FST	101	Intro to Baking	3
FST	102	Basic Food Service Skills	8
			Credit Hours: 14
TOTAL SEMESTER CREDIT HOURS:			17
Spring Semester			
FST	100	Intro to Food Service Industry	3
FST	102	Basic Food Service Skills	8
FST	103	Safety & Sanitation	3
			Credit Hours: 14
Summer I Semester			
FST	101	Intro to Baking	3
			Credit Hours: 3
TOTAL SEMESTER CREDIT HOURS:			17

MASONRY

Re-Entry Certificate (C35280P)

Curriculum Description:

The Masonry curriculum is designed to prepare individuals to work in the construction industry as masons. Masonry courses provide principles and fundamentals of masonry and experiences necessary to produce quality construction using safe, practical, and reliable work habits.

Course work includes basic mathematics, blueprint reading, and methods used in laying out masonry jobs for residential, commercial, and industrial construction. Upon completion, students will be able to read blueprints, estimate structures, construct footings and walks, and lay masonry units.

Upon completion, students will be issued a certificate or diploma. Graduates should qualify for employment in the masonry industry as apprentices or masons.

Course Requirements:

**Note: This certificate program is taught twice per calendar year.*

		Course Title	Credits
Summer II Semester			
ISC	110	Workplace Safety	1
BPR	130	Blueprint Reading/Construction	2
Credit Hours:			3
Fall Semester			
MAS	110	Masonry I	10
MAS	140	Intro to Masonry	2
Credit Hours:			12
TOTAL SEMESTER CREDIT HOURS:			15
Spring Semester			
MAS	110	Masonry I	10
MAS	140	Intro to Masonry	2
Credit Hours:			12

Course Title			Credits
Summer I Semester			
ISC	110	Workplace Safety	1
BPR	130	Blueprint Reading/Construction	2
Credit Hours:			3
TOTAL SEMESTER CREDIT HOURS:			15

PLUMBING

(C35300P) Re-entry Certificate

Curriculum Description:

The Plumbing curriculum is designed to give individuals the opportunity to acquire basic skills to assist with the installation and repair of plumbing systems in residential and small buildings.

Course work includes sketching diagrams, interpretation of blueprints, and practices in plumbing assembly. Students will gain knowledge of state codes and requirements.

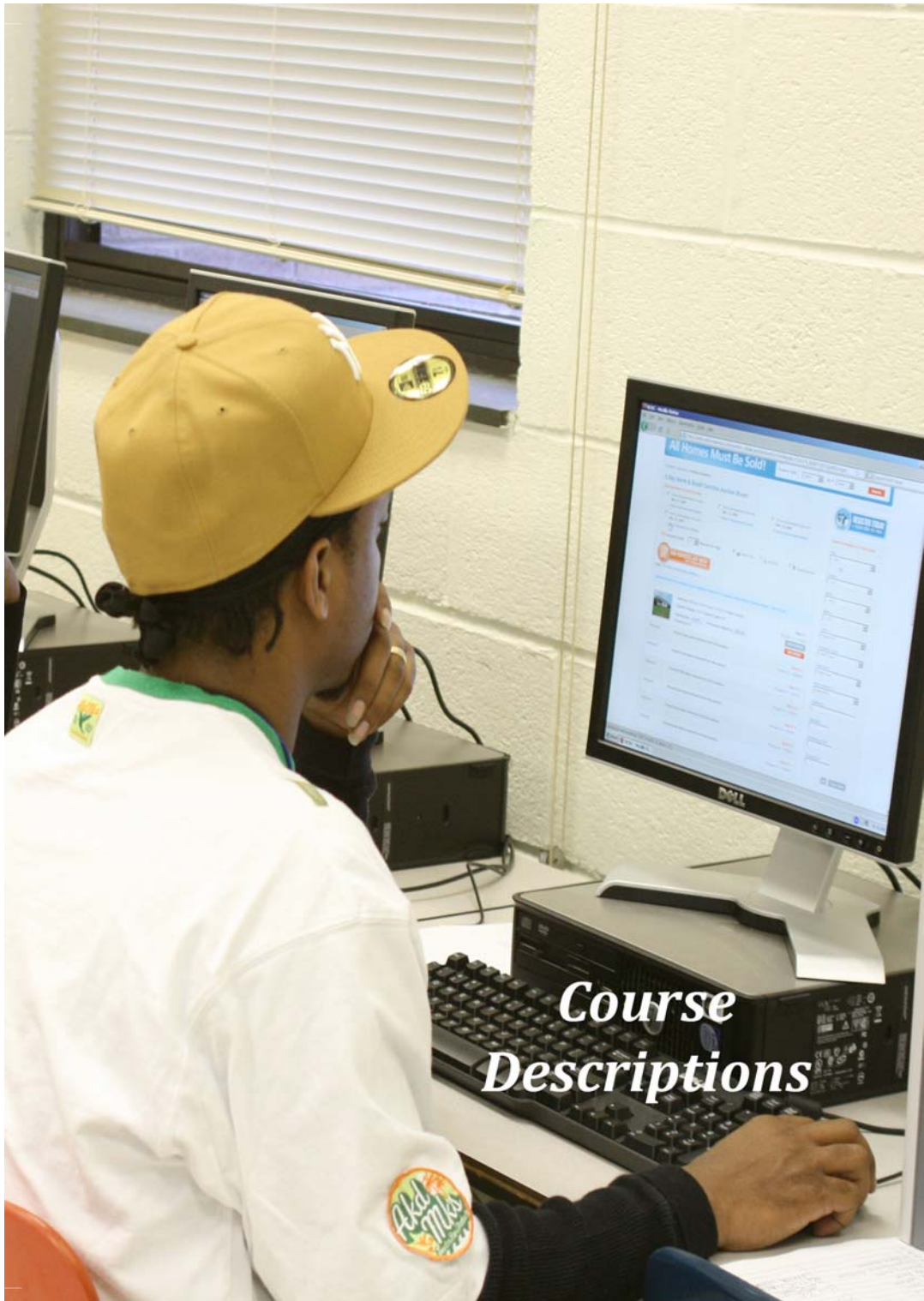
Graduates should qualify for employment at parts supply houses, maintenance companies, and plumbing contractors to assist with various plumbing applications.

Course Requirements:

**Note: This certificate program is taught twice per calendar year.*

		Course Title	Credits
Summer II Semester			
PLU	150	Plumbing Diagrams	2
ISC	115	Construction Safety	2
		Credit Hours:	4
Fall Semester			
PLU	110	Modern Plumbing	9
PLU	140	Intro to Plumbing Codes	2
PLU	160	Plumbing Estimates	2
		Credit Hours:	13
		TOTAL SEMESTER CREDIT HOURS:	17
Spring Semester			
PLU	110	Modern Plumbing	9
PLU	140	Intro to Plumbing Codes	2
PLU	160	Plumbing Estimates	2
		Credit Hours:	13

		Course Title	Credits
Summer I Semester			
PLU	150	Plumbing Diagrams	2
ISC	115	Construction Safety	2
			Credit Hours: 4
TOTAL SEMESTER CREDIT HOURS:			17



*Course
Descriptions*

	Class	Lab	Shop/Cli	Credit
ACA 085 Improving Study Skills	0	2	0	1
Prerequisites:	None			
Corequisites:	None			
This course is designed to improve academic study skills and introduce resources that will complement developmental courses and engender success in college-level courses. Topics include basic study skills, memory techniques, note-taking strategies, test-taking techniques, library skills, personal improvement strategies, goal setting, and learning resources. Upon completion, students should be able to apply the techniques learned to improve performance in college-level classes.				
ACA 111 College Student Success	1	0	0	1
Prerequisites:	None			
Corequisites:	None			
This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
ACA 118 College Study Skills	1	2	0	2
Prerequisites:	ENG 095, ENG 095A			
Corequisites:	None			
This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.				
ACA 122 College Transfer Success	1	0	0	1
Prerequisites:	ENG 095, ENG 095A			
Corequisites:	None			
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				

	Class	Lab	Shop/Cli	Credit
ACC 120 Principals of Financial Acct.	3	2	0	4
Prerequisites:	ENG 095, ENG 095A, MAT 060			
Corequisites:	None			
This course introduces business decision-making 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 to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
ACC 121 Principals of Managerial Acct.	3	2	0	4
Prerequisites:	ACC 120			
Corequisites:	None			
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
ACC 122 Principals of Financial Acct. II	3	0	0	3
Prerequisites:	ACC 120			
Corequisites:	None			
This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.				
ACC 129 Individual Income Taxes	2	2	0	3
Prerequisites:	ENG 095, ENG 095A			
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
ACC 140 Payroll Accounting	1	2	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 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
ACC 149 Intro to Acct. Spreadsheets	1	2	0	2
Prerequisites: ACC 115 or ACC 120, CTS 130				
Corequisites: None				
This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.				
ACC 150 Accounting Software Appl.	1	2	0	2
Prerequisites: ACC 115 or ACC 120				
Corequisites: None				
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
ACC 220 Intermediate Accounting I	3	2	0	4
Prerequisites: ACC 120, ACC 122				
Corequisites: None				
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
ACC 221 Intermediate Accounting II	3	2	0	4
Prerequisites: ACC 220				
Corequisites: None				
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.				
ACC 240 Govt. & Not-for-Profit Acct.	3	0	0	3
Prerequisites: ACC 121				
Corequisites: None				
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.				
ART 111 Art Appreciation	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				
ATR 112 Intro to Automation	2	0	3	3
Prerequisites: None				
Corequisites: None				
This course introduces the basic principles of automated manufacturing and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.				

	Class	Lab	Shop/Cli	Credit
AUT 110 Intro to Auto Technology	2	2	0	3

Prerequisites: ENG 085, ENG 085A, MAT 050

Corequisites: None

This course covers workplace safety, hazardous material and environmental regulations, use of hand tools, service information resources, basic concepts, systems, and terms of automotive technology. Topics include familiarization with vehicle systems along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe safety and environmental procedures, terms associated with automobiles, identify and use basic tools and shop equipment.

AUT 113 Automotive Servicing 1	0	6	0	2
---------------------------------------	---	---	---	---

Prerequisites: AUT 116, AUT 161, AUT 181, AUT 183

Corequisites: None

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

AUT 116 Engine Repair	2	3	0	3
------------------------------	---	---	---	---

Prerequisites: ENG 085, 085A, MAT 050

Corequisites: AUT 116A

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 116A Engine Repair Lab	0	3	0	1
-----------------------------------	---	---	---	---

Prerequisites: None

Corequisites: AUT 116

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

	Class	Lab	Shop/Cli	Credit
AUT 141 Suspension & Steering System	2	3	0	3
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: AUT 141A				
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.				
AUT 141A Suspension & Steering Lab	0	3	0	1
Prerequisites: None				
Corequisites: AUT 141				
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.				
AUT 151 Brake Systems	2	3	0	3
Prerequisites: None				
Corequisites: AUT 151A				
This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.				
AUT 151A Brakes Systems Lab	0	3	0	1
Prerequisites: None				
Corequisites: AUT 151				
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.				

