MA Y L A N D  C O M M U N I T Y  C O L L E G E

Memberships

American Association for Adult and Continuing Education (AAACE)
American Association of Community Colleges (AACC)
American Association of Medical Assistants Endowment (AAMA)
Associated Bodywork and Massage Professionals (ABMP)
Association of Community College Business Officials (ACCCBO)
Association of Community College Trustees (AACT)
Association for Student Conduct Administration (ASCA)
Avery/Banner Elk Chamber of Commerce
Center for Credentialing and Education (CCE)
College News Association of the Carolinas (CNAC)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Community Colleges of Appalachia (CCA)
Community College Planning and Research Organization (CCPRO)
Correctional Educators Association (CEA)
Council for Higher Education Accreditation (CHEA)
Kiwanis Club of Spruce Pine
Medical Assisting Education Review Board (MAERB)
Mitchell County Chamber of Commerce
National Association for the Education of Young Children (NAEYC)
National Association of College and University Business Officers (NACUBO)
National Association of Student Financial Aid Administrators (NASFAA)
National Center for Construction Education & Research (NCCER)
National Healthcareer Association (NHA)
National League for Nursing (NLN)
National Organization for Human Services (NOHS)
National Safety Council (NSC)
NC Office of Emergency Services (NCOEMS)
NC Board of Massage & Bodywork Therapy
North Carolina Association for Institutional Research (NCAIR)
North Carolina Association for the Education of Young Children (NCaeyc)
North Carolina Association of Colleges and Employers (NCACE)
North Carolina Association of Community College Presidents (NCACCP)
North Carolina Association of Community College Instructional Administrators (NCACCCIA)
North Carolina Association of Community College Trustees (NCACCT)
North Carolina Association of Coordinators for Veterans Affairs (NCACVA)
North Carolina Association of Student Financial Aid Administrators (NCASFAA)
North Carolina Board of Nursing (NCBON)
North Carolina Community College System (NCCCS)
North Carolina Community College Adult Education Association (NCCCAEA)
North Carolina Community College Association of Distance Learning (NC3ADL)
North Carolina Community College Data Initiative
North Carolina Community College Student Development Administrators Association (SDAA)
North Carolina Community College Student Development Personnel Association (N3CSDPA)
North Carolina Comprehensive Community College Student Government Association (N4SGA)
North Carolina Criminal Justice Education and Training Standards Commission (NCDOJ)
NC Office of State Fire Marshal
North Carolina State Board of Cosmetic Art
Public Relations Information Marketing Association (PRIIMA)
Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)
Southern Association of Community, Junior, and Technical Colleges (SACJTC)
Southern Association of Student Financial Aid Administrators (SASFAA)
START Hospitality
The College Board
U.S. Department of Veterans Affairs
Yancey County Chamber of Commerce
On behalf of the faculty, staff, and administrators, let me welcome you to Mayland Community College. Our primary mission is to be the educational gateway to opportunity in the three counties we serve. As we celebrate more than forty years of success and our status in the top one percent of community college nationwide, we remain diligent to continually improve our efforts to open this gateway to all our residents, whether they are fresh out of high school, going through a career change, or seeking a more active retirement.

Through our main campus located on the Mitchell-Avery County line, and our learning centers in Newland and Burnsville, I think you will find that we pride ourselves on individualized instruction, small class size, and a student-centered approach to learning. Whether students are seeking a degree, diploma, or certificate in our credit programs, or looking to improve skills through our Economic and Workforce Development/Continuing Education classes, we strive to make education and services accessible, affordable, and convenient. The professional faculty and staff of MCC are dedicated to and uphold our values of community, excellence, and opportunity.

All of us at Mayland are committed to our vision to establish respectful learning environments, maximize local natural resources, bridge educational gaps, respond to the community, advance opportunities for entrepreneurship, cultivate community relationships, and encourage lifelong learning. With this acronym EMBRACE as a guide, I stand at our gateway to offer you an educational opportunity. And let this also stand for my open-door policy to welcome your feedback on our progress.

Dr. John C. Boyd
Mayland Community College President
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CORRESPONDENCE DIRECTORY

Inquiries concerning aspects of the College’s operations and policies should be addressed to the officials listed below:

Adult Education Programs................................................................. Dean of Adult Education
Adult Education Program GED® Program
Adult Literacy GED® Testing
Adult High School Program High School Equivalency Program
English for Speakers of Other Languages Life Skills Program

Administrative Services ................................................................. Vice President of Administrative Services
Bookstore Payroll
Facilities Parking Permits
Financial Aid/Veteran Affairs Personnel
Payments/Refunds Purchasing
Security

Continuing Education ................................................................. Vice President of Economic & Workforce Development
Avery Learning Center, PO Box 94, Newland, NC 28657
Mitchell County, MCC Main Campus
Yancey Learning Center, PO Box 314, Burnsville, NC 28714
Small Business Center, MCC Main Campus

Instructional Services................................................................. Vice President of Instruction and Student Development
Academic Policies & Procedures Curriculum Programs
Curriculum Faculty Institutional Effectiveness

Learning Resources Center ......................................................... Director of Learning Resource Center/Distance Education
Audio Visual Services Interactive Television Classrooms
Distance Education Public Services
Interlibrary Loan

Management Information Services (MIS) ........................................ Director of Information Technology

Mayland Community College Foundation ....................................... Executive Director of the Foundation
Development and Fundraising
Foundation
Community. Excellence. Opportunity

President’s Office

Grant Writing
Policies and Procedures
Public Relations

Marketing
Publications
Website

SACSCOC Accreditation and Institutional Effectiveness

Accreditation
QEP

Institutional Effectiveness
Statistics

Support Options for Achievement & Retention (S.O.A.R.) Program

College Transfer Assistance
Cultural and Social Events
Personal Development and Study Skills

Counseling Services
Free Tutoring and Peer Advising

Support Options for Achievement & Retention (S.O.A.R.) Program

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Student Development

Admissions and Registration
College Transfer Counseling
Counseling Services
Career Counseling
Disability Services
Employability Services

Placement Testing
Student Guidelines and Policies
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Student Development

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College Transfer Counseling
Counseling Services
Career Counseling
Disability Services
Employability Services

Placement Testing
Student Guidelines and Policies
Student Organizations
Student Registration and Records
Transcript Services

Mayland Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, diplomas, Associate in Applied Science degrees, Associate in Arts degrees, and Associate in Science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Mayland Community College.

Additional accreditations and approvals include:

- The Associate Degree Nursing Program is approved by the North Carolina Board of Nursing;
- The BLET program is approved by the North Carolina Criminal Justice Education and Training Standards Commission;
- All degree, diploma, and certificate programs are approved by the Department of Veterans Affairs;
- The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs and the American Associate of Medical Assistants Endowment; and
- The Cosmetology Department is approved by the North Carolina State Board of Cosmetology Arts.

Mayland Community College
PO BOX 547-200 Mayland Drive
Spruce Pine, NC 28777
828.766.1200 or 1.800.4.MAYLAND
828.765.0728 (fax)
www.mayland.edu

This catalog contains a current description of Mayland Community College. It may be changed from time to time to carry out the purposes and objectives of the College. Important changes in fees, dates, programs, and policies will be publicized to the student body and reflected in the next issue of the Catalog and the Catalog Addendum. It is not a contract.
2015-16 MCC ACADEMIC CALENDAR

Fall Semester 2015

Convocation Day ................................................................................................................ Monday, August 3, 2015
Final Registration & Last Day to Pay ............................................................................ Monday-Thursday, August 10-13, 2015
First Day of Classes ........................................................................................................... Monday, August 17, 2015
Schedule Adjustment ........................................................................................................ Thursday-August 13, 2015
Labor Day Holiday (College Closed) ................................................................................ Monday, September 7, 2015
End of Unconditional Withdrawal ................................................................................... Wednesday, September 23, 2015
(Requires advisor’s signature)
Fall Break (No Classes) ..................................................................................................... Monday-Tuesday, October 12-13, 2015
Advising for Spring ............................................................................................................. Wednesday-Friday, October 14-23, 2015
Priority Registration for Spring ....................................................................................... Monday-Friday, October 26-November 20, 2015
End of Conditional Withdrawal ......................................................................................... Monday, November 2, 2015
(Requires advisor’s signature)
Veterans’ Day (College Closed) ......................................................................................... Wednesday, November 11, 2015
No Classes/Break for Students (College Closes at Noon) ..................................................... Wednesday, November 25, 2015
Thanksgiving Holiday (College Closed) ........................................................................... Thursday-Friday, November 26-27, 2015
Last Day to Pay for Spring Priority Registration ............................................................. Friday, December 4, 2015
Purge for Spring Non-Payment ........................................................................................ Monday, December 7, 2015
Last Day of Classes & Make-Up Day for Wednesday Classes ......................................... Tuesday, December 15, 2015
Grades Due-noon ................................................................................................................ Wednesday, December 16, 2015
Christmas Break (College Closed) ...................................................................................... Monday-Thursday, December 21-31, 2015

Spring Semester 2016

New Year’s Holiday (College Closed) .................................................................................. Friday, January 1, 2016
Professional Development Day .......................................................................................... Monday, January 4, 2016
Final Registration & Last Day to Pay ................................................................................ Monday, January 5, 2016
First Day of Classes .......................................................................................................... Thursday, January 7, 2016
Schedule Adjustment ........................................................................................................ Thursday-Wednesday, January 7-13, 2016
Martin Luther King Jr. Holiday (College Closed) ............................................................... Monday, January 18, 2016
End of Unconditional Withdrawal ..................................................................................... Monday, February 15, 2016
(Requires advisor’s signature)
Spring Break (No Classes) .................................................................................................. Thursday-Friday, March 10-11, 2016
Advising for Summer & Fall 2016 ....................................................................................... Thursday-Friday, March 14-24, 2016
End of Conditional Withdrawal ........................................................................................ Thursday, March 24, 2016
(Requires advisor’s signature)
Good Friday Holiday (College Closed) ............................................................................. Friday, March 25, 2016
Priority Registration for Summer & Fall 2016 ................................................................. Monday-Friday, March 28-April 22, 2016
Last Day of Classes & Make-Up Day for Friday Classes .................................................. Tuesday, May 3, 2016
Grades Due-9:00 am ............................................................................................................. Wednesday, May 4, 2016
Graduation .......................................................................................................................... Wednesday, May 11, 2016