	Class	Lab	Shop/Cli	Credit
AUT 161 Basic Auto Electricity	4	3	0	5
Prerequisites: None				
Corequisites: None				
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.				
AUT 163 Advanced Auto Electricity	2	0	0	3
Prerequisites: AUT 161				
Corequisites: None				
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.				
AUT 163A Advanced Auto Electricity Lab	0	3	0	1
Prerequisites: None				
Corequisites: AUT 163				
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.				
AUT 171 Auto Climate Control	2	4	0	4
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: None				
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.				

	Class	Lab	Shop/Cli	Credit
AUT 181 Engine Performance 1	2	3	0	3
Prerequisites: None				
Corequisites: None				
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.				
AUT 183 Engine Performance 2	2	6	0	4
Prerequisites: AUT 181				
Corequisites: None				
This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.				
AUT 212 Auto Shop Management	3	0	0	3
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: None				
This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.				
AUT 221 Auto Transmissions/Transaxles	2	3	0	3
Prerequisites: ENG 085, ENG 085A, MAT 050				
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	Shop/Cli	Credit
AUT 221A Auto Trans./Transaxles Lab	0	3	0	1
Prerequisites: None				
Corequisites: AUT 221				
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include 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 diagnose and repair automatic drive trains.				
AUT 231 Manual Trans/Axles/Drive trains	2	3	0	3
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: None				
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.				
AUT 231A Manual Trans./Ax./Dr. Tr. Lab	0	3	0	1
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: AUT 231				
This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.				
AUT 281 Advanced Engine Performance	2	2	0	3
Prerequisites: AUT 183				
Corequisites: None				
This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.				

250 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
BIO 106 Intro to Anat./Phys./Microbio.	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers the fundamental 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>				
BIO 111 General Biology I	3	3	0	4
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).</i>				
BIO 112 General Biology II	3	3	0	4
Prerequisites: BIO 111				
Corequisites: None				
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).</i>				
BIO 168 Anatomy and Physiology I	3	3	0	4
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				

	Class	Lab	Shop/Cli	Credit
BIO 169 Anatomy and Physiology II	3	3	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 to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
BIO 175 General Microbiology	2	2	0	3
Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168				
Corequisites: None				
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
BPR 111 Blueprint Reading	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part. <i>This course is also available through Virtual Learning Community (VLC).</i>				
BUS 110 Introduction to Business	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				

252 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
BUS 115 Business Law I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 116 Business Law II	3	0	0	3
Prerequisites: BUS 115				
Corequisites: None				
This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 121 Business Math	2	2	0	3
Prerequisites: ENG 095, ENG 095A, MAT 060				
Corequisites: None				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 137 Principles of Management	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. <i>This course is also available through the Virtual Learning Community (VLC). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (TAC – 05/24/06).</i>				

	Class	Lab	Shop/Cli	Credit
BUS 147 Business Insurance	3	0	0	3
Prerequisites: ENG 095, ENG 095A, MAT 060				
Corequisites: None				
This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.				
BUS 225 Business Finance	2	2	0	3
Prerequisites: ACC 120, BUS 121				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 230 Small Business Management	3	0	0	3
Prerequisites: BUS 110				
Corequisites: None				
This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 260 Business Communication	3	0	0	3
Prerequisites: ENG 111				
Corequisites: None				
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
CHM 130 Gen. Organic & Biochemistry	3	0	0	3
Prerequisites: ENG 095, ENG 095A, MAT 070				
Corequisites: None				
This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				

	Class	Lab	Shop/Cli	Credit
CHM 131 Introduction to Chemistry	3	0	0	3
Prerequisites: ENG 095, ENG 095A, MAT 070				
Corequisites: CHM 131A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).</i>				
CHM 131A Introduction to Chemistry Lab	0	3	0	1
Prerequisites: ENG 095, ENG 095A, MAT 070				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>				
CHM 132 Organic and Biochemistry	3	3	0	4
Prerequisites: CHM 131 and CHM 131A or CHM 151				
Corequisites: None				
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).</i>				
CHM 151 General Chemistry I	3	3	0	4
Prerequisites: ENG 095, ENG 095A, MAT 080				
Corequisites: MAT 161 or MAT 175				
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>				

	Class	Lab	Shop/Cli	Credit
CHM 152 General Chemistry II	3	3	0	4
Prerequisites: CHM 151				
Corequisites: None				
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>				
CIS 110 Introduction to Computers	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).</i>				
CIS 111 Basic PC Literacy	1	2	0	2
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
CIS 113 Computer Basics	0	2	0	1
Prerequisites: None				
Corequisites: None				
This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
CIS 115 Intro to Program & Logic	2	3	0	3
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175				
Corequisites: None				
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 100 Basic Law Enforcement Trn	9	30	0	19
Prerequisites: None				
Corequisites: None				
This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. <i>This is a certificate-level course.</i>				
CJC 111 Intro to Criminal Justice	3	0	0	3
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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 112 Criminology	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
CJC 113 Juvenile Justice	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 is also available through the Virtual Learning Community (VLC).</i>				
CJC 121 Law Enforcement Operations	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 131 Criminal Law	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 132 Court Procedure & Evidence	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
CJC 141 Corrections	3	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 evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 212 Ethics & Comm Relations	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 is also available through the Virtual Learning Community (VLC).</i>				
CJC 213 Substance Abuse	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.				
CJC 221 Investigative Principles	3	2	0	4
Prerequisites: ENG 095, ENG 095A				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
CJC 231 Constitutional Law	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 241 Community-Based Corrections	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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.				
COE 110 World of Work	1	0	0	1
Prerequisites: ENG 095, ENG 095A				
Corequisites: COE 111 if required in program				
This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.				
COE 111 Co-op Work Experience I	0	0	10	1
Prerequisites: ENG 095, ENG 095A, A minimum of 9 semester hours credit (9 SHC), three semester hours credit (3 SHC) of which must come from the core, must be completed within the appropriate program of study, before a student can be eligible to enroll in cooperative work experience.				
Corequisites: COE 110				
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
COE 121 Co-op Work Experience II	0	0	10	1
Prerequisites: Successful completion of 12 SHC in the HSE or EDU curriculums				
Corequisites: EDU 285 & COE 125				
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.				
COE 125 Work Experience Seminar II	1	0	0	1
Prerequisites: Successful completion of 12 SHC in the HSE or EDU curriculums				
Corequisites: COE 121, COE 122, COE 123, or COE 124				
This course description may be written by the individual colleges.				
COE 131 Co-op Work Experience III	0	0	10	1
Prerequisites: Successful completion of 12 SHC in the HSE or EDU curriculums				
Corequisites: EDU 285				
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.				
COM 110 Intro. to Communication	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).</i>				
COM 111 Voice and Diction I	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course provides guided practice in the proper production of speech. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective natural speech in various contexts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				

	Class	Lab	Shop/Cli	Credit
COM 231 Public Speaking	3	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).</i>				
COS 111 Cosmetology Concepts I	4	0	0	4
Prerequisites: None				
Corequisites: COS 112				
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.				
COS 112 Salon I	0	24	0	8
Prerequisites: None				
Corequisites: COS 111				
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.				
COS 113 Cosmetology Concepts II	4	0	0	4
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.				

262 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
COS 114 Salon II	0	24	0	8
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.				
COS 115 Cosmetology Concepts III	4	0	0	4
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.				
COS 116 Salon III	0	12	0	4
Prerequisites: 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.				
COS 117 Cosmetology Concepts IV	2	0	0	2
Prerequisites: COS 111, COS 112				
Corequisites: COS 118				
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.				
COS 118 Salon IV	0	21	0	7
Prerequisites: None				
Corequisites: COS 117				
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.				

	Class	Lab	Shop/Cli	Credit
CSC 139 Visual BASIC Programming	2	3	0	3
Prerequisites: CIS 115				
Corequisites: None				
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. <i>This course is also available through the Virtual Learning Community (VLC). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (TAC – 05/24/06)</i>				
CSC 151 JAVA Programming	2	3	0	3
Prerequisites: CIS 115				
Corequisites: None				
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement</i>				
CTS 120 Hardware/Software Support	2	3	0	3
Prerequisites: CIS 110 or CIS 111				
Corequisites: None				
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.				
CTS 130 Spreadsheet	2	2	0	3
Prerequisites: CIS 110 or CIS 111 or OST 137				
Corequisites: None				
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.				

264 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
CTS 285 Systems Analysis & Design	3	0	0	3
Prerequisites: CIS 115				
Corequisites: None				
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.				
CTS 289 System Support Project	1	4	0	3
Prerequisites: CTS 285				
Corequisites: None				
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.				
DBA 110 Database Concepts	2	3	0	3
Prerequisites: CIS 110, CIS 111, OR CIS 115				
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.				
DEN 110 Orofacial Anatomy	2	2	0	3
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course introduces the structures of the head, neck, and oral cavity. Topics include tooth morphology, head and neck anatomy, histology, and embryology. Upon completion, students should be able to relate the identification of normal structures and development to the practice of dental assisting and dental hygiene.				
DEN 111 Infection/Hazard Control	2	0	0	2
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course introduces the infection and hazard control procedures necessary for the safe practice of dentistry. Topics include microbiology, practical infection control, sterilization and monitoring, chemical disinfectants, aseptic technique, infectious diseases, OSHA standards, and applicable North Carolina laws. Upon completion, students should be able to understand infectious diseases, disease transmission, infection control procedures, biohazard management, OSHA standards, and applicable North Carolina laws.				

	Class	Lab	Shop/Cli	Credit
DEN 112 Dental Radiography	2	3	0	3
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: DEN 110, DEN 111				
This course provides a comprehensive view of the principles and procedures of radiology as they apply to dentistry. Topics include techniques in exposing, processing, and evaluating radiographs, as well as radiation safety, quality assurance, and legal issues. Upon completion, students should be able to demonstrate proficiency in the production of diagnostically acceptable radiographs using appropriate safety precautions.				
DEN 120 Dental Hygiene Pre-clinic Lec.	2	0	0	2
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: DEN 121				
This course introduces preoperative and clinical dental hygiene concepts. Emphasis is placed on the assessment phase of patient care as well as the theory of basic dental hygiene instrumentation. Upon completion, students should be able to collect and evaluate patient data at a basic level and demonstrate knowledge of dental hygiene instrumentation				
DEN 121 Dental Hygiene Pre-clinic Lab	0	6	0	2
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: DEN 120				
This course provides the opportunity to perform clinical dental hygiene procedures discussed in DEN 120. Emphasis is placed on clinical skills in patient assessment and instrumentation techniques. Upon completion, students should be able to demonstrate the ability to perform specific preclinical procedures.				
DEN 123 Nutrition/Dental Health	2	0	0	2
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course introduces basic principles of nutrition with emphasis on nutritional requirements and their application to individual patient needs. Topics include the study of the food pyramid, nutrient functions, Recommended Daily Allowances, and related psychological principles. Upon completion, students should be able to recommend and counsel individuals on their food intake as related to their dental health.				
DEN 124 Periodontology	2	0	0	2
Prerequisites: DEN 110				
Corequisites: None				
This course provides an in-depth study of the periodontium, periodontal pathology, periodontal monitoring, and the principles of periodontal therapy. Topics include periodontal anatomy and a study of the etiology, classification, and treatment modalities of periodontal diseases. Upon completion, students should be able to describe, compare, and contrast techniques involved in periodontal/maintenance therapy, as well as patient care management.				

	Class	Lab	Shop/Cli	Credit
DEN 125 Dental Office Emergencies	0	2	0	1
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course provides a study of the management of dental office emergencies. Topics include methods of prevention, necessary equipment/drugs, medicolegal considerations, recognition and effective initial management of a variety of emergencies. Upon completion, the student should be able to recognize, assess and manage various dental office emergencies and activate advanced medical support when indicated.				
DEN 130 Dental Hygiene Theory I	2	0	0	2
Prerequisites: DEN 120				
Corequisites: DEN 131				
This course is a continuation of the didactic dental hygiene concepts necessary for providing an oral prophylaxis. Topics include deposits/removal, instrument sharpening, patient education, fluorides, planning for dental hygiene treatment, charting, and clinical records and procedures. Upon completion, students should be able to demonstrate knowledge needed to complete a thorough oral prophylaxis.				
DEN 131 Dental Hygiene Clinic I	0	0	9	3
Prerequisites: DEN 121				
Corequisites: DEN 130				
This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of the recall patients with gingivitis or light deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.				
DEN 140 Dental Hygiene Theory II	1	0	0	1
Prerequisites: DEN 130				
Corequisites: DEN 141				
This course provides a continuation of the development, theory, and practice of patient care. Topics include modification of treatment for special needs patients, advanced radiographic interpretation, and ergonomics. Upon completion, students should be able to differentiate necessary treatment modifications, effective ergonomic principles, and radiographic abnormalities.				
DEN 141 Dental Hygiene Clinic II	0	0	6	2
Prerequisites: DEN 131				
Corequisites: DEN 140				
This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of patients with early periodontal disease and subgingival deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.				

	Class	Lab	Shop/Cli	Credit
DEN 220 Dental Hygiene Theory III	2	0	0	2
Prerequisites: DEN 140				
Corequisites: DEN 221				
This course provides a continuation in developing the theories and practices of patient care. Topics include periodontal debridement, pain control, subgingival irrigation, air polishing, and case presentations. Upon completion, students should be able to demonstrate knowledge of methods of treatment and management of periodontally compromised patients.				
DEN 221 Dental Hygiene Clinic III	0	0	12	4
Prerequisites: DEN 141				
Corequisites: DEN 220				
This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of patients with moderate to advanced periodontal involvement and moderate deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.				
DEN 222 General & Oral Pathology	2	0	0	2
Prerequisites: BIO 163 or BIO 165 or BIO 168, DEN 110, DEN 111				
Corequisites: None				
This course provides a general knowledge of oral pathological manifestations associated with selected systemic and oral diseases. Topics include developmental and degenerative diseases, selected microbial diseases, specific and nonspecific immune and inflammatory responses with emphasis on recognizing abnormalities. Upon completion, students should be able to differentiate between normal and abnormal tissues and refer unusual findings to the dentist for diagnosis.				
DEN 223 Dental Pharmacology	2	0	0	2
Prerequisites: CHM 130, DEN 125				
Corequisites: BIO 163 or BIO 165 or BIO 168				
This course provides basic drug terminology, general principles of drug actions, dosages, routes of administration, adverse reactions, and basic principles of anesthesiology. Emphasis is placed on knowledge of drugs in overall understanding of patient histories and health status. Upon completion, students should be able to recognize that each patient's general health or drug usage may require modification of the treatment procedures.				
DEN 224 Materials and Procedures	1	3	0	2
Prerequisites: DEN 111				
Corequisites: None				
This course introduces the physical properties of materials and related procedures used in dentistry. Topics include restorative and preventive materials, fabrication of casts and appliances, and chairside functions of the dental hygienist. Upon completion, students should be able to demonstrate proficiency in the laboratory and/or clinical application of routinely used dental materials and chairside functions.				

	Class	Lab	Shop/Cli	Credit
DEN 230 Dental Hygiene Theory IV	1	0	0	1
Prerequisites: DEN 220				
Corequisites: DEN 231				
This course provides an opportunity to increase knowledge of the profession. Emphasis is placed on dental specialties and completion of a case presentation. Upon completion, students should be able to demonstrate knowledge of various disciplines of dentistry and principles of case presentations.				
DEN 231 Dental Hygiene Clinic IV	0	0	12	4
Prerequisites: DEN 221				
Corequisites: DEN 230				
This course continues skill development in providing an oral prophylaxis. Emphasis is placed on periodontal maintenance and on treating patients with moderate to advanced/refractory periodontal disease. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.				
DEN 232C Community Dental Health	2	0	3	3
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course provides a study of the principles and methods used in assessing, planning, implementing, and evaluating community dental health programs. Topics include epidemiology, research methodology, biostatistics, preventive dental care, dental health education, program planning, and financing and utilization of dental services. Upon completion, students should be able to assess, plan, implement, and evaluate a community dental health program.				
DEN 233 Professional Development	2	0	0	2
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course includes professional development, ethics, and jurisprudence with applications to practice management. Topics include conflict management, state laws, résumés, interviews, and legal liabilities as health care professionals. Upon completion, students should be able to demonstrate the ability to practice dental hygiene within established ethical standards and state laws.				
DES 110 Architectural Graphics	0	6	0	2
Prerequisites: None				
Corequisites: None				
This course introduces basic drafting skills and techniques. Emphasis is placed on the use of drafting equipment, lettering, dimensioning, elevations, sections, construction details, and actual fixture sizes as related to interior design situations. Upon completion, students should be able to complete working drawings skillfully utilizing principles of drafting.				

	Class	Lab	Shop/Cli	Credit
DES 115 Color Theory	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the element of color as a major design factor. Emphasis is placed on the physical, psychological, and other implications of color in design. Upon completion, students should be able to demonstrate knowledge of color and its effects on the human environment.				
DES 120 CAD for Interior Design	0	6	0	2
Prerequisites: DES 110, CIS 111				
Corequisites: None				
This course introduces basic computer-aided design and drafting skills and techniques within interior design applications. Emphasis is placed on the most common computer commands used in architectural drafting and design to draw, edit, manipulate layers, and create reusable drawings. Upon completion, students should be able to use specific computer applications to complete drawings and plot/print.				
DES 125 Graphic Presentation I	0	6	0	2
Prerequisites: None				
Corequisites: None				
This course introduces graphic presentation techniques for communicating ideas. Topics include drawing, perspective drawing, and wet and dry media. Upon completion, students should be able to produce a pictorial presentation.				
DES 135 Principles & Elem. of Design I	2	4	0	4
Prerequisites: None				
Corequisites: None				
This course introduces the basic concepts and terminology of design as they relate to the design profession. Topics include line, pattern, space, mass, shape, texture, color, unity, variety, rhythm, emphasis, balance, proportion, scale, and function. Upon completion, students should be able to demonstrate an understanding of the principles covered through hands-on application.				
DES 210 Business Practices/Int. Design	2	0	0	2
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces contemporary business practices for interior design. Topics include employment skills, business formations, professional associations, preparation of professional contracts and correspondence, and means of compensation. Upon completion, students should be able to describe the basic business formations and professional associations and compose effective letters and contracts.				

270 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
DES 220 Principles of Interior Design	1	6	0	3
Prerequisites:	DES 135 and ARC 111 or DES 110 or DFT 115			
Corequisites:	None			
This course covers the basic principles of design as they relate specifically to interior design, furniture arrangement, wall composition, color, furnishings, collages, and illustration. Emphasis is placed on spatial relationships, craftsmanship, and visual presentation techniques. Upon completion, students should be able to arrange furnishings in rooms for various purposes, select furnishings and colors, and illustrate ideas graphically.				
DES 225 Textiles/Fabrics	2	2	0	3
Prerequisites:	None			
Corequisites:	None			
This course includes the study of woven and non-woven fabrics for interiors. Topics include characteristics of fibers, yarns, weaving, felting, and knitting; processing of leather; and adorning and finishing of interior fabrics. Upon completion, students should be able to recognize and use correct terminology for upholstery, window treatments, and rugs/carpets with regard to flammability, performance, and durability.				
DES 230 Residential Design I	1	6	0	3
Prerequisites:	DES 220			
Corequisites:	None			
This course includes principles of interior design for various residential design solutions. Emphasis is placed on visual presentation and selection of appropriate styles to meet specifications. Upon completion, students should be able to complete scaled floorplans, elevations, specifications, color schemes and fabrics, and finishes and furniture selection.				
DES 235 Products	2	2	0	3
Prerequisites:	None			
Corequisites:	None			
This course provides an overview of interior finishing materials and the selection of quality upholstery and case goods. Topics include hard and resilient floor coverings; wall coverings and finishes; ceilings, moldings, and furniture construction techniques; and other interior components. Upon completion, students should be able to recognize and use correct terminology, select appropriate materials for interior surfaces, and choose furniture based on sound construction.				
DES 240 Commercial/Contract Design I	1	6	0	3
Prerequisites:	DES 220, DES 230			
Corequisites:	None			
This course introduces commercial/contract design including retail, office, institutional, restaurant, and hospitality design. Emphasis is placed on ADA requirements, building codes and standards, space planning, and selection of appropriate materials for non-residential interiors. Upon completion, students should be able to analyze and design introductory non-residential projects using graphic presentation concepts.				