Summer Semester 2016

Registration & Last Day to Pay .......................................................................................... Thursday, May 12, 2016
Purge for Summer Non-Payment ....................................................................................... Monday, May 16, 2016
First Day of Classes .......................................................................................................... Monday, May 16, 2016
Schedule Adjustment ........................................................................................................ Monday-Wednesday, May 16-18, 2016
Memorial Day Holiday (College Closed) .......................................................................... Monday, May 30, 2016
End of Unconditional Withdrawal .................................................................................... Thursday, June 2, 2016
(Requires advisor’s signature)
End of Conditional Withdrawal ........................................................................................ Thursday, June 23, 2016
(Requires advisor’s signature)
Independence Day Holiday (College Closed) ................................................................... Monday, July 4, 2016
Last Day of Classes & Make-Up for Monday Classes ....................................................... Tuesday, July 12, 2016
Grades Due—9:00 am ......................................................................................................... Thursday, July 14, 2016
Last Day to Pay for Fall Priority Registration ................................................................... Thursday, July 21, 2016
Purge for Fall Non-Payment ............................................................................................. Monday, July 26, 2016
Mayland Community College

History

Mayland Community College (MCC) is located in the Blue Ridge section of the Appalachian Mountains of western North Carolina on the Avery/Mitchell county line just outside the town of Spruce Pine. MCC is chartered to serve Mitchell, Avery, and Yancey counties (hence the name MAYland). The College began as Mayland Technical Institute upon approval by the 1971 session of the North Carolina General Assembly, and upon recommendation of the State Board of Education, the Advisory Budget Commission, and Governor Robert Scott. Operations began in September 1971 in the Boardroom of the Northwestern Bank in Spruce Pine. The Institution occupied rented space in downtown Spruce Pine until January 3, 1977, when it moved to a location four miles from the town on its present site containing fifty-seven acres.

MCC currently offers curriculum programs including numerous college transfer options; many continuing education offerings; Adult Education and high school completion programs; two off-campus Learning Centers in Newland and Burnsville; Corrections Education at Avery/Mitchell and Mountain View Correctional Facilities; and distance education opportunities in most curriculum programs, as well as in continuing education. The College now serves more than 10,500 individuals each year, more than twenty percent of the adult population living within the service area.

National Recognition

In 2013, MCC was recognized nationally for its excellence, and was the only community college to be ranked by all four of the following surveys:

- **Ranked 32nd**—top 50 community colleges by Washington Monthly’s “2013 Community College Rankings”
- **Ranked 10th**—50 best community colleges in the United States in 2013 and 2014 by thebestschools.org
- **Ranked 9th**—nation’s top 10 community colleges in 2013 by Bankrate.com
- **Ranked 16th**—25 best community colleges in the United States in 2013 by createacareer.org
- The International Dark-Sky Association (IDA) designated the first International Dark Sky Park in the southeastern U.S. in recognizing the Blue Ridge Observatory and Star Park. This program is also the first IDA participant operated under the auspices of an institution of higher learning and whose outdoor lighting consists entirely of fully-shielded, low-color-temperature light emitting diode (LED) fixtures at the time of the award.
- MCC was chosen as a CMT Empowering Education Partner is 2015. This partnership aims to strengthen America’s rural workforce in economically-depressed areas.
- MCC received the ACT Career Readiness Award in 2015.
- MCC received recognition as a STEM Approved Jobs School in January 2015.

Institutional Philosophy

Mission Statement

Mayland Community College is the educational gateway to opportunity in Mitchell, Avery, and Yancey counties.

Vision Statement

MCC will **EMBRACE** the communities and citizens of Mitchell, Avery, and Yancey counties. Mayland Community College will:

- Establish respectful learning environments
- Maximize natural resources unique to our area
- Bridge the gap between goals and achievement
- Respond to the needs of the community
- Advance opportunities for entrepreneurship and innovation
- Cultivate relationships with community partners
- Encourage lifelong learning

Values

Respect                  Collaboration        Learning
Engagement              Community            Innovation
Responsibility          Assessment          integrity

Goals

1. **Community**: Mayland Community College will be a driving force in developing the economy of the communities we serve.

2. **Excellence**: Mayland Community College will strive for excellence in the development of a quality workforce that meets the needs of our businesses and industry.

3. **Opportunity**: Mayland Community College will assist our citizens in getting the education necessary to improve their quality of life.

4. **Resource Development**: Mayland Community College will focus on developing the fiscal resources to achieve the previously stated goals.
Affirmative Action/
Equal Employment Opportunity Policy

It is the policy of Mayland Community College not to discriminate against any employee, applicant, or student because of age, race, color, religion, gender, national origin, sexual orientation, marital status, veteran status, handicap/disability, exercise of rights guaranteed by the First Amendment to the Constitution of the United States, or any other protected status in accordance with applicable law, and to take affirmative action to ensure that applicants will be employed and personnel actions will be taken during employment commensurate with this policy.

MCC will apply all policies, procedures, and standards of the College as evenly as practicable.

The requirement not to discriminate in education programs and activities extends to employment in the College and to admission into its programs. Inquiries or complaints concerning the application of Title VI, VII, and IX, ADA, and other Federal non-discrimination legislation to Mayland Community College should be referred to:

Director of Personnel Services
Mayland Community College
PO Box 547, 200 Mayland Drive
Spruce Pine, NC 28777
Email: jmccclure@mayland.edu
Telephone: 828.766.1272
**General Information and Policies**

The main campus of Mayland Community College is located on Highway 19E, four miles east of Spruce Pine. The College also operates Learning Centers in Avery County (Newland) and Yancey County (Burnsville).

**Accreditation**

Mayland Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, diplomas, Associate in Applied Science degrees, Associate in Arts degrees, and Associate in Science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Mayland Community College.

The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Associate Degree Nursing Program has been approved by the North Carolina Board of Nursing. The NC Criminal Justice Education and Training Standards Commission has approved the College to offer the Basic Law Enforcement Training (BLET) program. All degree, diploma, and certificate programs are approved by the Department of Veterans Affairs.

**Evening and Off-Campus Offerings**

The College is operational both day and evening. Working students can fit coursework around their work schedules and, in some programs, can complete all work toward a diploma or degree by attending classes only in the evening. The College also has off-campus classes, which include both credit and non-credit courses.

**Visitors**

Visitors and prospective students are always welcome at Mayland Community College. Group tours may be scheduled through Student Development 828.766.1234 or 1.800.4.MAYLAND. Members of the Student Development staff and student ambassadors conduct tours and answer questions about programs. Visitors must register at College entrances upon arrival to campus.

**Statement of Non-Discrimination**

It is the policy of Mayland Community College not to discriminate against any employee, applicant, or student because of age, race, color, religion, sex, national origin, handicap/disability, exercise of rights guaranteed by the First Amendment to the Constitution of the United States, or sexual orientation to the extent such rights are recognized and/or protected under applicable federal or state laws in its employment opportunities, programs, services, or activities.

Questions or inquiries related to (1) the application of Title IX and its implementing regulations or comments, (2) suggestions for ensuring that individuals with disabilities have an equal opportunity to particulate in or to enjoy the benefits of MCC services, programs, or activities, or (3) to file a complaint under the ADA, please address them to:

Student Development
Mayland Community College
PO Box 547
Spruce Pine, NC 28777
Or call 828.766.1234 or 1.800.4.MAYLAND

**Operating Hours**

- Administrative Offices and all service offices are open Monday through Thursday 8:00am-5:00pm; Friday 8:00 am-4:00 pm.
- The Student Development Office is open Monday through Thursday 8:00am-6:00pm and Friday 8:00am-4:00 pm.
- The Bookstore is open Monday through Thursday 8:00am-6:00pm and Friday 8:00am-4:00pm.
- Office hours of instructors are posted on their office doors at the beginning of each academic term.

**Crime on Campus**

Mayland Community College is concerned with the safety and well-being of its students, faculty, and staff and is committed to providing a safe and secure campus community. MCC has been fortunate in experiencing few crimes, but emergencies and crimes occasionally occur. MCC takes all incidents very seriously, but students, faculty, staff, and visitors are also responsible for taking measures to protect themselves and their possessions.

**Reporting a Crime**

Mayland Community College encourages students, faculty, staff, visitors, and community members to report all crimes and public safety-related incidents on campus...
in a timely manner to an MCC Security Officer or the Dean of Students. If the act occurs at the Avery or Yancey Learning Center, please report it to the Dean of that particular center.

More information on how to report and prevent a crime can be found in the MCC Student Handbook.

MCC’s Campus Security Report

This report is required by federal law to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act and contains policy statements and crime statistics for the school. Three years of statistics are included for certain types of crimes that were reported to have occurred on campus, in off-campus buildings or on property owned or controlled by the school, and on public property within or immediately adjacent to the campus. The Dean of Students prepares this report using crime statistics provided by the MCC Security Office, local law enforcement agencies, and College officials. This report is available on the MCC website (www.mayland.edu) or a paper copy may also be requested from Student Development, located on the Main Campus in Gwaltney Hall. Each year, an email notification that provides the web address to access this report is sent to all enrolled students, faculty, and staff. All prospective employees may obtain a copy from the Human Resources Department, also located on the Main Campus, in Gwaltney Hall.

Health Services & Emergency Procedures

Mayland Community College has no facilities or personnel for medical treatment other than for minor first aid and assumes no financial responsibility for injuries or sickness of students.

First Aid kits are located in the following locations:

- Gwaltney Hall—front desk of the main lobby (switchboard), LRC (Circulation Desk), Student Development window, and Biology Lab
- Samuel Phillips Building—faculty lounge (2nd floor), Office of Instructional Services suite entrance, and Cosmetology department
- Public Safety Building—BLET Department and Horticulture Department
- Allied Technology Building—first and second floors
- Welding Building
- The Center for Crafts and Construction Trades
- The Avery Learning Center
- The Yancey Learning Center

M-Y Health-e-Schools Telemedicine Program

Also available to students, staff, and faculty is the Telemedicine Hub located in the Allied Technology Building. For more information, please refer to the MCC Student Handbook or the MCC website (www.mayland.edu).

In the event of an emergency, accident, or serious injury, individuals should contact 911 and MCC’s Safety Officer. This individual can be reached at 828.766.1227. His office is located adjacent to the main lobby in Gwaltney Hall.

Tobacco-Free Campus Policy

It is the intent of the Board of Trustees of MCC to promote the health, well-being, and safety of students, faculty, staff, and campus visitors of the College. To address this commitment, smoking and the use of tobacco and smokeless tobacco products is prohibited on all College properties, including but not limited to academic and auxiliary buildings, sidewalks, green spaces, parking lots, roadways, and all vehicles.