	Class	Lab	Shop/Cli	Credit
DES 250 Store Planning	2	3	0	3
Prerequisites: DES 220				
Corequisites: None				
This course introduces theoretical and practical concepts in store design based on current retail merchandising methods. Topics include retail display, lighting, selection of fixtures, and formulas for successful space planning and allocation. Upon completion, students should be able to plan a store interior given established requirements for retail lighting, fixtures, and visual merchandising.				
DES 256 History/Interior & Furniture II	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course covers English, American, and various styles of nineteenth- and twentieth-century furniture, interiors, and exteriors. Emphasis is placed on style recognition, vocabulary, and chronology. Upon completion, students should be able to recognize and describe major styles of furniture, interiors, and exteriors.				
DES 265 Lighting/Interior Design	2	0	0	2
Prerequisites: None				
Corequisites: None				
This course introduces theory and contemporary concepts in lighting. Topics include light levels, light quality, lamps and fixtures, and their use in interior design. Upon completion, students should be able to determine light levels and requirements based on national standards and select luminaries for specific light qualities.				
DRA 111 Theatre Appreciation	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
ECO 251 Principles of Microeconomics	3	0	0	3
Prerequisites: ENG 095, ENG 095A, MAT 060				
Corequisites: None				
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				

272 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
ECO 252 Principles of Macroeconomics	3	0	0	3

Prerequisites: ENG 095, ENG 095A, MAT 060

Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

EDU 118 Prin. & Pract. of the Instruc. Assis.	3	0	0	3
--	---	---	---	---

Prerequisites: ENG 085, ENG 085A

Corequisites: None

This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

EDU 119 Intro to Early Child Education	4	0	0	4
---	---	---	---	---

Prerequisites: None

Corequisites: None

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

	Class	Lab	Shop/Cli	Credit
EDU 131 Child, Family, & Community	3	0	0	3

Prerequisites: ENG 085, ENG 085A

Corequisites: None

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

EDU 144 Child Development I	3	0	0	3
------------------------------------	---	---	---	---

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

EDU 145 Child Development II	3	0	0	3
-------------------------------------	---	---	---	---

Prerequisites: EDU 144

Corequisites: None

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

274 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
EDU 146 Child Guidance	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. <i>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</i>				
EDU 151 Creative Activities	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.				
EDU 153 Health, Safety, & Nutrition	3	0	0	3
Prerequisites: ENG 085, ENG 085A				
Corequisites: None				
This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.				

	Class	Lab	Shop/Cli	Credit
EDU 162 Ob. and Asses. in Early Chldhd. Ed.	3	0	0	3
Prerequisites: ENG 085, ENG 085A				
Corequisites: None				
This course introduces the research, benefits, goals, and ethical considerations associated with observation and assessment in Early Childhood environments. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and use assessments to enhance programming and collaboration for children and families.				
EDU 163 Classroom Manag. & Instruction	3	0	0	3
Prerequisites: ENG 085, ENG 085A				
Corequisites: None				
This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.				
EDU 171 Instructional Media	1	2	0	2
Prerequisites: ENG 085, ENG 085A				
Corequisites: None				
This course covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.				
EDU 214 Early Childhood Intern. Prac.	1	9	0	4
Prerequisites: ENG 095/095A, EDU 119, EDU 144, EDU 146				
Corequisites: None				
This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting with the implementation of developmentally appropriate activities and environments for all children; modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. GPA 2.0 or higher and 9 semester hours credit (9SHC), three semester hours credit (3SHC) of which must come from the core.				

	Class	Lab	Shop/Cli	Credit
EDU 216 Foundations of Education	4	0	0	4
Prerequisites: ENG-095 & 095A				
Corequisites: None				
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement at select institutions.				
EDU 221 Children with Exceptionalities	3	0	0	3
Prerequisites: ENG 095/095A, EDU 144, and EDU 145				
Corequisites: None				
This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. <i>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement at select institutions.</i>				
EDU 222 Learners with Behavior Disorders	3	0	0	3
Prerequisites: ENG 095/095A, EDU 144, and EDU 145				
Corequisites: None				
This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems.				

	Class	Lab	Shop/Cli	Credit
EDU 223 Specific Learning Disabilities	3	0	0	3

Prerequisites: ENG 095/095A, EDU 144, and EDU 145

Corequisites: None

This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families.

EDU 226 Early Childhood Seminar II	2	0	0	2
---	---	---	---	---

Prerequisites: ENG 095/095A, EDU 144, and EDU 145

Corequisites: None

This course is designed to expand students' knowledge of the early childhood classroom and the roles professional play in that setting. Emphasis is placed on creating child portfolios that enhance planning and implementation of curriculum for all children and the development of individual professional portfolios. Upon completion, students should be able to develop child portfolios and create individual professional development plans.

EDU 234 Infants, Toddlers, & Twos	3	0	0	3
--	---	---	---	---

Prerequisites: ENG 095/095A and EDU 119

Corequisites: None

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

	Class	Lab	Shop/Cli	Credit
EDU 235 School-Age Development & Prog.	3	0	0	3
Prerequisites: ENG 095/095A				
Corequisites: None				
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.				
EDU 241 Adult-Child Relations	3	0	0	3
Prerequisites: ENG 095/095A				
Corequisites: None				
This course covers self-concept and effective and active listening skills in positive one-to-one interactions with individuals and groups of children. Emphasis is placed on self-concept development and effective communication techniques used with children. Upon completion, students should be able to identify principles underlying self-concept and demonstrate effective listening and communication skills used by adults with children.				
EDU 243 Learning Theory	3	0	0	3
Prerequisites: ENG 095/095A				
Corequisites: None				
This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.				
EDU 245 Policies and Procedures	3	0	0	3
Prerequisites: ENG 095/095A				
Corequisites: None				
This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.				

	Class	Lab	Shop/Cli	Credit
EDU 251 Exploration Activities	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.				
EDU 259 Curriculum Planning	3	0	0	3
Prerequisites: ENG 095/095A and EDU 119				
Corequisites: None				
This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.				
EDU 261 Early Childhood Admin. I	3	0	0	3
Prerequisites: ENG 095/095A				
Corequisites: EDU-119				
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.				
EDU 262 Early Childhood Admin. II	3	0	0	3
Prerequisites: ENG 095/095A, EDU 261				
Corequisites: Take EDU-119				
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.				

	Class	Lab	Shop/Cli	Credit
EDU 263 School-Aged Program Admin.	2	0	0	2
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.				
EDU 271 Educational Technology	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.				
EDU 280 Language & Literacy Exper.	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.				
EDU 281 Inst. Strat. in Reading & Writing	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.				

	Class	Lab	Shop/Cli	Credit
EDU 284 Early Childhood Capstone Prac.	1	9	0	4
Prerequisites: ENG 095/095A, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151				
Corequisites: None				
This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. To be taken final semester prior to graduation. GPA 2.0 or higher				
EDU 285 Internship Exper.-School Age	1	9	0	4
Prerequisites: ENG 095/095A, EDU 144, EDU 145, EDU 118, EDU 163 or ENG 095/095A, EDU 144, EDU 145, EDU 216, EDU 163				
Corequisites: None				
This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.				
EDU 288 Adv. Issues in Early Chldhd. Ed.	2	0	0	2
Prerequisites: ENG 095/095A				
Corequisites: None				
This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education.				
EDU 289 Advanced Issues - School-Age	2	0	0	2
Prerequisites: ENG 095/095A				
Corequisites: None				
This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.				

	Class	Lab	Shop/Cli	Credit
EGR 131 Intro to Electronics Technology	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.				
ELC 112 DC/AC Electricity	3	6	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, troubleshoot, and repair DC/AC circuits.				
ELC 117 Motors and Controls	2	6	0	4
Prerequisites: None				
Corequisites: None				
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.				
ELC 128 Intro to PLC	2	3	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
ELC 135 Electrical Machines I	2	2	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.				

	Class	Lab	Shop/Cli	Credit
ELC 136 Electrical Machines II	3	3	0	4
Prerequisites: ELC 135				
Corequisites: None				
This course covers DC/AC machine fundamentals including applications and control. Topics include control devices and induction single and polyphase AC motors, DC motors, stepper, and special purpose motors. Upon completion, students should be able to perform regulation and efficiency calculations and apply motor theory to practical control applications.				
ELC 213 Instrumentation	3	2	0	4
Prerequisites: None				
Corequisites: None				
This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.				
ELC 228 PLC Applications	2	6	0	4
Prerequisites: None				
Corequisites: None				
This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.				
ELN 229 Industrial Electronics	3	3	0	4
Prerequisites: None				
Corequisites: None				
This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.				
ELN 232 Intro to Microprocessors	3	3	0	4
Prerequisites: ELN 133				
Corequisites: None				
This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.				

	Class	Lab	Shop/Cli	Credit
ENG 075 Reading & Language Essentials	5	0	0	5
Prerequisites: None				
Corequisites: ENG 075A				
This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. <i>This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.</i>				
ENG 075A Reading & Lang. Essen. Lab	0	2	0	1
Prerequisites: None				
Corequisites: ENG 075				
This laboratory provides the opportunity to practice the skills introduced in ENG 075. Emphasis is placed on practical skills for increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to apply those skills in the production of grammatically and syntactically correct sentences.				
ENG 085 Reading & Writing Foundation	5	0	0	5
Prerequisites: ENG 070 and RED 070, or ENG 075, ENG 075A				
Corequisites: ENG 085A				
This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. <i>This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.</i>				
ENG 085A Reading & Writing Found. Lab	0	2	0	1
Prerequisites: ENG 070 and RED 070; or ENG 075, ENG 075A				
Corequisites: ENG 085				
This laboratory provides the opportunity to practice the skills introduced in ENG 085. Emphasis is placed on practical skills for applying analytical and critical reading skills to a variety of texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective paragraphs.				

	Class	Lab	Shop/Cli	Credit
ENG 095 Reading & Comp. Strategies	5	0	0	5
Prerequisites: ENG 080 and RED 080; or ENG 085, ENG 085A				
Corequisites: ENG 095A				
This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. <i>This course integrates ENG 090 and RED 090. This course satisfies the developmental reading and writing prerequisites for ENG 111 and ENG 111A.</i>				
ENG 095A Reading & Comp. Strategy Lab	0	2	0	1
Prerequisites: ENG 080 and RED 080; or ENG 085, ENG 085A				
Corequisites: ENG 095				
This laboratory provides the opportunity to practice the skills introduced in ENG 095. Emphasis is placed on practical skills for applying critical reading skills to narrative and expository texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective essays in preparation for college writing.				
ENG 101 Applied Communications I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. <i>This is a diploma-level course.</i>				
ENG 102 Applied Communications II	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. <i>This is a diploma-level course.</i>				

	Class	Lab	Shop/Cli	Credit
ENG 111 Expository Writing	3	0	0	3
Prerequisites: ENG 090 and RED 090 or ENG 095, ENG 095A				
Corequisites: None				
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).</i>				
ENG 113 Literature-Based Research	3	0	0	3
Prerequisites: ENG 111				
Corequisites: None				
This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).</i>				
ENG 114 Prof. Research & Reporting	3	0	0	3
Prerequisites: ENG 111				
Corequisites: None				
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
ENG 125 Creative Writing I	3	0	0	3
Prerequisites: ENG 111				
Corequisites: None				
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
ENG 233 Major American Writers	3	0	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114				
Corequisites: None				
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
ENG 243 Major British Writers	3	0	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114				
Corequisites: None				
This course provides an intensive study of the works of several major 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
ENG 273 African-American Literature	3	0	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114				
Corequisites: None				
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
FRE 111 Elementary French I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the fundamental elements of the French 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 French and demonstrate cultural awareness. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
FRE 112 Elementary French II	3	0	0	3
Prerequisites: FRE 111				
Corequisites: None				
This course is a continuation of FRE 111 focusing on the fundamental elements of the French 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 French and demonstrate further cultural awareness. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
GRA 151 Computer Graphics I	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.				
GRA 152 Computer Graphics II	1	3	0	2
Prerequisites: GRA 151				
Corequisites: None				
This course covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions.				

	Class	Lab	Shop/Cli	Credit
GRD 110 Typography I	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.				
GRD 131 Illustration I	1	3	0	2
Prerequisites: ART 131, DES 125, or GRD 121				
Corequisites: None				
This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork.				
GRD 142 Graphic Design II	2	4	0	4
Prerequisites: ART 121, DES 135, or GRD 141				
Corequisites: None				
This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects.				
GRD 160 Photo Fundamentals I	1	4	0	3
Prerequisites: None				
Corequisites: None				
This course introduces basic camera operations, roll film processing, and photographic print production. Topics include contrast, depth-of-field, subject composition, enlarger operation, and density control. Upon completion, students should be able to produce photographic prints with acceptable density values and quality.				
GRD 180 Interactive Design	1	4	0	3
Prerequisites: GRD 151 or GRA 151				
Corequisites: None				
This course covers skills and techniques used in designing interactive presentations. Emphasis is placed on design, including interface design, color, illustration, scripting, audio, typography, and animated elements. Upon completion, students should be able to design and produce interactive presentations.				

	Class	Lab	Shop/Cli	Credit
GRD 241 Graphic Design III	2	4	0	4
Prerequisites: DES 136 or GRD 142				
Corequisites: None				
This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving.				
GRD 271 Multimedia Design I	1	3	0	2
Prerequisites: GRD 151 or GRA 151				
Corequisites: None				
This course introduces the fundamentals of multimedia design and production for computer-related presentations. Topics include interface design, typography, storyboarding, scripting, simple animation, graphics, digital audiovideo, and copyright issues. Upon completion, students should be able to design and produce multimedia presentations.				
GRD 272 Multimedia Design II	1	3	0	2
Prerequisites: GRD 271				
Corequisites: None				
This course is a continuation of GRD 271. Emphasis is placed on advanced animation, specialized software, quality control, and cross-platform delivery as well as problems associated with media delivery media and interactivity. Upon completion, students should be able to produce multimedia presentations and determine and adapt to technical specifications for delivery.				
GRD 281 Design of Advertising	2	0	0	2
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course explores the origins, roles, scope, forms, and development of advertising. Emphasis is placed on advertising development from idea through production and the interrelationship of marketing to types of advertising, media, and organizational structure. Upon completion, students should be able to demonstrate an understanding of the complexities and relationships involved in advertising design.				

	Class	Lab	Shop/Cli	Credit
HEA 110 Personal Health/Wellness	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
HIS 121 Western Civilization I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
HIS 122 Western Civilization II	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
HIS 131 American History I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
HIS 132 American History II	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
HSE 110 Introduction to Human Services	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
HSE 112 Group Process I	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.				

	Class	Lab	Shop/Cli	Credit
HSE 123 Interviewing Techniques	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.				
HSE 125 Counseling	2	2	0	3
Prerequisites: PSY 150				
Corequisites: None				
This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.				
HSE 155 Community Resources Manag.	2	0	0	2
Prerequisites: HSE 110				
Corequisites: None				
This course focuses on the working relationships between human services agencies and the community. Emphasis is placed on identification and observation of community resources which contribute to the achievement of the human services mission. Upon completion, students should be able to demonstrate knowledge about mobilizing of community resources, marshaling public support, and determining appropriate sources of funding.				
HSE 210 Human Services Issues	2	0	0	2
Prerequisites: Successful completion of 12 SHC in HSE Curriculum				
Corequisites: None				
This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
HSE 220 Case Management	2	2	0	3
Prerequisites: HSE 110				
Corequisites: None				
This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.				

	Class	Lab	Shop/Cli	Credit
HSE 225 Crisis Intervention	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.				
HUM 115 Critical Thinking	3	0	0	3
Prerequisites: ENG 095 or RED 090 and ENG 090				
Corequisites: None				
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs. This course is also available through the Virtual Learning Community (VLC).</i>				
HUM 120 Cultural Studies	3	0	0	3
Prerequisites: None				
Corequisites: ENG 095, ENG 095A				
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
HUM 122 Southern Culture	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
HUM 150 American Women's Studies	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).				
HUM 160 Introduction to Film	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				
HYD 115 Industrial Hydraulics	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces basic principles, components, and concepts of industrial hydraulic systems. Topics include standard symbols, actuators, control valves and other hydraulic components. Upon completion, the student should be able to demonstrate an understanding of the principles, concepts, and operation of an industrial hydraulic system.				
ISC 112 Industrial Safety	2	0	0	2
Prerequisites: None				
Corequisites: None				
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
LEX 110 Introduction to Paralegal Study	2	0	0	2
Prerequisites: None				
Corequisites: None				
This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, the student should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 120 Legal Research/Writing I	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 130 Civil Injuries	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 140 Civil Litigation I	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in the preparation of pleadings and motions. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
LEX 141 Civil Litigation II	2	2	0	3
Prerequisites: LEX 140				
Corequisites: None				
This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice.				
LEX 150 Commercial Law I	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 160 Criminal Law & Procedure	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.				
LEX 210 Real Property I	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
LEX 211 Real Property II	1	4	0	3
Prerequisites: LEX 210				
Corequisites: None				
This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation.				
LEX 214 Investigation & Trial Preparation	1	4	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the fundamentals of investigation. Topics include compiling/assembling data for cases; investigative planning/information gathering techniques; locating/interviewing witnesses; collection/preserving/evaluating sufficiency/admissibility of evidence; preparation of reports; and evidence presentation at depositions/court proceeding. Upon completion, students should be able to plan/use investigative checklists, understand/demonstrate investigative techniques, prepare reports, and enhance verbal and interpersonal communications skills and interviewing techniques.				
LEX 240 Family Law	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 250 Wills, Estates, & Trusts	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
LEX 260 Bankruptcy & Collections	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments.				
LEX 270 Law Office Management Tech.	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.				
LEX 280 Ethics & Professionalism	2	0	0	2
Prerequisites: None				
Corequisites: None				
This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification; and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.				
LEX 287 CLA Review Seminar	2	0	0	2
Prerequisites: LEX 210				
Corequisites: None				
This course is designed to prepare students for voluntary national certification sponsored by the National Association of Legal Assistants to demonstrate significant competencies in paralegalism. Topics include Communications, Ethics, Human Relations, Interviewing Techniques, Judgment and analytical Analysis, Legal Research, Legal Terminology, General Law and nine tested specialty areas of law. Upon completion, students should be able to demonstrate that they are eligible to take the NALA's Certified Legal Assistant Exam.				
MAT 050 Basic Math Skills	3	2	0	4
Prerequisites: None				
Corequisites: None				
This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.				

300 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
MAT 060 Essential Mathematics	3	2	0	4
Prerequisites: MAT 050 or 30+ on numerical skills test				
Corequisites: None				
This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.				
MAT 070 Introductory Algebra	3	2	0	4
Prerequisites: MAT 060 or 41+ on numerical skills test				
Corequisites: RED 080 or ENG 085, ENG 085A				
This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
MAT 080 Intermediate Algebra	3	2	0	4
Prerequisites: MAT 070 or 40+ on elementary algebra test				
Corequisites: RED 080 or ENG 085, ENG 085A				
This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.				
MAT 101 Applied Mathematics I	2	2	0	3
Prerequisites: MAT 060, MAT 070, MAT 080, MAT 090, or MAT 095 or 41+ on numerical skills test				
Corequisites: None				
This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. <i>This course is intended for diploma programs.</i>				

	Class	Lab	Shop/Cli	Credit
MAT 115 Mathematical Models	2	2	0	3
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 or 40+ on elementary algebra test				
Corequisites: None				
This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
MAT 121 Algebra/Trigonometry I	2	2	0	3
Prerequisites: MAT 070, MAT 080, MAT 090, or MAT 095 or 40+ on elementary algebra test				
Corequisites: None				
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.				
MAT 122 Algebra/Trigonometry II	2	2	0	3
Prerequisites: MAT 121, MAT 161, MAT 171, or MAT 175				
Corequisites: None				
This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.				
MAT 140 Survey of Mathematics	3	0	0	3
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175				
Corequisites: None				
This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).</i>				

302 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
MAT 141 Mathematical Concepts I	3	0	0	3
Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 or 44+ on intermediate algebra test				
Corequisites: None				
This course is the first of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>				
MAT 151 Statistics I	3	0	0	3
Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 140, MAT 161, MAT 171, or MAT 175 or 44+ on intermediate algebra test				
Corequisites: None				
This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).</i>				
MAT 161 College Algebra	3	0	0	3
Prerequisites: MAT 080, MAT 090, or MAT 095 or 44+ on intermediate algebra test				
Corequisites: None				
This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for the Associate in Arts Degree. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
MAT 175 Precalculus	4	0	0	4
Prerequisites: MAT 080 or 44+ on intermediate algebra test				
Corequisites: None				
This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>				
MAT 271 Calculus I	3	2	0	4
Prerequisites: MAT 172 or MAT 175				
Corequisites: None				
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>				
MAT 272 Calculus II	3	2	0	4
Prerequisites: MAT 271				
Corequisites: None				
This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>				
MEC 111 Machine Processes I	1	4	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 safely machine simple parts to specified tolerances.				

304 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
MED 121 Medical Terminology I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
MED 122 Medical Terminology II	3	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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
MED 130 Administrative Office Proc. I	2	0	0	2
Prerequisites: None				
Corequisites: None				
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.				
MED 232 Medical Insurance Coding	1	3	0	2
Prerequisites: None				
Corequisites: None				
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.				
MIT 110 Intro. to Distance Learning	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course covers the principles of distance learning, including an introduction to using an interactive distance learning classroom. Emphasis is placed on the different technologies utilized to provide distance learning events (NCIH, telecourses, Internet, etc.). Upon completion, students should be able to demonstrate an understanding of distance learning principles and the technologies that are used to implement distance learning events.				