Tobacco is defined as any type of tobacco product, including, but not limited to, cigarettes, cigars, cigarillos, pipes, bidis, hookahs, electronic cigarettes, smokeless or spit tobacco, snuff, or any other items containing or reasonably resembling a tobacco product that can be fashioned in a smoking manner.

Possession of Firearms and Dangerous Weapons

The possession, whether concealed or otherwise, of firearms or other weapons as defined in NCGS 14-269.2 on the campus or grounds of Mayland Community College or off-campus locations where classes and/or activities are being conducted under the auspices or on behalf of the College, is forbidden except as provided by statute or policy adopted by the Board of Trustees.

Exceptions to the general policy statement include:

- Sworn law enforcement officers may carry their firearms or other weapons on their person only when called to conduct official business on the campus and grounds of MCC.
- Sworn law enforcement officers who enroll in educational classes and/or activities conducted under the auspices of the College may carry firearms or weapons only while attending classes
Community.Excellence.Opportunity

or training that specifically require the use of such weapons at all times, subject to institutional procedures and directives and orders of College representatives.

- Subject to institutional procedures, College personnel are authorized to possess firearms and weapons for institutional programs for training and safety which require weaponry for educational purposes.
- Effective October 1, 2013, this prohibition does not apply to a person who has a concealed handgun permit issued in accordance with Article 54B of GS 14-269, has a concealed handgun permit considered valid under GS 14-415.24, or is exempt from obtaining a permit pursuant to GS 14-415.25, provided the weapon is a handgun, is in a closed compartment or container within the person’s locked vehicle, and the vehicle is in a parking area that is owned or leased by State Government. A person may unlock the vehicle, provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit.

College/Workplace Anti-Violence Policy

The safety and security of all students, faculty, staff, and customers is a concern of Mayland Community College. Acts of violence made by or against any of the aforementioned are not permitted. Students, faculty, and staff, or customers committing acts of violence are subject to disciplinary action that may result in suspension of privileges, suspension and/or dismissal from the College, and/or prosecution under the appropriate general statutes.

The following behaviors are prohibited:

- Any act or threat of violence made by a student, employee, or customer against another;
- Any act or threat of violence including, but not limited to, intimidation, harassment, or coercion;
- Any act or threat of violence which endangers the safety of students, employees, customers, vendors, contractors, or the general public;
- Any act or threat of violence make directly or indirectly by words, gesture or symbols;
- Use or possession of dangerous weapons on the College campus.

In an effort to ensure safety and treat students, faculty, and staff in a non-discriminatory manner, it is the College’s policy to not prohibit anyone from using the restroom they need to use. To provide privacy to students, faculty, and staff of all genders, two single-occupancy, all-gender restrooms are located in the following areas:

- Samuel Phillips Building (Cosmetology Department)
- Public Safety Building

Parking and Traffic Policies

The Board of Trustees of Mayland Community College has authorized the enactment and implementation of regulations, guidelines, and procedures for the management of parking and traffic at the College and access roads leading to the College.

- All regulations, guidelines, and procedures are in accordance with the provisions of Chapter 115D-21 of the North Carolina General Statutes and other applicable local, state, or federal ordinances.
- Users of College streets, roads, driveways, and access roads shall do so in a manner consistent with applicable ordinances.
- The President has the right to deny use of College streets, roads, driveways, and access roads to any individual, group, or organization deemed to be in violation of College parking and traffic regulations, or for any other reason.
- The speed limit on all College streets, roads, driveways, and access roads is twenty miles per hour.
- Reasonable provisions shall be made for the towing or removal of unattended vehicles found to be in violation of College parking and traffic regulations.
- All rules, regulations and ordinances adopted pursuant to this policy shall be posted and/or made available to all students, employees and visitors to the College.

Please note: All curriculum students, faculty, and staff must have a valid parking permit, available through the College Bookstore. Additional rules, regulations, and ordinances related to this policy are contained in the current edition of the MCC Student Handbook and are available to all students, employees, and visitors to the College.
Facilities Use Policy

Mayland Community College makes its facilities available for civic, cultural, educational, and/or recreational activities as authorized by the President or his or her designee. Details are available upon request from the office of the Vice President of Administrative Services.

Information Technology (IT) Acceptable Use Policy

The purpose of this policy is to establish acceptable and unacceptable use of information technology resources at Mayland Community College in conjunction with its established culture of lawful and ethical behavior, trust, openness and integrity.

Acceptable and Unacceptable Uses

IT resources owned and/or operated or services provided or subscribed to by MCC, hardwired and wireless, are intended for the use of MCC students, faculty, staff, and other authorized individuals for purposes directly related to instruction and business operations.

It is not acceptable to use MCC IT resources:

- For any purposes prohibited by federal or state law.
- For commercial gain or profit.
- To create or propagate computerized viruses, malware or spyware.
- To access, display, make accessible, play, publish, or transmit any annoying (i.e. spamming), discriminatory, indecent, lewd, obscene, pornographic, offensive, racist, sexist, threatening or harassing language, and/or materials.
- To transfer copyrighted materials to or from any information resource, except as permitted by law or by written agreement with the owner of the copyright.
- To attempt to obtain unauthorized computer access or privileges, or to attempt to trespass in the files, folders, or work of another individual.
- To conduct any activity that could cause a security breach or disrupt service.
- For snooping (i.e., obtaining access to the files or electronic mail of others for the purpose of satisfying idle curiosity, with no substantial College business purpose.
- For spoofing (i.e., constructing an electronic communication so it appears to be from someone else).
- For phishing (i.e., attempting to gain confidential information by using fraudulent emails or other electronic communications).

Due to the possibility of configuration errors, virus infections, etc., personally owned devices such as laptop computers may not be attached to any wired port on the MCC network. Only those devices owned and managed by MCC will be allowed to connect to the MCC wired local area network. Further, it is not permissible to deliberately attempt to damage and/or sabotage IT resources or to perform port scans.

Reservation of Rights and Limits of Liability

MCC reserves all rights in the use and operation of its IT resources, including the right to monitor and inspect electronic files, resources, and/or computer support services, or to terminate service at any time or for any reason without notice.

Electronic Mail and Voice Messaging

Only MCC faculty, staff, students and other persons who have received permission from the appropriate College authority are authorized users of the College's electronic mail and voice messaging systems and resources.

The use of College resources for electronic mail and voice messaging must be related to College business, including academic pursuits. Incidental and occasional personal use of electronic mail and voice messaging may occur when such use does not generate a direct cost for the College. All uses of electronic mail and voice messaging utilizing MCC IT resources are subject to the provisions of this policy.

MCC will make reasonable efforts to maintain the integrity and effective operation of its electronic mail and voice messaging systems, but users are advised that those systems should in no way be regarded as a secure medium for the communication of sensitive or confidential information.

The College will not monitor electronic mail or voice messages as a routine matter, but it may do so to the extent permitted by law as the College deems necessary for purposes of maintaining the integrity and effective
operation of the College’s electronic mail and voice messaging systems. Any user of the College’s electronic mail resources who makes use of an encryption device to restrict or inhibit access to his or her electronic mail must provide access to such encrypted communications when requested to do so under appropriate College authority.

To the extent permitted by law, the College reserves the right to access and disclose the contents of faculty’s, staff’s, students’, and other users’ electronic mail and voice messages without the consent of the user. The College will do so when it believes it has a legitimate business need including, but not limited to, those listed below, and only after explicit authorization is obtained from the appropriate College authority.

- In the course of an investigation triggered by indications of misconduct or misuse.
- As needed to protect health and safety.
- As needed to prevent interference with the academic mission.
- As needed to locate substantive information required for College business that is not more readily available by some other means.

The College will inspect and disclose the contents of electronic mail and voice messages when such action is necessary to respond to legal processes and to fulfill the College’s obligations to third parties.

Public Inspection and Archiving

Electronic mail and voice messaging of students may constitute “education records” subject to the provisions of the federal statute known as the Family Educational Rights and Privacy Act (FERPA) of 1974. The College may access, inspect, and disclose such records under conditions that are set forth in the statute.

North Carolina law provides that communications of College personnel that are sent by electronic mail and voice messaging may constitute correspondence and, therefore, may be considered public records subject to public inspection under NC General Statutes 121 and 132.

Electronic files, including electronic mail and voice messaging, that are considered to be public records are to be retained, archived, and/or disposed of in accordance with current guidelines established by the North Carolina Department of Cultural Resources.

Family Educational Rights and Privacy Act Policy (FERPA)

The Family Educational Rights and Privacy Act affords eligible students certain rights with respect to their education records. (An eligible student under FERPA is a student who is eighteen years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student’s education records within forty-five days after the day the College receives a request for access. A student should submit to the Registrar a written request that identifies the records the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

3. The College may disclose education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. When a student turns eighteen years old or enters a postsecondary institution at any age, all rights afforded to parents under FERPA transfer to the student. If a student wishes to share his or her information with a parent, guardian, other person
or agency, he or she must sign a Permission to Release Information form with the Registrar identifying what information and with whom he or she wishes to share it. Students may also request a block of release of information through the Registrar's Office. At its discretion, the College may disclose directory information in accordance with the provisions of FERPA to include: student name; address and phone number; major field of study; dates of attendance; dates and place of birth; degrees, honors, and awards received; college email address; photograph; participation in officially recognized activities; enrollment status; and previous schools attended. Upon request, the school also disclosed education records without consent to officials of another school in which a student seeks or intends to enroll and to certain other entities as stipulated under FERPA guidelines. Details on release of information exceptions may be found in section 99.31 of the guidelines.

4. The College will notify students each year regarding students’ rights under FERPA and the College’s policy on release of information.

5. Students have the right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA by writing to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Communicable Disease Policy

It is the policy of Mayland Community College that individuals who have, or are perceived to have, a communicable disease or communicable condition shall receive fair and impartial treatment in all aspects of employment, administration of benefits, class attendance, and College functions. In the case of an individual having a communicable disease or a communicable condition, employment or enrollment shall only be denied, terminated, or restricted where it can be reasonably expected, given the condition of the individual and the known or reasonably suspected methods and manner of exposure, that there exists a real likelihood of transmission or infection to third parties by reason of continued or unrestricted employment or enrollment.

Persons who know, or who have reason to believe, they are infected with a communicable disease or communicable condition have an ethical and legal obligation to conduct themselves in accordance with such knowledge in order to protect themselves and others. An individual who knows, or who has a reasonable basis for believing, that he or she may be infected with a communicable disease or communicable condition is encouraged to obtain a medical diagnosis of their condition and share the results of the diagnosis with the Director of Personnel Services and/or the President.

No medical information relative to an individual’s condition shall be disclosed without that individual’s permission except as required by state and/or federal law, or in an adversarial proceeding between the College and an individual whose employment or enrollment has been affected by reason of conditions stated in above. In addition to safeguarding confidential medical information against disclosure within the College, medical information shall be restricted to those with a legitimate interest and the administration shall ensure that access and dissemination is properly restricted to faculty and staff in the line of supervision, health care, and legal advisors restricted by confidentiality, and the Board of Trustees in closed session.

The College reserves the right to require an individual to undergo a medical examination by a physician or health professional chosen by the College whenever there is a question of the individual’s fitness to attend classes and/or work, or where there is a reasonable basis for concern that an individual’s condition could pose health or safety hazards for other persons. If an individual is diagnosed as having a communicable disease or communicable condition which poses health or safety hazards to others, the College will make every effort to provide reasonable accommodations to allow the individual to continue work or study.

Student Conduct Policy

Students are expected to conduct themselves as mature and responsible individuals at all times, showing high regard and respect for the rights, privileges, and property of others, including college facilities and property. Student behavior is subject to federal, state, and local laws. Students are expected to perform honest academic work and follow established College policies and procedures.
Violation of any College regulations or applicable federal, state, or local statutes may result in administrative action up to and including suspension or expulsion. Information on the Student Code of Conduct Procedures may be found in the MCC Student Handbook or on the MCC website (www.mayland.edu).

Sexual Harassment Policy

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic or job performance; or

2. submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting such individual; or

3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment.

The creation of an intimidating, hostile, or offensive academic environment may include such actions as persistent comments on an individual's sexual preferences or the display of obscene or sexually oriented photographs or drawings.

Sexual harassment does not include personal compliments welcomed by the recipient, or social interaction or relationships freely entered into by students, prospective students, or by employees or prospective employees.

It is the policy of MCC that sexual harassment in any form will not be tolerated at the institution. The College shall not condone the sexual harassment of its students or employees. All students found in violation of this policy shall be subject to disciplinary action up to and including suspension or expulsion from the College. All College employees found in violation of this Policy shall be subject to disciplinary action up to and including termination in accordance with the procedures set forth in the Cessation of Employment Policy.

In an effort to prevent sexual harassment from occurring at the institution, it is the policy of MCC to encourage the reporting of any incidents of sexual harassment and to provide a just procedure for the presentation, consideration and disposition of sexual harassment grievances.

The College further prohibits internal interference, coercion, restraint, or reprisal against any student or employee who files a grievance concerning an occurrence of alleged sexual harassment.

Student Complaint/Grievance Procedure

The College provides a just process for the presentation, consideration, and disposition of student complaints and grievances. The purpose is to assure that all complaints are addressed quickly and handled fairly without the threat of reprisal.

Students should make every effort to resolve a dispute on their own before making a formal complaint. The College’s goal is to find solutions at the lowest possible level and to keep proceedings as informal, fair, and confidential as possible. If the student feels that an informal meeting with the other parties involved is not possible due to the nature of the complaint, such as sexual harassment or other sensitive complaint, the student should contact the Dean of Students.

A student has the right to appeal any decision or sanction imposed by the College within thirty (30) working days after notification.

The student should meet with the Dean of Students to explore possible solutions and file an Incident Form. The Dean of Students, or his/her designee, will serve as the student advocate. If the complaint involves a violation of law, law enforcement will be notified. The ADA officer will be notified of any ADA related complaints.

All complaints and grievances are recorded in a complaint log for College use and all related documentation is kept for future reference. All documentation is retained in Student Development.

Information on the procedure a student follows to file a formal complaint or grievance can be found in the MCC Student Handbook or by contacting Student Development.
Drug and Alcohol Policy

The use of alcoholic beverages or controlled substances (except under prescription by a licensed physician) on the property of Mayland Community College is prohibited.

This policy is created to comply with the Drug-Free School and Communities Act Amendments of 1989 (Public Law 101-226), and the Drug-Free Workplace Act of 1988 (Public Law 100-690), to prevent the illicit use of drugs and the abuse of alcohol by students, faculty, and staff and to set forth standards to provide a community setting that is safe, healthy, and productive for students, faculty, and staff of Mayland Community College. The complete policy can be found in the MCC Student Handbook.

Inclement Weather Policy

Mayland Community College will close when prevailing weather conditions are such that travel is deemed to be hazardous. The following procedure has been developed to facilitate the communication of information regarding College operations during such periods.

The decision to postpone or cancel any activity at MCC will be made by the President. The decision will be made and communicated as quickly as possible. However, the unpredictable nature of mountain weather may require that changes in the schedule be made quickly and on short notice.

In all periods of inclement weather, students, faculty, and staff are reminded to use good judgment when making travel decisions. Life and safety are to be the primary considerations.

While individuals are expected to give due consideration to their responsibilities for attendance, the College recognizes and expects that adults must ultimately make their own decisions about attendance and accept the responsibility for them.

Depending on weather conditions prevailing in the majority of the College service area, the following options will be employed relative to college operations:

- **Option A**: Operate on a delayed schedule with all personnel reporting and classes beginning at 10:00 am.
- **Option B**: Classes on normal schedule with all personnel reporting and classes beginning at 12:00 pm.
- **Option C**: The College is closed for students and all personnel at all locations.

Weather-related schedule adjustments will be communicated by the Director of Marketing through the following:

- MCC Weather Hotline – 828.766.1213
- College website – [www.mayland.edu](http://www.mayland.edu)
- LEO announcements
- Cruiser Alert text messages
- Local and regional radio and television stations
- MCC Facebook page

Closing or delaying day classes does not automatically close evening classes. Evening classes will normally either be held on a regular schedule or canceled during inclement weather. Announcements will be communicated to local and regional radio and television stations no later than 4:00 pm concerning evening classes. Information will also be available on the College’s automated telephone answering system 828.766.1213, College website ([www.mayland.edu](http://www.mayland.edu)), and CruiserAlert text messages.

Mayland Community College recognizes its obligation to deliver the instructional services for which its students have paid tuition and fees. Therefore, the College will make a good faith effort to make up all classes that are missed due to inclement weather in accordance with North Carolina Community College System numbered memo CC-11-001. Adjustments in the College calendar for days missed may be made at the end of the academic term, in accordance with the provisions of NCCCS memorandum CC-11-001.
**Student Development**

The mission of Student Development is to enhance the personal and professional development of students and provide an environment that is supportive and inclusive. From pre-admission to post-graduation, Student Development provides student-centered programming beyond the classroom to bridge the gap between students’ goals and achievement.

**General Admission Requirements**

Mayland Community College shall maintain an open-door admission policy to all applicants who are high school graduates, who have completed state approved equivalent education, or who are at least eighteen years of age. Emancipated minors shall be treated the same as applicants eighteen years old or older.

Individuals under eighteen years of age, who have not earned a high school diploma or a state-approved equivalent education, may be admitted to appropriate courses in state-approved programs at MCC. These students must meet requirements set forth by the State and must meet all required prerequisites through previous college credit or MCC’s placement procedure.

All students wishing to enroll in MCC shall meet the following requirements for admission to programs leading to an associate degree, diploma, or certificate:

1. High school graduation or a state approved equivalent education.
2. Submission of transcripts from high school or state approved equivalent education.
3. Submission of transcripts from any post-secondary institutions attended.
4. Submission of a properly completed MCC Application for Admission, which can be obtained from www.mayland.edu.
5. Meeting with a MCC Admissions/Retention Advisor (ARA).
6. Completion of the MCC Placement Test (Accuplacer) or proof of college readiness for students taking courses requiring proficiency in reading/English and/or mathematics.

Mayland Community College strongly encourages concurrent enrollment in its Adult Education program for the following certificate programs, which do not require high school graduation or state-approved equivalent education for initial enrollment:

- Manicuring Nail Technology
- Welding Technology, Basic and Advanced
- Special Credit

The above programs are not eligible for Pell or other federal or state financial aid. To complete diplomas in the above programs, completion of a state-approved equivalent education is required.

Transcripts are also required in the following situations:

- To receive transfer credit for courses taken at other post-secondary institutions;
- If using college courses from other institutions to meet prerequisites or co-requisites.

**Admissions Advising**

Each student seeking information about admission to Mayland Community College should make an appointment with an Admission/Retention Advisor (ARA). ARAs provide general information about the College offerings, assist with the application, transcript requests, and placement testing, as well as provide basic information about financial aid and scholarships. ARAs also refer students to other needed services, such as career counseling or disability services.

After students are admitted, the ARAs continue to serve as retention advisors if students need additional resources or support systems in order to achieve their academic goals.

**Placement Procedure**

Mayland Community College uses multiple measures to determine students’ readiness for college-level courses. The various measures used are listed below:

1. A 2013 or later graduate of a North Carolina public high school who completed specific course work and received an unweighted GPA of 2.6 or higher will be considered college ready and may enroll in any gateway English or Mathematics course that has a developmental (course number under 100) prerequisite. This student must have graduated from high school within five years of college enrollment.
For students applying for admission before they graduate from high school, the College will consider the GPA at the end of the first semester of the 12th grade. A high school student must complete four math courses, including Algebra I, Algebra II (or Common Core equivalent), Geometry, and an additional math course from a state-approved list. Acceptable course work will be confirmed by the official North Carolina high school transcript. Private school, home school, out-of-state school, GED®, and Adult High School graduates will be required to take the MCC Placement Test to determine readiness for college-level courses.

2. A student with specified (see below) recent SAT or ACT subject area test scores will be considered college ready and may enroll in any gateway English or mathematics course that has a developmental (course number under 100) prerequisite.

   English:          ACT Reading 22 or ACT English 18  
                    SAT Writing 500 or SAT Critical Reading 500

   Mathematics: ACT Math 22  SAT Math 500

3. A student who has earned a “C-” or better in a college level English or mathematics course may be considered college ready. The student’s official transcript must be evaluated by the Registrar.

4. If a student is not a recent North Carolina public high school graduate with an unweighted 2.6 GPA, does not have the specified SAT or ACT scores, or does not have previous college credit, he or she will take the MCC placement test to determine placement. The MCC placement test provides diagnostic information on a student’s skill level in reading, English, and mathematics and places him or her according to the state cut scores. These scores will indicate if a student is college-ready or if the student will need developmental classes designed to build the student’s skills. Credits for developmental courses do not count toward the required number of credit hours for graduation. A student must meet with an Admissions/Retention Advisor prior to scheduling a placement test. A student with a disability may request testing accommodations for the MCC placement test. He or she must present documentation to the Counseling Center and a counselor will determine if the accommodations are reasonable. MCC placement test scores are valid for five years.