	Class	Lab	Shop/Cli	Credit
MKT 120 Principles of Marketing	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
MLT 110 Introduction to MLT	2	3	0	3
Prerequisites: MAT 070, ENG 095, ENG 095A				
Corequisites: None				
This course introduces all aspects of the medical laboratory profession. Topics include health care/laboratory organization, professional ethics, basic laboratory techniques, safety, quality assurance, and specimen collection. Upon completion, students should be able to demonstrate a basic understanding of laboratory operations and be able to perform basic laboratory skills.				
MLT 111 Urinalysis & Body Fluids	1	3	0	2
Prerequisites: MLT 110				
Corequisites: None				
This course introduces the laboratory analysis of urine and body fluids. Topics include physical, chemical, and microscopic examination of the urine and body fluids. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting urinalysis and body fluid tests.				
MLT 115 Laboratory Calculations	2	0	0	2
Prerequisites: MLT 110				
Corequisites: None				
This course is designed to present mathematical operations used in the medical laboratory. Topics include use of basic math processes, systems of measurement, conversion factors, solutions, and dilutions. Upon completion, students should be able to solve practical problems in the context of the medical laboratory.				
MLT 120 Hematology/Hemostasis I	3	3	0	4
Prerequisites: MLT 110				
Corequisites: None				
This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.				

306 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
MLT 125 Immunohematology I	4	3	0	5
Prerequisites: MLT 110				
Corequisites: None				
This course introduces the immune system and response; basic concepts of antigens, antibodies, and their reactions; and applications in transfusion medicine and serodiagnostic testing. Emphasis is placed on immunological and blood banking techniques including concepts of cellular and humoral immunity and pretransfusion testing. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting routine immunological and blood bank procedures.				
MLT 130 Clinical Chemistry I	3	3	0	4
Prerequisites: MLT 110				
Corequisites: None				
This course introduces the quantitative analysis of blood and body fluids and their variations in health and disease. Topics include clinical biochemistry, methodologies, instrumentation, and quality control. Upon completion, students should be able to demonstrate theoretical comprehension of clinical chemistry, perform diagnostic techniques, and correlate laboratory findings with disorders.				
MLT 141 General Clinical Micro	2	2	0	3
Prerequisites: BIO 175, MLT 110				
Corequisites: None				
This course is a comprehensive survey of clinical microbiology. Emphasis is placed on morphology and identification of pathogenic organisms covering both basic and special areas of clinical microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting clinical microbiology procedures.				
MLT 216 Professional Issues	0	2	0	1
Prerequisites: MLT 110				
Corequisites: None				
This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.				
MLT 251 MLT Practicum I	0	0	3	1
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				

	Class	Lab	Shop/Cli	Credit
MLT 253 MLT Practicum I	0	0	9	3
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MLT 254 MLT Practicum I	0	0	12	4
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MLT 263 MLT Practicum II	0	0	9	3
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MLT 273 MLT Practicum III	0	0	9	3
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MNT 110 Intro. to Maintenance Proc.	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.				

308 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
MUS 110 Music Appreciation	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				
MUS 210 History of Rock Music	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (TAC – 11/16/05)</i>				
NET 125 Networking Basics	1	4	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.				
NET 126 Routing Basics	1	4	0	3
Prerequisites: NET 125				
Corequisites: None				
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.				

	Class	Lab	Shop/Cli	Credit
NET 225 Routing & Switching I	1	4	0	3
Prerequisites: NET 126				
Corequisites: None				
This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.				
NET 226 Routing & Switching II	1	4	0	3
Prerequisites: NET 225				
Corequisites: None				
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.				
NET 240 Network Design	3	0	0	3
Prerequisites: NET 110 or NET 125				
Corequisites: None				
This course covers the principles of the design of LANs and WANs. Topics include network architecture, transmission systems, traffic management, bandwidth requirements, Internet working devices, redundancy, and broad-band versus base-band systems. Upon completion, students should be able to design a network to meet specified business and technical requirements.				
NOS 110 Operating System Concepts	2	3	0	3
Prerequisites: CIS 110				
Corequisites: None				
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.				

310 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
NOS 120 Linux/UNIX Single User	2	2	0	3
Prerequisites: NOS 110				
Corequisites: None				
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.				
NOS 130 Windows Single User	2	2	0	3
Prerequisites: NOS 110				
Corequisites: None				
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.				
NOS 230 Windows Administration I	2	2	0	3
Prerequisites: NOS 130				
Corequisites: None				
This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.				
NOS 110 Operating System Concepts	2	3	0	3
Prerequisites: CIS 110				
Corequisites: None				
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.				

	Class	Lab	Shop/Cli	Credit
NOS 120 Linux/UNIX Single User	2	2	0	3
Prerequisites: NOS 110				
Corequisites: None				
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.				
NOS 130 Windows Single User	2	2	0	3
Prerequisites: NOS 110				
Corequisites: None				
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.				
NOS 230 Windows Administration I	2	2	0	3
Prerequisites: NOS 130				
Corequisites: None				
This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.				
NUR 101 Practical Nursing I	7	6	6	11
Prerequisites: Admission into the PN program				
Corequisites: ACA 111, BIO 106, CIS 113, NUR 117				
This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the lifespan.				

312 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
NUR 102 Practical Nursing II	8	0	12	12
Prerequisites: NUR 101, NUR 117				
Corequisites: ENG 101 or 102, PSY 110				
This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the lifespan.				
NUR 103 Practical Nursing III	6	0	12	10
Prerequisites: NUR 102				
Corequisites: None				
This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the lifespan.				
NUR 111 Introduction to Health Concepts	4	6	6	8
Prerequisites: Admission into the ADN program				
Corequisites: None				
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.				
NUR 214 Nursing Transition Concepts	3	0	3	4
Prerequisites: Admission into the Transition program				
Corequisites: None				
This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidence-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.				

	Class	Lab	Shop/Cli	Credit
NUR 112 Health-Illness Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.				
NUR 113 Family Health Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.				
NUR 114 Holistic Health Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.				
NUR 117 Pharmacology	1	3	0	2
Prerequisites: Admission into the PN program				
Corequisites: BIO 106, NUR 101, ACA 111, CIS 113				
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.				

314 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
NUR 211 Health Care Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.				
NUR 212 Health System Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.				
NUR 213 Complex Health Concepts	4	3	15	10
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212				
Corequisites: None				
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.				
OST 131 Keyboarding	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.				

	Class	Lab	Shop/Cli	Credit
OST 134 Text Entry & Formatting	2	2	0	3
Prerequisites: OST 131				
Corequisites: None				
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
OST 136 Word Processing	2	2	0	3
Prerequisites: OST 131, ENG 095, ENG 095A				
Corequisites: None				
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
OST 137 Office Software Applications	2	2	0	3
Prerequisites: ENG 095, ENG 095A, OST 131				
Corequisites: None				
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students should be able to use software in a business environment.				
OST 148 Med. Coding Billing & Insur.	3	0	0	3
Prerequisites: ENG 095, ENG 095A, MED 121				
Corequisites: None				
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
OST 149 Medical Legal Issues	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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.				

316 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
OST 164 Text Editing Applications	3	0	0	3
Prerequisites: ENG 095, ENG 095A, OST 131				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
OST 184 Records Management	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
OST 223 Administrative Office Trans. I	2	2	0	3
Prerequisites: OST 164; and OST 134 or OST 136				
Corequisites: None				
This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.				
OST 224 Administrative Office Trans. II	1	2	0	2
Prerequisites: OST 223				
Corequisites: None				
This course provides instruction and practice in advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents.				
OST 233 Office Publications Design	2	2	0	3
Prerequisites: OST 136				
Corequisites: None				
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.				

	Class	Lab	Shop/Cli	Credit
OST 241 Medical Office Transcription I	1	2	0	2
Prerequisites: MED 121 or OST 141, OST 134				
Corequisites: None				
This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties.				
OST 242 Medical Office Transcription II	1	2	0	2
Prerequisites: OST 241				
Corequisites: None				
This course continues building transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription and text editing, efficient use of reference materials, increasing transcription speed and accuracy, and improving understanding of medical terminology. Upon completion, students should be able to display competency in accurately transcribing medical documents.				
OST 243 Medical Office Simulation	2	2	0	3
Prerequisites: OST 131, OST 148				
Corequisites: None				
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.				
OST 284 Emerging Technologies	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.				
OST 286 Professional Development	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.				

	Class	Lab	Shop/Cli	Credit
OST 289 Administrative Office Manag.	2	2	0	3
Prerequisites:	Either OST 134 or OST 136, and OST 137, OST 164			
Corequisites:	None			
This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.				
PBT 100 Phlebotomy Technology	5	2	0	6
Prerequisites:	GED or HS Diploma, and score above 37 on reading placement test			
Corequisites:	PBT 101			
This course provides instruction in the skills needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Upon completion, students should be able to demonstrate competence in the theoretical comprehension of phlebotomy techniques. <i>This is a certificate-level course.</i>				
PBT 101 Phlebotomy Practicum	0	0	9	3
Prerequisites:	GED or HS Diploma, and score above 37 on reading placement test			
Corequisites:	PBT 100			
This course provides supervised experience in the performance of venipuncture and microcollection techniques in a clinical facility. Emphasis is placed on patient interaction and application of universal precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings. <i>This is a certificate-level course.</i>				
PCI 264 Process Control with PLCs	3	3	0	4
Prerequisites:	ELC 128			
Corequisites:	None			
This course introduces automatic process control implemented with PLC technology. Topics include interfacing and controlling advanced control loops and devices using various PLC-based systems. Upon completion, students should be able to demonstrate an understanding of advanced applications of process control and instrumentation systems with PLC-based devices.				