According to the Mayland Community College Placement Test Policy (1.022), the College will allow students to retake the placement test when any of the following conditions are met:

- one year has lapsed since the previous testing;
- the student took the test while still enrolled in high school;
- the student has successfully completed at least 70 hours in the subject area in the Adult Education Department; or
- the student has successfully completed a developmental course in the subject area and has a written request from a counselor or faculty member that indicates valid reasons for retesting.

All other requests for retest that do not meet the above conditions will be subject to the placement test retest fee as described in the Student Fees Policy (2.001) as stated below:

Placement Retest Fee

The Board of Trustees authorizes the collection of a retest fee for students who choose to retake the placement test in accordance with MCC Policy 1.022, Paragraph 4. If the student chooses to retest outside the conditions outlined above, the charge shall be as described in the student chart of fees. The Placement Retest Fee is $10.00 per retest.

There is a charge of $25 for any student who requests a test, but will not be attending MCC.

Students must pay for a test or a retest in advance and the student is required to present the Business Office receipt to the proctor before a test will be given.

Note: If a student is using a measure other than the MCC placement test for placement, an official transcript, SAT scores, or ACT scores must be submitted to Student Development.
Special Admission Requirements

After acceptance into a health sciences program, Associate Degree Nursing (ADN) and Medical Assisting students are required to submit health, immunization, and CPR documentation.

Those entering the ADN program must submit to a criminal background check and a urine drug screen prior to attending clinicals. Information about the required documentation is included in the acceptance packet and must be submitted to the Health Sciences Admissions/Retention Advisor prior to beginning the program. Additional requirements are listed below by program.

Associate Degree Nursing Program

Admission to the Associate Degree Nursing Program is limited and based on a competitive ranking system. Students who have completed the application process and meet all requirements for admission will be placed in rank order according to the number of points accumulated. Students who wish to transfer into the ADN program must contact the Director of Health Sciences. The admission requirements for the ADN program include the following:

1. Submit a current MCC Application for Admission.
2. Submit a program application specifically for Associate Degree Nursing. Packets are available in the spring semester.
3. Submit a high school transcript or state-approved equivalent education diploma.
4. Prove proficiency with previous college courses or achieve minimum scores on the placement tests in algebra, reading, and English. The placement tests must be taken within seven years of application for admission to the nursing program.
5. Prove proficiency in chemistry and biology with either previous college course work or proficiency exam. Student must earn a “C” or better.
6. Take the required entrance exam and receive benchmarked scores.
7. Have at least a 2.5 overall grade point average.
8. Complete all algebra, chemistry, and biology courses within seven years prior to application.
9. Any applicant who has a mental or physical disability or uses any drug to a degree that interferes with his or her fitness to practice nursing may be denied entrance into the nursing program, dismissed from the nursing program, or denied licensure.
10. Students must present a certificate as a Nurse Aide I from a community college or from a North Carolina high school health occupations class, and be currently listed with the North Carolina Division of Facility Services with no substantiated findings.
11. Students must prove proficiency in fundamental CNA nursing skills by return demonstrations within the first two weeks of nursing school.

Advanced Placement Admissions

Advanced Placement Admissions to the ADN program includes the above requirements and the following:

1. Submit a current MCC Application for Admission.
2. Submit an Advanced Placement ADN application form.
3. Hold a current, unrestricted license to practice as a Practical Nurse in North Carolina.
4. Applicants must have graduated from an accredited program within the last five years.
5. Complete preparatory courses described in the application packet. Packets are available in the fall semester.
6. Take the required entrance exam and earn benchmark scores.
7. Submit current documentation of IV therapy certification through a continuing education program such as MAHEC or documented IV therapy competency through the employment setting. Graduation from MCC’s Practical Nursing program within six months of Application is acceptable in lieu of documented IV therapy competency.
8. Have an overall grade point average of 2.5. All chemistry, algebra, and biology classes must be current within seven years prior to application.
9. Students must prove proficiency in fundamental nursing skills by return demonstrations within the first two weeks of beginning classes.
Nurse Aide Program

The admission requirements for the Nurse Aide program include the following:

1. Must be a high school graduate or hold a state-approved high school equivalency certificate.
2. Complete MCC’s Application for Admission.
3. Submit a high school transcript or a state-approved equivalency education certificate.
4. At the first class meeting, students must bring their Social Security Card and a photo ID (Drivers License or passport); and
5. Students must have a TB Skin Test within the past twelve months and bring the results to the first class meeting.
6. Other requirements such as criminal background checks, drug screens, physicals, or immunizations which may be dictated by clinical agencies, may be required.

Medical Assisting Program

Students who have completed the application process and meet all requirements for admission will be placed in rank order based on a first-come, first-served basis.

The admission requirements for the Medical Assisting program include the following:

1. Submit a current MCC Application for Admission.
2. Submit a program application specifically for the Medical Assisting Program.
3. Submit a high school transcript or state-approved equivalent education diploma.
4. Prove proficiency with previous college course or achieve minimum scores on the placement tests in math, reading, and English. The placement tests must be taken within five years of application to the Medical Assisting Program.
5. Prove proficiency in keyboarding and computers with either previous college course work or proficiency exams. Courses must be taken within five years of application for admission to the Medical Assisting Program.
6. Have at least a 2.0 overall grade point average and a "C" or better in any previously taken required courses.
7. Any applicant who has a mental or physical disability or uses any drug to a degree that interferes with his/her fitness to practice medical assisting may be denied entrance into the Medical Assisting Program, or dismissed from the Medical Assisting Program.
8. Complete all computer, math, and biology courses within five years prior to application.
9. Obtain current CPR certification from a program approved by the American Red Cross or American Heart Association.

Basic Law Enforcement Training (BLET)

The requirements for admission to Basic Law Enforcement Training are:

1. Must be a citizen of the United States;
2. Must be twenty years of age;
3. Must provide to the School Director a medical examination report, properly completed by a physician licensed to practice medicine in North Carolina, a physician’s assistant, or a nurse practitioner, to determine the individual’s fitness to perform the essential job functions of a criminal justice officer;
4. Must have a high school diploma or GED®. High school diplomas earned through correspondence enrollment are not recognized toward the educational requirements.
5. Must take a standardized reading comprehension test and score at the tenth grade level or higher within one year prior to entrance into Basic Law Enforcement Training.
6. Must provide the School Director a certified criminal record check for local and state records for the time period since the trainee has become an adult and from all locations where the trainee has resided since becoming an adult. An Administrative Office of the Courts criminal record check or a comparable out-of-state criminal record check will satisfy this requirement (the applicant must not have been convicted of any felony or certain other crimes);
7. Must provide the School Director a Letter of Sponsorship from a law enforcement agency (form is provided in the BLET Application Packet).

Priority admission is given to individuals holding full-time employment with criminal justice agencies. Please see the BLET school director prior to enrollment in BLET.

Due to Federal Regulations, if you are in a certificate or diploma program then clock hour to credit hour conversions are required which could reduce the Pell amount awarded.

The Basic Law Enforcement Training (BLET) certificate program is a one time, one semester Pell award.
Transferring to MCC

Students may be admitted with advanced standing by transfer from accredited colleges and universities and from previous programs taken at Mayland Community College. If the student is admitted, his or her record will be evaluated to determine the amount and type of credit to be transferred. However, at least one-fourth of the credit required for a degree must be completed at MCC.

Students with Disabilities

Federal law prohibits Mayland Community College from making preadmission inquiries about disabilities. Information regarding a disability, voluntarily given or inadvertently received, will not affect an admission decision. If a student requires special services, such as an interpreter or audio textbooks because of a disability, he or she should notify the Counseling Center at least six weeks prior to enrolling at MCC. This information will allow the College to prepare appropriate support services to facilitate learning. This information will be kept in strict confidence and has no effect on admission to the College.

Additional Procedures

Re-admittance

Students re-entering after three semesters of non-attendance will follow the guidelines of the current catalog for graduation purposes unless the program advisor petitions the Registrar’s office for a change of catalog.

Suspended or expelled students may be re-admitted during a subsequent semester by submitting a written justification for re-admission to the Dean of Students. Suspended students must get permission from the Dean of Students before returning to campus. Expelled students may be re-admitted to the College only with approval of the College President. Grounds for Academic Suspension can be found in the Academic Progress System located in the MCC Catalog and the sanctions of suspension and expulsion for conduct can be found in the Student Code of Conduct located in the MCC Student Handbook or on the MCC website (www.mayland.edu).

For re-admittance of a U.S. Armed Forces member, please refer to Vol. 2 Chapter 3 of the Federal Student Aid Handbook.

Denial of Admission

MCC retains the right to refuse admission to applicants to protect the safety of the applicant or other individuals pursuant to ID SBCCC 400.2. When making a safety determination, the College may refuse admission to an applicant when there is an articulable, imminent, and significant threat to the applicant or other individuals. In making the determination, the College will (a) document the facts supporting the rationale for denying admission, (b) designate the time period within which the refusal to admit shall be applicable, (c) provide supporting rationale for the designated time period, and (d) determine the conditions upon which the applicant that is refused would be eligible to be admitted. The denied student retains all rights to appeal the decision through the Student Grievance Procedure.

Distance Education and Learning Centers

Students who plan to take all courses at the Avery Learning Center, Yancey Learning Center, or through distance education, are required to complete all requirements listed under General Admissions Requirements. Distance Education students may submit the MCC Application for Admission online, take the placement test at another institution, and transfer scores to MCC; and, if necessary, complete all other requirements for admission by phone, e-mail, or mail. Admissions/Retention Advisors are available during scheduled times at the off-campus Learning Centers to assist students.

Auditing Courses

Students who wish to audit courses must follow regular registration procedures. They will be admitted to class only if there is room after students taking the course for credit are admitted. Audits are to be declared and noted during the first five days of the semester. After the drop/add period, a course designation may not be changed from credit to audit or from audit to credit. Auditing students are charged the same tuition rates credit students are charged but do not receive credit for courses audited. They are expected to observe all attendance and other regulations. Hours taken through audits will not be included in determining enrollment status or eligibility for financial assistance.
Non-Degree Seeking Students

Students who plan to take one or more courses, but not pursue a degree, will be admitted after completing an MCC Application for Admission. Students must meet all required pre-requisites through previous college credit or Mayland Community College’s placement procedure.