	Class	Lab	Shop/Cli	Credit
PED 110 Fit and Well for Life	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
PED 111 Physical Fitness I	0	3	0	1
Prerequisites: None				
Corequisites: None				
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
PED 113 Aerobics I	0	3	0	1
Prerequisites: None				
Corequisites: None				
This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
PED 117 Weight Training I	0	3	0	1
Prerequisites: None				
Corequisites: None				
This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				

320 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
PED 121 Walk, Jog, Run	0	3	0	1
Prerequisites: None				
Corequisites: None				
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
PED 130 Tennis-Beginning	0	2	0	1
Prerequisites: None				
Corequisites: None				
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
PED 143 Volleyball-Beginning	0	2	0	1
Prerequisites: None				
Corequisites: None				
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
POL 120 American Government	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
PSY 110 Life Span Development	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides an introduction to the study of human growth and development. Emphasis is placed on 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 and apply this knowledge to their specific field of study.				
PSY 118 Interpersonal Psychology	3	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.				
PSY 150 General Psychology	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
PSY 241 Developmental Psychology	3	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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				

322 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
PSY 275 Health Psychology	3	0	0	3
Prerequisites: PSY 150				
Corequisites: None				
This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, lifestyle choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
PSY 281 Abnormal Psychology	3	0	0	3
Prerequisites: PSY 150				
Corequisites: None				
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
REL 110 World Religions	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: ENG 111 (or prior credit)				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
REL 211 Introduction to Old Testament	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: ENG 111 (or prior credit)				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
REL 212 Introduction to New Testament	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: ENG 111 (or prior credit)				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
SAB 110 Substance Abuse Overview	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.				
SEC 110 Security Concepts	3	0	0	3
Prerequisites: NET 125				
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.				

	Class	Lab	Shop/Cli	Credit
SOC 210 Introduction to Sociology	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
SOC 213 Sociology of the Family	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
SOC 220 Social Problems	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
SOC 240 Social Psychology	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i>				
SPA 111 Elementary Spanish I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				
SPA 112 Elementary Spanish II	3	0	0	3
Prerequisites: SPA 111				
Corequisites: None				
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
SWK 110 Introduction to Social Work	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.				

	Class	Lab	Shop/Cli	Credit
SWK 113 Working with Diversity	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.				
WEB 110 Internet/Web Fundamentals	2	2	0	3
Prerequisites: MAT 070, ENG 095, ENG 095A				
Corequisites: None				
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines. This course is also available through the Virtual Learning Community (VLC).				
WEB 111 Intro to Web Graphics	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery.				
WEB 120 Intro. to Internet Multimedia	2	2	0	3
Prerequisites: None				
Corequisites: None				
This is the first of two courses covering the creation of internet multimedia. Topics include internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create internet multimedia presentations utilizing a variety of methods and applications.				

	Class	Lab	Shop/Cli	Credit
WEB 140 Web Development Tools2	2	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.				
WLD 110 Cutting Processes	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.				
WLD 112 Basic Welding Processes	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.				
WLD 115 SMAW (Stick) Plate	2	9	0	5
Prerequisites: None				
Corequisites: None				
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.				
WLD 116 SMAW (Stick) Plate/Pipe1	9	0	4	
Prerequisites: WLD 115				
Corequisites: None				
This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.				

328 COURSE DESCRIPTIONS

	Class	Lab	Shop/Cli	Credit
WLD 121 GMAW (MIG) FCAW/Plate	2	6	0	4
Prerequisites: None				
Corequisites: None				
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.				
WLD 131 GTAW (TIG) Plate	2	6	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 placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.				
WLD 141 Symbols & Specifications	2	2	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.				
WLD 151 Fabrication I	2	6	0	4
Prerequisites: WLD 121, WLD 131				
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.				

	Class	Lab	Shop/Cli	Credit
WLD 261 Certification Practices	1	3	0	2

Prerequisites: WLD 115, WLD 121, and WLD 131

Corequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

Common Course Library (in part) as presented on the North Carolina Community College website

http://www.ncccs.cc.nc.us/Programs/common_course_library.htm Information updated on: 1) July 13, 2006, 2) April 5, 2007 3) April 27, 2007 4) May 8, 2007, 5) June 12, 2008 NOTE: This document also reflects the Local Pre & Co-requisites for Halifax Community College.

Personnel



Board of Trustees

Dr. Stanley M. Edwards, Chairman	Halifax County Commissioners
Lillie J. Solomon	Board of Education
Frank V. Avent, III	Governor
Helen B. Brown	Board of Education
Bernella W. DeLaMora	Halifax County Commissioners
Rachel K. Hux	Governor
Reverend Robert L. Knight	Boards of Education
Cary Whitaker	Boards of Education
Jay Baker	Governor
William Boseman, III	Board of Education
David Cairns	Halifax County Commissioners
Reginald Baird	

Faculty and Staff

Willie Mae Alston	Administrative Assistant, Faculty
<i>B.S., NC A&T State University</i>	
Tamara Argo	Admissions Specialist Coordinator
<i>B.A., University of Central Florida</i>	
<i>A.A.S., Brevard Community College</i>	
Don Kevin Argo	Instructor, Mathematics
<i>M.Ed. & B.S., University of Central Florida</i>	
Deborah Ann Armstrong	Vice President of Administrative Services
<i>M.B.A., Campbell University</i>	
<i>B.S., North Carolina Wesleyan College</i>	
<i>A.A.S., Nash Community College</i>	
<i>Diploma, Hardbarger Business College</i>	
Gladys P. Askew	JobLink Satellite Case Manager
<i>M.A., Cambridge College</i>	
<i>B.A., Shaw University</i>	
<i>A.A.S., Roanoke-Chowan Community College</i>	

- Sharon Askew Instructor, Communications
M.A., Norfolk State University
B.A., Shaw University
- Lateef O. Balogun Department Head/Instructor,
M.B.A., Jacksonville State University Business Administration
B.S., North Carolina Central University
- Daniel Bennett Help Desk/WebMaster
B.S., Chowan University
- John Bennett Instructor, Mathematics
M.A., East Carolina University
B.A., St. Andrews Presbyterian College
- Bonnie L. Benthall..... Administrative Assistant,
A.A.S., Halifax Community College Student Support Services
- Howard Bethany..... Bookstore Clerk
A.A.S., Halifax Community College
- Jason M. Bone Instructor,
A.A.S., Halifax Community College Industrial Systems Technology
- Deborah Boone Instructor,
B.S., North Carolina Wesleyan College Medical Office Technology
A.A.S., Nash Community College
- Thomas Bracy, Jr. Roanoke Valley Early College Liaison
B.S., Fayetteville State University
- Betsy-Tom Brown Chair, School of Legal & Public Services/
M.S.Ed., Old Dominion University Department Head/Instructor,
B.A., University of North Carolina at Chapel Hill Early Childhood Associate
A.A., St. Mary's Junior College
- Betty Jean Brown Coordinator,
M.A.Ed., East Carolina University Learning Assistance Center
B.S., Atlantic Christian College
- Sithah R. Campbell..... Instructor,
M.ED., North Carolina Central University Early Childhood Education
B.S., North Carolina Wesleyan College

Bryan Dale Carter..... Instructor, English
M.A., University of North Carolina at Pembroke
B.A., Western Carolina University

Janet Tindall Clarke Accounting Technician, Payroll
A.A.S., Halifax Community College

Ricky Levern Clay Security Officer

Richard G. Collier..... Computer Technician
A.A.S., Halifax Community College

Vicki Collier Director, Child Care Center
A.A., Roanoke-Chowan Community College

Cynthia Wright Collins Administrative Assistant,
A.A.S., Halifax Community College Financial Aid

Dorothy D. Conner Administrative Assistant,
A.A.S., Halifax Community College Vice President of Administrative
 Services

Mary G. Cooper Director of Learning Resources
M.L.S. & B.S., East Carolina University

Ivey Copeland Instructor, Cosmetology
Cosmetology Certificate, Roanoke Academy
Certified Cosmetologist, NC Board of Cosmetic Art

Brenda H. Cousins Literacy Skills Specialist
M.S., James Madison University
B.G.S., James Madison University

Darlene Cox Financial Aid Specialist III
A.A.S., Halifax Community College

Larry Crisafulli Business & Industry Coordinator/Instructor
M.B.A., Campbell University
B.A., North Carolina Wesleyan College

Timmy W. Crowder Department Head/Instructor, Masonry
Vocational Training, Masonry

336 PERSONNEL

Tina R. Curry Purchasing Agent
A.A.S., Halifax Community College

Benny S. Damerson Health/PE Instructor,
M.A.Ed. and B.S., Western Carolina University Wellness Center
Facility Manager

E. Marie Daniel-Sivels County and Institutional Funds
B.S., North Carolina Wesleyan College Accountant
A.S., Franklin University

Kent Dickerson Department Head/Instructor,
Certificate, Wilson Technical Facility Maintenance Worker
Community College

Julie Dilday..... Department Head,
Ph.D., Saybrook Graduate School and Humanities/Social Sciences
Research Center Instructor, Psychology
M.A., John F. Kennedy University
B.A., Meredith College

Ethel W. Edwards Cashier
A.A.S., Halifax Community College

Kimberly Edwards..... Graphic Artist/Printer
A.A.S., Halifax Community College

Alan Exum Campus Police
Certificate, Wilson Technical
Community College

Cathy Farabow-Pruitt Instructor, English
M.A., University of North Carolina at Greensboro
A.B., University of North Carolina at Chapel Hill

John Alex Foriest JobLink Satellite Manager
B.A., North Carolina State University

Julie Marie Galvin Instructor, Science Education
Ph.D. and M.S., University of
Missouri - Columbia
B.S., South Dakota State University

Annie V. Garner..... Associate Bookstore Manager
A.A.S., Halifax Community College
Diploma, Halifax Community College

Sherida Jones Gholston Director, Student Support
M.Ed. and B.S., Virginia State University Services

Patricia Byrnes Gonshor State Funds Accountant
A.A.S., Halifax Community College

Walter Goode..... Instructor, English
M.A., University of Puerto Rico
M.A., Arlington Bible Seminary
B.S., Tennessee Temple University
A.S., Los Angeles City College Metropolitan

June Ellen White Grant Computer Skills Specialist
M.A.Ed. and B.S., East Carolina University

David Graves..... Custodian

Beth Gray-Robertson..... Director of Distance Learning
C.A.S., M.A.Ed., and B.S.,
East Carolina University

Dorothy M. Greene Administrative Assistant, Dean of
A.A.S., Halifax Community College Student Services and Enrollment
Management

Ervin V. Griffin, Sr. President/CEO
Ed.D., Virginia Polytechnic Institute and
State University
M.S., Wester Illinois University
B.S., Bluefield State College

Shelia H. Grosser..... Learning Resources Technical Assistant

Tiffany C. Hale..... Literacy Coordinator/Recruiter/HRD
M.A., Cambridge College

Sandra B. Hammack Administrative Assistant,
A.A.S., Halifax Community College Continuing Education

Jim Thomas Harrell Department Head/Instructor,
Vocational Training, Plumbing Plumbing

Carl Harris Welding Instructor
Diploma, Halifax Community College

Kenneth Bernard Harris Department Head/Instructor
Diploma, Halifax Community College Cosmetology
Diploma, Campbell-Mitchell Hair Styling Academy

Kelly Warf Harvey Department Head/Instructor,
M.S.N. and B.S.N., Old Dominion University Nursing
A.A.S., Halifax Community College

Barbara A. Hasty Dean of Student Services
M.Ed., Campbell University & Enrollment Management
B.S., Norfolk State University

Deborah B. Hawkins Instructor, Nursing
B.S.N., East Carolina University
A.A.S. and Diploma, Halifax Community College

Phyllis S. Hayes Instructor, Nursing
B.S.N., East Carolina University
B.S., Meredith College

Gloria Hendricks Accounts Payable Technician

Wilson Ray Hester Supervisor, Custodial &
A.A.S. and Diploma, Halifax Community Maintenance Services
College

Verna V. High Instructor, Dental Hygiene
B.S., University of North Carolina at
Chapel Hill
M.D.H., University of Tennessee

George Holley Instructor, Literacy Skills
M.S.A., Central Michigan University
B.A., Shaw University
A.A.S., Roanoke-Chowan Community College

Erica Holmes Vice President of Academic Affairs
Ed.D., University of Sarasota
Ed.S., University of Sarasota
M.S.A., Central Michigan University
B.S., Saint Paul's College
A.A.S., Southside Virginia Community College

Julia Brooks Horsley Testing & Job Placement
M.S.A., Central Michigan University Coordinator
B.S., North Carolina Agricultural &
Technical State University

Lori Medlin Howard Department Head/Instructor,
M.S., University of Maryland Medical Laboratory Technology
B.S., Medical College of Virginia, Virginia Department Head, Phlebotomy
Commonwealth University
A.A.S., Halifax Community College

Dorothy Hughes Receptionist

Janet Humphries Coordinator/Instructor,
A.A.S., Vance-Granville Community College Nursing Assistant

Pat H. Hux Administrative Assistant, Financial Aid
A.A.S., Halifax Community College

Teresa B. Hux Dental Hygiene Clinic Manager
A.A.S., Halifax Community College

Iris V. Johnson Basic Skills Specialist,
M.S.A., Central Michigan University Student Support Services
B.S., Saint Paul's College
A.A.S., Halifax Community College

Rhonda Johnson Instructor, Child Care Center
A.A.S., Halifax Community College

340 PERSONNEL

Joanne Jolly..... Administrative Assistant, The Centre
B.S., Adelphi University

Tuwana Jones Administrative Assistant to the
B.S., Saint Paul's College Dean of Curriculum Programs

Tara Inscoc Keeter Coordinator of Financial Aid
B.S., North Carolina Wesleyan College

Kevin D. Kupietz Coordinator/Instructor,
M.S., East Carolina University Fire Service/EMS
*B.S., University of North Carolina at
Charlotte*
A.A.S., Wilson Technical Community College

Stevie Lawrence Freedom to Learn
M.A., North Carolina Central University Program Coach
*B.A., North Carolina Agricultural & Technical
State University*

Robert Lewis Lee Maintenance Technician

Daniel Lovette Freedom to Learn Program
M.A. & B.S., South Carolina State Project Director
University

Marcus Lewis Freedom to Learn
M.A., University of Phoenix Program Coach
B.S., Elizabeth City State University

Peggy Lynn Instructor, Greenhouse &
B.I.S., Virginia State University Grounds Maintenance
Certification, Virginia Pesticides and Horticulture

Phillip W. Massey Instructor, Automotive Systems
Diploma, Halifax Community College Technology

Teresa Mayle Student Support Services Counselor
M.S. and B.S., East Carolina University

- James S. McCachren Instructor, English
M.F.A., University of Florida
B.A., University of North Carolina at Charlotte
- Jean F. McGee Learning Assistance Center Assistant
A.A.S., Halifax Community College
- Delois Mercer Personnel Officer
M.S.A., Central Michigan University
B.S., Shaw University
A.A.S., Edgecombe Community College
- Bentley J. Mohorn JobLink Satellite Case Manager
- Harriet Morrison Dean of Curriculum Programs
Ed.D., University of Virginia
M.Ed., University of Virginia
B.A., Morgan State College
Post Graduate Certificate, Johns Hopkins University
- Donny B. Moseley Instructor, Plumbing
A.A.S., Halifax Community College
- Keith D. Mumford Instructor, Automotive Systems
Diploma, Wilson Technical Community College Technology
- Ricky Dail Nowell Maintenance Technician
Diploma, Halifax Community College
- Emmanuel Obi Instructor, Computer Information Systems
M.I.S., North Carolina Central University
B.S., The Institute of Management and Technology
- Charles Oliver Learning Assistance Center Assistant
A.A.S., Halifax Community College
- James P. Pair Division I Chair/Instructor,
M.S. and B.S., Longwood College Psychology/Sociology
A.A.S., Southside Virginia Community College

342 PERSONNEL

Vera Jane Palmer Dean of Continuing Education &
Sixth Year and M.Ed. North Carolina State University Community Service
M.A., Appalachian State University Programs
B.S., Winston-Salem State University

Gregory Parker Assistant Law Enforcement Coordinator
B.S., Chowan University & Instructor

Tyrone Parker Custodian & Maintenance Technician

Leatrice Patillo Cook, Child Care Center

Tammy D. Pleasant Instructor, Nursing
B.S.N., East Carolina University
A.A.S. and Diploma, Halifax Community College

Patricia Pryor Specialist, Financial Aid
A.A.S., Halifax Community College

Carolyn Rea Human Services Department Head/
Masters of Arts, Edinburgh University Instructor

Beverly Reynolds Instructor, English
B.A., Morgan State University

Stanley Thomas RicksCustodian

Catherine Sledge Robinson Instructor, Child Care Center

Mitchell Robinson Controller
M.B.A. & B.S., East Carolina University

Shawn A. Rudd Systems Administrator
A.A.S.m, Nash Community College

Katherine M. Sandlin Administrative Assistant,
A.A.S., Halifax Community College Faculty/R25 Administrator

Lisa Santiago..... Dental Hygiene Instructor
A.S., Florida Community College
B.S., Marquette University

Thomas W. Schwartz Vice President of Institutional Advancement/
M.B.A., University of Phoenix Director, Foundation
M.Div., Ashbury Theological Seminary
B.M.E., University of Kentucky

Dana Scott Administrative Assistant,
A.A.S., Halifax Community College Freedom to Learn

Rhonda H. Segars Department Head/Instructor,
M.A. & B.T., Appalachian State University Accounting
A.A.S., Gaston College

Donna Sellers Adminstrative Assistant,
A.A.S., Halifax Community College Continuing Education

George B. Shell Department Head/Instructor,
Master Electrician and Master Plumber Electrical/Electronics Technology

Jason R. Shotwell
A.A.S., Nash Community College Department Head/Instructor,
2 Diplomas, Halifax Community College, Welding
*Certified Welding Inspector and Educator (CWI/
 CWE), American Welding Society (AWS)*

Monica McAdoo Simmons School of Business Chair,
M.A.Ed., Virginia State Department Head/Instructor,
B.A., Winston-Salem State University Office Administration

Pauletta Smallwood Instructor, Child Care Center
A.A.S., Halifax Community College

Danny Smith Maintenance Worker

Linda Smith JobLink Satellite Case Manager
M.S., Central Michigan University
B.A., St. Augustine's College

Calvin Stansbury Instructor, Mathematics
M.S., Virginia State University
B.S., Elizabeth City State University

Carolyn L. Stuart Director, Counseling Services
Ph.D., Virginia Tech
M.A., Marshall University Graduate College
B.A., Bluefield State College

- Shaun Stokes Instructor, History
M.A., North Carolina Central University
B.S., Norfolk State University
- Nina Swink Department Head/Instructor,
M.A.Ed. & B.S., East Carolina University Mathematics
- Catherine C. Sykes Instructor, Dental Hygiene
M.D.H., University of Tennessee
B.S., Old Dominion University
A.A.S., Fayetteville Technical Institute
- Hunter S. Taylor School of Vocational & Industrial
B.S., East Carolina University Technology Chair
A.A.S., North Carolina State University Department Head/Instructor
Certificate, Halifax Community College Automotive Technology
- Therman E. Taylor, III Literacy Recruitment/Retention Specialist
M.S., Golden Gate University
B.S., State University of New York
- Melanie Temple Public Information Officer
B.A., University of North Carolina at
Chapel Hill
- Stephanie Terry Instructor, Nursing
B.S., Old Dominion University
- Wesley Terry, Jr. Department Head/Instructor,
M.S. & B.S., Virginia Commonwealth University Criminal Justice Technology/
BLET
- Gerrald Ralph Thompson, III Information Systems Manager
B.S., Mount Olive College
A.A.S., Sullivan Junior College of Business
- Tamba Owens Thompson Director, Literacy Education
M.S., Capella University
B.A., Elizabeth City State University
- Gloria D. Tysinger Department Head/Instructor,
B.E.D., North Carolina State University Advertising & Graphic Design

Cathy L. Vassor Admissions Officer
A.A.S., Halifax Community College

Alice Vaughan Department Head/Instructor,
M.A., Central Michigan University Interior Design
B.S., Saint Paul's College
A.F.A., Sullins College
A.A.S., Southside Virginia Community College

Regina Dawn Veliky Registrar
B.S., Longwood College
A.A.S., Southside Virginia Community College

Precious Vines Department Head/Instructor,
J.D., North Carolina Central University Paralegal Technology
B.A., North Carolina Central University

Cynthia Walker Instructor, Child Care Center
A.A.S., Halifax Community College

Ruby Ward Evaluator, Abstinence Program
B.S., Elizabeth City State University

Fredia Ann Webb Assistant Registrar
B.A., Shaw University
A.A.S., Halifax Community College

Herbert Allan Webb Maintenance Technician

Sandra K. Weden Instructor, English
M.A. and B.S., Western Carolina University

Jennifer Welch-Jones Executive Assistant, President's Office
M.Ed., Cambridge College
B.A., Elizabeth City State University
A.A.S., Halifax Community College

Holly Baird White Instructor, Nursing
B.S.N., Lynchburg College

Robert White Security Officer

Charles W. Wilkinson, III Department Head/Instructor,
M.A., East Carolina University English
B.A., University of North Carolina Instructor, English
at Chapel Hill

Janet Wilson Instructor, Nursing
B.S.N., University of Colorado

Michael Wollan Instructor, Psychology
Ph.D., Kent State University
M.A., Kent State University
B.A., Macalester College

Ralph D. Worrock, Jr. Technical Assistant, ERC
A.A.S., Halifax Community College

Christopher D. Wright Instructor, Music
M.A. and A.F.A., North Carolina
School of the Arts
B.A., Campbell University

Judy Draper Yates Instructor, Nursing
B.S.N., East Carolina University
A.A.S., Halifax Community College

The faculty and staff also include part-time personnel whose expertise is invaluable to the College.