Tuition, Fees and Expenses

In-State Tuition: Tuition is $72.00 per credit hour up to sixteen credit hours for in-state students.

Out-of-State Tuition: Tuition is $264 per credit hour up to sixteen credit hours for out-of-state students.

Tuition rates are subject to change by action of the North Carolina General Assembly.

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*Maximum Tuition per semester (based upon sixteen semester hours)

Fees

Activity Fee: For fall and spring semesters: Students registered for nine or more credit hours will be charged $32 each semester. Students registered for one to eight credit hours will be charged $18 each semester. Summer semester: No activity fee is charged.

Administration Fee: A fee of $10 is charged to students for the preparation of graduation materials each semester.

Ammunition Fee: An Ammunition fee of $100 is charged to students enrolled in the Basic Law Enforcement Training Program.

Health Science Program Fees: Lab fees and photocopy fees are charged to students registered in the Associate Degree Nursing program and Medical Assisting Program for the use of laboratory equipment and supplies. Associate Degree Nursing students are charged a $40 Lab fee and a $40 Photocopy fee for fall and spring semesters. During the summer semester, the charge is $6 for the Lab fee and $15 for the Photocopy fee. Medical Assisting students are charged a $20 Lab fee and a $20 Photocopy fee for fall and spring semesters. During the summer semester, Medical Assisting students are not charged for the Lab and Photocopy fees.

Parking Fee: The College charges a $5 fee each semester to all students, excluding high school students.

Technology Fee: A fee of $16 is charged to all students registered for twelve or more credit hours. Students registered for one to eleven credit hours will be charged $8 for each semester.

Transcript Fee: Transcripts are available from the Registrar’s office for $5 per official transcript. There is no charge for an unofficial transcript.

Expenses

Malpractice Insurance: Students enrolled in certain programs (curriculum and continuing education) that carry a liability for the student are required to purchase malpractice insurance at an annual fee of $13.

Student Insurance: All curriculum students are required to purchase supplemental insurance to cover accidents associated with school activities. The group supplemental insurance cost may not exceed $1.50 per semester and is subject to yearly adjustment. The student insurance plan is secondary to any health insurance the student already has. Students may obtain insurance claim forms at the Student Development desk.

Payment of Tuition, Fees and Expenses

Self-Pay Students

Students who choose to self-pay may do so by cash, check, VISA, MasterCard, American Express, and Discover cards. Out-of-country checks will not be accepted. Online services are available to pay tuition and fees through the College’s intranet service, LEO (leo.mayland.edu). Students receiving financial aid must contact the Financial Aid office for information on how to ensure that charges are covered. Payment is expected on designated dates and registrations will not be held after this date. Please refer to the College calendar for these dates.
Third Party Authorization

If a student is sponsored by a third party, it is his or her responsibility to ensure that written authorization is received by the college at least five working days before registration day. If authorization letters are not received five working days before registration day, the student is responsible for 100% payment. Failure to do so will result in the student being removed from his or her classes.

Tuition Payment Plan from Nelnet Business Solutions

To help students meet their educational expenses, MCC is proud to offer a convenient, monthly tuition payment plan from Nelnet Business Solutions. The monthly payment plan is not a loan program or financial aid. The payment plan is only offered for tuition and fees, not for bookstore purchases. There are no interest or finance charges assessed, and there is no credit check. The cost to budget the interest-free, monthly payment plan is $25.00 per semester. This enrollment fee is non-refundable and is charged by Nelnet. Enrollment in a monthly payment plan is entirely online. To enroll, a student must have his or her MCC ID number and either a checking account, savings account, or credit card information.

Expense Waivers

High school students enrolled in select College and Career Promise courses or in the Early College High School are tuition exempt.

Students preparing to take the General Education Development Tests (GED®) for a high school equivalency certificate do not pay tuition for the program; however, there is an $80 fee required to take the exam. Students enrolled in the GED® program pay no activity or insurance fees.

BLET students are exempt from tuition for CJC 100 if they meet requirements set forth in the State Board of Community College Code. However, they are required to pay an ammunition fee and purchase student accident insurance.

Refunds

Tuition and fees may be refunded following the guidelines established by the State Board of Community College Code which is subject to revision. Consult your advisor or Student Development personnel for the latest regulations.

The College shall provide a 100 percent refund to the student if the student officially withdraws or is officially withdrawn by the College prior to the first day of class.

The College shall provide a 100 percent refund to the student if the College cancels the course section in which the student is registered.

The College shall provide a 75 percent refund to the student if the student officially withdraws or is officially withdrawn by the College from the class prior to or on the 10 percent point of the class.

Residency Status for Tuition Purposes

To qualify as a North Carolina resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and must have maintained that legal residence for at least twelve months prior to his or her classification as a resident for tuition purposes. Every applicant for admission will be required to make a statement as to his or her length of residency in the state and may be asked for additional information to support a residency claim. Each student will be classified by the admissions staff as either a resident or non-resident of North Carolina. A student may appeal his or her residency classification to the Dean of Students within thirty days of the decision.

Undocumented Immigrants

Undocumented immigrants may enroll in MCC and will be treated as non-resident students with respect to tuition and fees. They will be admitted by the Registrar according to ID SBCCC 400.2.

Undocumented immigrants will be admitted to the College if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with state or local law, or if he or she has earned a state-approved high school equivalent education in the United States and has Deferred Action for Childhood Arrivals (DACA) classification. Undocumented immigrants should speak with an admissions counselor when entering programs that require a professional license in order to work, such as the nursing program, because federal law prohibits states from granting professional licenses to undocumented immigrants. Undocumented immigrants will be charged out-of-state tuition.
Out-of-State Tuition Waivers

Out-of-state residents may be eligible for in-state rates if the following requirements are met:

In-State Employer Waiver
1. Employed by a North Carolina based business which has agreed to pay tuition.
2. A request for the in-state tuition rate must be made on said employer's letterhead.
3. A copy of the employee's pay stub must be submitted to verify employment.
4. The employee's tuition must be paid with said employer's check.

Military Waiver
1. A Veteran who lives in the state in which the institution of higher learning is located (regardless of his or her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of ninety days or more.
2. A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his or her formal state of residence) and enrolls in the school within three years of the transferor’s discharge from a period of active duty service of ninety days or more.
3. A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his or her formal state of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty of ninety days or more.

Estimated Cost of Attendance

<table>
<thead>
<tr>
<th>Estimated Cost of Attendance</th>
<th>Living with Parents</th>
<th>Not Living with Parents</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Books and Supplies</td>
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<tr>
<td>Totals</td>
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</table>

The above chart represents estimated student expenses for a full-time (sixteen semester hours) fall and spring semester student at Mayland Community College.

*Some students may need to add the cost of out-of-state tuition or child care to these estimated expenses.

Book and Supplies

The cost of books and supplies varies greatly among programs from one semester to another. Textbooks average $140 per class. Used textbooks, rental books, and E-books are available when possible, at a lesser cost.

Financial Aid

Mayland Community College seeks to provide financial assistance to students who otherwise would not be able to continue their education. Types of aid available include scholarships, grants, part-time work, child care, and tax credits. All students are encouraged to apply for financial assistance. Counselors are available to advise students in applying for financial aid.

Regulations and Eligibility Requirements

Student eligibility for financial assistance is determined by the Free Application for Federal Student Aid (FAFSA) and the Mayland Community College Scholarship Application. All information received in the MCC Financial Aid Office will remain confidential. Awards are made according to federal, state, and local regulations.

A student’s need is determined by subtracting the expected family contribution (EFC) from the total educational cost (COA). Information submitted may be subject to documented verification.

The School reserves the right to review and make adjustments to awards if the student becomes over awarded, if the student’s resources change, or if there are other changes in the student’s financial need.

If a student’s financial aid award has not been processed and approved by MCC 100, percent payment will be expected by no later than the designated payment date for each registration period. Failure to do so will result in the student being removed from his or her classes. Students receiving financial assistance are required to earn a minimum of twenty-four credit hours per academic year when receiving financial aid as a full-time student, eighteen credit hours per academic year when receiving financial aid as a three-quarters time student, and twelve credit hours per academic year when receiving financial aid as a half-time student.
Federal regulations mandate that students receiving financial aid must demonstrate satisfactory academic progress both qualitatively (GPA) and quantitatively (completion rate). Students are required to maintain a minimum cumulative 2.0 GPA and a minimum cumulative 67 percent completion rate in order to retain financial aid eligibility.

Students receiving Title IV federal aid who drop out before the 60% point of the semester are required to pay back a percentage of the aid. Failure to repay will result in the loss of eligibility for further Title IV aid until the amount due is repaid in full. Students in default of a student loan or repayment of a grant cannot be awarded financial aid under Title IV Federal Regulations.

Students that have already earned a Bachelor’s degree or a Graduate degree are not eligible for Pell grants or State grants but, based on the FAFSA, may be eligible for the Federal Work Study Program.

Financial aid awards are not made on the basis of any disability, race, color, sex, or national/ethnic origin.

Application Procedures

All students seeking financial aid should file the Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.gov. This application is used to determine eligibility for all federal aid, including: Pell Grants, College Work-Study, and the Supplemental Educational Opportunity Grant (SEOG). It also is used to determine eligibility for the North Carolina Community College Grant and the North Carolina Education Lottery Scholarship. There are no fees charged to process this application.

Students must complete a separate FAFSA application for each new academic year.

To be eligible to receive a Federal Pell Grant and most other types of federal student aid, a student must:

- Have financial need.
- Have a high school diploma, GED®, or graduation from a home-school.
- Be enrolled in a Pell eligible certificate/degree program.
- Be a US citizen, permanent resident, or other eligible classification of non-citizen.
- Have a valid social security number.
- Have and maintain satisfactory academic progress.

- Register with Selective Service, if male between the ages of eighteen and twenty-five.
- Certify by signing a FAFSA that federal student aid funds awarded will be used solely for educational purposes.
- Certify by signing a FAFSA that you are not in default of any federal student loan and that you do not owe a repayment of any federal student aid grant.

Students Receiving Pell

Programs of Study

Students classified as special credit, undecided, or non-degree seeking are ineligible for federal financial aid. Some certificate and diploma programs do not qualify to receive federal student aid. Please refer to the list of eligible programs on MCC’s website (www.mayland.edu/students/financialaid/regulations.html). The diploma and certificate programs that are Pell-eligible may be subject to a reduced award using the clock-hour or clock-to-credit conversion rate as regulated by the U.S. Department of Education.

Required Courses

Any course applied to a student’s Pell grant award must be a required course for that student’s specific Pell eligible program of study (major). The required courses for each program are also listed in the MCC Catalog. The student is responsible for making sure his or her major is declared and listed correctly at time of awarding. Failure to do so could negatively affect a student’s financial aid award.

Remedial Coursework

The intent for Title IV funds is to pay for college-level courses. Therefore, the Federal Pell Grant will only pay for up to thirty credit hours of remedial coursework.

Financial Aid Notification of Regulations and Requirements

Students applying for a Pell Grant may be chosen for verification. Verification is a random process used by the U.S. Department of Education and MCC to verify that the information recorded on the FAFSA application is accurate. Students selected for verification will be asked to submit documentation which the Financial Aid Office will use to verify FAFSA information. For more information about the type of documentation to be
Mayland Community College

submitted, visit the Financial Aid page at www.mayland.edu. Financial aid will only be awarded when all verification has been completed. All documents required for verification must be submitted to the Financial Aid Office two weeks prior to the designated payment date for the registration period during which the student registered. Students who fail to submit all required documentation by the deadline will be expected to pay out of pocket for that semester, and will be reimbursed at the first scheduled disbursement date after documentation is received and verification is completed. The financial aid year-end cutoff date for each academic year is June 1. For example, June 1, 2016 would be the cutoff date for the 2015-16 academic year. Failure to submit all required documentation by this date could result in forfeiture of a student’s financial aid award for the 2015-16 academic year.

It is the student’s responsibility to attend the first day of class. Failure to attend or failure to be in contact with his or her instructor may negatively impact financial aid awards.

Any schedule adjustments made after the allowed schedule adjustment period could negatively impact a student’s financial aid award.

Disbursement Procedure

All financial aid refunds are disbursed to the student’s Higher One account. Students will receive their Higher One account information in the mail after registering for classes for the first time. Upon receipt of the information, students are instructed to activate their Higher One account and choose their preferred method of refund. After all tuition, fees, and bookstore charges have been deducted from their financial aid, students will be notified via their LEO (Linking Everyone Online: leo.mayland.edu) email account when financial aid disbursements are available. Financial aid awards for classes beginning mid-semester will not be disbursed until after the start date of the class.

Clock to Credit Hour Conversion Programs

Certain programs of study at MCC are considered to be “clock-to-credit hour conversion” programs. Credit hours for students enrolled in these vocational programs which do not offer a degree will be adjusted based on a federally mandated clock-to-credit hour conversion formula. This means that the number of credit hours for which Financial Aid can pay will differ from the number of credit hours listed on your class schedule. Contact the Financial Aid Office for more information on how the clock to credit conversion formula affects Title IV funding (Federal Pell Grants, and FSEOG).

Clock-Hour Programs

Certain vocational programs of study at MCC are considered to be clock hour programs for Title IV (Federal Pell Grant, and FSEOG) purposes.

A program is considered to be a clock-hour program if the following is true.

1. The program must measure student progress in clock hours to receive state or federal approval or licensure.
2. The completion of clock hours is required for graduates to apply for approval to practice applicable occupation.

Payment Periods and Disbursement Procedure for Clock Hour Programs

Aid for students enrolled in clock-hour programs will be disbursed based on clock hours (actual time in class/lab) rather than on semester credit hours and will be divided into two or more payments, depending upon the length of the program.

For clock-hour programs, a payment period is defined not only in clock hours but also in weeks of instructional time. Students must successfully complete the clock hours and the weeks of instructional time in a payment period to progress to the next payment period.

Satisfactory Academic Progress (SAP) for Clock Hour Programs

Satisfactory Academic Progress for students enrolled in clock-hour programs will be evaluated at the end of each payment period. Components of SAP to be considered are both qualitative (GPA) and quantitative (completion rate). Failure to maintain satisfactory academic progress could result in a loss of all Title IV funding.

Satisfactory Academic Progress for Financial Aid

Federal regulations require that students receiving financial aid maintain strict academic (Qualitative) standards and progress (Quantitative) standards while pursuing their educational goals. Students receiving financial aid should note that the college-wide
Probation Policy for academic progress contains the same grade point average (GPA) requirements as the Financial Aid Satisfactory Academic Progress (SAP) policy; however, the SAP policy for students receiving financial aid is stricter than the college-wide Academic Progress Policy for students enrolled in the same educational program who are not receiving financial aid. The SAP policy is applied to all student categories, full-time or part-time, who receive financial aid within eligible curriculum degree, diploma, and certificate programs established by the College.

Students enrolled in credit programs who receive financial aid at MCC are evaluated at the end of each semester to determine progression. Students enrolled in clock-hour programs who receive financial aid are evaluated at the end of each payment period at the point when the student successfully completes the scheduled clock hours for that payment period. Students must meet the Academic Standard (Qualitative) and the Program Completion Standard (Quantitative) and stay within the Maximum Timeframe Standard (Quantitative) to remain in a satisfactory academic status.

**Academic Standard (Qualitative)**

Students receiving financial aid must maintain a cumulative 2.0 GPA. A student’s GPA includes all curriculum classes taken at MCC, regardless of timeframe. All classes that are repeated count toward the GPA and the attempted/completed credit hours. If a student’s cumulative GPA falls below 2.0, the student is placed on Financial Aid Warning and will be notified by the Financial Aid Office by means of email. The student then has a warning period of enrollment, which is the next semester the student is enrolled at MCC to earn a 67 percent or more completion rate. The student is eligible for financial aid during this warning period of enrollment. If, at the end of the warning period, a cumulative 67 percent completion rate is not achieved, the student is placed in an unsatisfactory status and is no longer eligible for financial aid. The student may regain financial aid eligibility by reaching a cumulative 67 percent or more completion rate through self-pay or outside resources, or by completing a successful appeal (see Appeal Process, page 28).

**Maximum Timeframe Standard (Quantitative)**

All students receiving financial aid must complete their educational program within 150 percent of the published length. The maximum timeframe standard includes all curriculum hours attempted at Mayland Community College and any accepted transfer credits credit hours that apply towards students’ programs of study, regardless of timeframe. The maximum timeframe standard does not include developmental course credits. The MCC Catalog provides a course listing for each educational program and the number of credit hours needed to complete the program. For example, the Medical Assisting Associate in Applied Science Degree is seventy-six credit hours in length; therefore, a student receiving financial aid enrolled in that program may attempt, including accepted transfer credit hours, up to 114 credit hours (76 x 150%) and remain eligible for financial aid. Students who exceed the 150 percent maximum timeframe are not eligible to receive financial aid at MCC. The maximum timeframe standard does not provide for a warning status. However, students who exceed the maximum timeframe for their program of study may continue to receive financial aid by completing a successful appeal (see Appeal Process, page 28).

Additionally, students who cannot mathematically complete their programs of study by the 150 percent maximum timeframe will no longer be eligible for
financial aid without an appeal. Example: A student is in a program which would allow for a maximum of sixty-five hours and the student has attempted sixty hours and needs three additional courses which total nine credit hours to complete the program. At sixty-nine credit hours (60 attempted hours + 9 needed hours), the student would exceed the 150 percent maximum timeframe. Because mathematically, the student could not complete the program prior to the 150 percent maximum timeframe, he or she would no longer be eligible for financial aid at MCC. All students will be limited to the equivalent twelve full-time semester awards (600%) from the Pell Grant. These changes apply to every student. All previous semester Pell awards, from any school, will be included in determining remaining awards.

Satisfactory Academic Progress (SAP)

Grade Definitions

- Letter grades of A, B, C, D, and TR are counted as completed credits.
- Letter grades of F, I, WR, and W are counted as credit hours attempted but not successfully completed.
- Letter grade of WA (no show) is not counted as attempted or earned credit hours.
- Audited (Y) courses are not funded by financial aid and are excluded from all calculations.
- Developmental credit hours (courses below the 100 level) are included in the GPA calculation. Developmental credits are not included in the program completion or maximum timeframe standards. Students may receive financial aid for developmental credits up to a maximum of thirty credit hours.
- Grade points and credit hours earned for grades received for a repeated coursework are used in the GPA calculation. Students may receive financial aid for repeating a passed course one time.
- Transfer credit hours (TR grades) are excluded from the GPA calculation but are included in both the completion rate and maximum timeframe calculations.

Appeal Process

Students in financial aid unsatisfactory status due to failure to maintain academic (Qualitative) standards, progress (Quantitative) standards, or maximum timeframe standards may appeal their loss of financial aid eligibility. Appeals must be made by the end of schedule adjustment of the semester in which a student wishes to receive financial aid. Financial aid appeal forms are available on the College website (www.mayland.edu) or in the Financial Aid Office. Student statements on the form and attached documentation must include:

1. the circumstances that rendered them unable to meet the standard(s);
2. what has changed to allow the student to meet the standard(s); and
3. the student’s educational goal and plans to meet that goal. The appeal form and supporting documentation can be submitted in person, by mail or by facsimile to the Financial Aid Office. The Financial Aid Appeals Committee will consider then consider the appeal and the decision will be final.

Students will be notified of appeal decision by both e-mail and letter within five working days after submitting the Financial Aid Appeal Form along with all required documentation.

Students whose appeals are granted for failure to maintain qualitative, quantitative, or maximum timeframe standards will be placed on probation and will be required to participate in an established academic plan. The SAP Academic Plan requires that students receiving financial aid complete each semester in which they have the probation status with at least a 2.0 GPA and 100% completion rate. Students who maintain these academic standards will remain on probation, until the minimum cumulative SAP requirements are met. Once students reach a cumulative 2.0 GPA and 67 percent completion rate, their SAP status will become satisfactory and they will no longer be held to the terms of the academic plan.

The number of times a student can appeal due to failure to maintain the qualitative, quantitative, or maximum time frame standards is limited to two appeals during the student’s academic career at MCC.

Reinstatement of Financial Aid Eligibility

If a student loses financial aid eligibility by failing to meet the Academic and/or Program Completion standard and after self-pay or the use of outside resources feels that the standards are met, the student must contact the Financial Aid Office to have his or her SAP status re-calculated. If the standards have been met, the student will regain financial aid eligibility for the next semester in which the student enrolls and the
standards were met, provided all other financial aid requirements have been completed.

Types of Financial Aid

Federal Pell Grant Program

The purpose of the Federal Pell Grant is to provide eligible students with a foundation of financial aid for post-secondary education. Any student working toward a degree/diploma/certificate may be eligible for the grant, which ranges from $626 - $5,775, depending on the number of credit hours enrolled each semester and the Expected Family Contribution (EFC) as calculated by the Department of Education.

Federal Supplemental Educational Opportunity Grant

This grant is for students demonstrating exceptional need to meet their costs of education. Eligibility is determined from the FAFSA application.

Federal College Work Study Program

The Federal Work Study Program is a federally funded program that provides an opportunity for students to work and earn money to assist with their educational expenses while enrolled at MCC. Students must show financial need as demonstrated on the Free Application for Federal Student Aid (FAFSA) in order to qualify for the Work Study Program. For more information contact the Financial Aid Office or visit www.mayland.edu/students/financialaid.

North Carolina Community College Grant (NCCCG)

The NCCCG is funded by an appropriation made by the North Carolina General Assembly in 1999 and provides the largest financial need-based student assistance program in the history of the North Carolina Community College System. It is the intent of the General Assembly that the Community College System makes these financial aid funds available to the neediest students who are not eligible for other financial aid programs that cover their required educational expenses. Students who are ineligible to receive a full Pell Grant award are considered for this need-based grant. To be eligible for the NCCCG, students must complete the Free Application for Federal Student Aid (FAFSA).

North Carolina Education Lottery Scholarship (NCELS)

The North Carolina Education Lottery Scholarship program was created by the 2005 General Assembly to provide financial assistance to NC students with need, who attend eligible colleges located within the state of North Carolina. This scholarship is offered by the North Carolina State Education Assistance Authority through College Foundation, Inc. Eligibility for the NCELS is determined by the Free Application for Federal Student Aid (FAFSA).

To be considered for the NCCCG or the NCELS, an applicant must:

1. be a North Carolina resident for tuition purposes;
2. meet all the eligibility requirements for a Federal Pell grant, except the Expected Family Contribution (EFC) requirement; and
3. enroll for a least 6 credit hours per semester as an undergraduate student in a degree, certificate, or diploma program at an eligible North Carolina post-secondary institution;
4. meet the Satisfactory Academic Progress (SAP) requirements of the institution he or she is attending. Funding for the North Carolina Community College Grant and the North Carolina Education Lottery Scholarships are awarded to eligible students for the fall and spring semesters only. These funds are not available for the summer semester.

MCC Foundation Scholarship Program

Students at MCC are encouraged to explore a range of scholarship opportunities, including the MCC Foundation Scholarship Program.

Over fifty scholarships are available through the MCC Foundation Scholarship Program. While criteria for each scholarship varies, the majority are awarded on the basis of financial need and academic promise. For more information about MCC Foundation scholarships and to access the online scholarship application, visit the Foundation website (www.maylandfoundation.org). The MCC Scholarship Committee reviews applications and makes awards twice per year, for fall/spring and spring only. Deadlines are: Fall/Spring: April 30 and Spring only: October 15.

Applications for the MCC Scholarship Program must be submitted online. All required supporting documentation must be submitted and processed ON or BEFORE the deadline dates specified. Only complete applications will be reviewed.
The MCC Foundation awards scholarships without regard to race, creed, religion, color, ancestry, marital status, sexual orientation, national origin, or physical disability.

**Community Scholarship Opportunities**

Information on several community scholarships is available under Scholarship Opportunities on the Financial Aid page of the website (www.mayland.edu). This page is updated regularly with the most current scholarship information.

**North Carolina Child Care Grant**

The Childcare Assistance Program is a state grant, funded through the North Carolina Community College System. This grant provides childcare assistance for children of students enrolled in a curriculum program at MCC and displays financial need.

Students must complete the following steps to apply for assistance:

1. Complete the Free Application for Financial Student Aid (FAFSA) online to determine financial need
2. Be enrolled for a minimum of nine credit hours per semester and maintain a 2.0 GPA or higher
3. Have child enrolled or have an enrollment date at a licensed childcare facility or registered home
4. Turn in a Childcare Assistance application
5. If married, turn in spouse’s current check stub
6. Contact DSS in student’s residence county to be put on waiting list for childcare voucher

Funding is limited and awarding of the funds is based on the following criteria:

- Family size
- Verified income
- Financial need
- Enrollment status (i.e. full time or part time)
- Cumulative grade point average (2.0 or higher)
- Special circumstances, if applicable

Students will be rated based on these conditions, with those students having the highest ratings being awarded first. Students who have a spouse in the home who is not working or is not enrolled in school for a minimum of nine credit hours are not eligible for funding.

**529 Savings Plan**

A 529 Savings Plan is an education savings plan designed to help families save for college expenses. These plans are named after section 529 of the Internal Revenue Code. They allow taxpayers to either prepay or contribute to an account for paying a student’s qualified higher education expenses. Contributions to 529 plans are not deductible, but there is no income limit for contributors.

529 plan distributions are tax-free as long as they are used to pay qualified higher education expenses for a designated beneficiary. Qualified expenses include tuition, required fees, books, and supplies. Room and board also qualify for students who are at least half-time.

**Education IRA/ Coverdell ESA**

This is a trust or custodial account that is created exclusively for the purpose of paying the qualified higher education expenses of the designated beneficiary of the account. A beneficiary is someone who is under the age of eighteen or is a special needs beneficiary. Taxpayers, including the designated beneficiary, may deposit up to $2,000 in any year no matter how many accounts have been established. Also, no tax is owed upon withdrawal unless the amount withdrawn is greater than the cost of the student’s qualified higher education expenses.

Additional information on the Coverdell Education Savings Accounts can be found at www.irs.gov/uac/Coverdell-Education-Savings-Accounts.

**Education Credits**

Community college students may be eligible to receive education tax credits that can reduce the expense of education. There are two education tax credits available, (1) the American Opportunity Credit and (2) the Lifetime Learning Credit. The credits are based on education expenses paid for students enrolled in eligible institutions. Additional information on education credits can be found at www.irs.gov/uac/Tax-Benefits-For-Education:-Information-Center.

**Veterans Administration Education Benefits**

All degree, diploma, and certificate programs at MCC are approved by the North Carolina State Approving Agency under Public Law 634 for educating and training
veterans, dependents of deceased or disabled veterans, and members of the Selected Service. Continuing Education courses are not approved for VA Education Benefits. Information and assistance in establishing eligibility for VA Education Benefits may be obtained from the VA Certifying Official in the Financial Aid Office.

NC Works Career Centers

Mayland Community College’s Career Centers provide training, education, and employment programs funded through the federally funded Workforce Investment Act (WIA). The purpose is to prepare adults and dislocated workers for available employment opportunities through a variety of services:

- Information on local career opportunities
- Matching skills to jobs
- Scholarships for training
- On-the-job training
- Paid work experiences
- Job search skills
- Interviewing techniques and resume development

For more information, call 828.737.5419 in Avery County, 828.766.1195 in Mitchell County, and 828.682.6618 in Yancey County.

WIA Youth Services

WIA-funded programs provide services to both in-school and out-of-school youth combining year-round and summer training activities. These activities help eligible young people to achieve academic and employment success and to be prepared for lifelong learning through an array of options that will improve their educational and skill competencies and provide connections to employers.

The Get REAL (Resources Employment Advancement Learning) System of Services offers resources for youth up through the age of twenty-one to help plan a career, get job experience, get advice on how to climb the career ladder, and learn job training and searching skills.

Programs are administered through the NC Works Career Centers in Avery, Mitchell, and Yancey counties. For more information about these services call 828.737.5419 in Avery County, 828.766.1195 in Mitchell County, or 828.682.6618 in Yancey County.

Counseling Center

The mission of the Counseling Center is to enhance the personal and professional development of students and provide an environment that is supportive and inclusive. From pre-admission to post-graduation, the Counseling Center provides student-centered counseling and programming in the areas of career planning, transfer assistance, supportive counseling, disability services, academic support and job search assistance. In doing so, the Counseling Center provides a gateway to opportunity for our local community and empowers students to achieve their goals of graduation, transfer, and employment.

Career Counseling

Students receive help in assessing their career interests, abilities, values, skills, personality type, and other factors important in making career choices. Popular career assessments include the Myers-Briggs Personality Inventory and the Strong Interest Inventory. Students can research a wide variety of occupations and fields of interest using resources such as web databases, on-line videos, occupational information software, and book available to check out. Through career counseling students are able to make decisions about their career and educational goals and develop action plans for achieving those goals.

Resume/Interviewing Assistance

Students preparing to look for work can receive help with resume writing, interviewing skills, and job search strategies. Resume software is available that offers a variety of examples and templates. Practice interviews can be provided for students who want to refine their interview skills. Students can also learn networking skills to strategically uncover the hidden job market.

Transfer Assistance

Counselors help students understand the transfer process and the steps required to transition successfully. Students receive guidance in understanding articulation agreements and course equivalencies, deciding which transfer courses to take at MCC, and deciding which transfer college is best for them. Students can research any college in the nation and gain assistance in applying to colleges.
**Personal Counseling**

Supportive counseling is available for students experiencing personal problems that impact their ability to succeed in college. Referrals to outside agencies can be made for more significant mental health concerns. Personal and academic coaching is available for students who need help in areas such as time management, motivation, study skills, self management, stress reduction, and test anxiety.

**Disability Services**

Students with documented disabilities may receive accommodations to facilitate learning, in accordance with the Americans with Disabilities Act (ADA). Students should first contact the Counseling Center and provide documentation of the disability so that appropriate accommodations may be determined. More extensive accommodations require six weeks notification prior to registration.

**Academic Support: SOAR Program**

The SOAR Program (Support Options for Achievement and Retention) is an academic support program designed to provide students the opportunity to complete a degree, diploma, or certificate by increasing their options for academic success. The program provides support activities that extend beyond what would normally be offered at the College: First-generation college students, (neither parent has a four-year college degree), low-income students, or students with physical or learning disabilities that require accommodations qualify for the program. SOAR is sponsored jointly by MCC and the U.S. Department of Education, TRiO Programs, Washington, D.C. and offers a variety of services.

**Educational Support**

Students may receive support in all areas pertaining to improvement of learning skills. Services include supplemental instruction in reading, math, and English, and skill development in studying, test-taking, note-taking, time management, managing online and hybrid classes, academic advising, and more.

**Academic, Personal, and Financial Counseling**

SOAR staff can help students develop academic and personal goals. They also give assistance in researching all available financial resources.

**Free Tutoring/Peer Mentoring**

Tutors and Peer Mentors assist students with coursework, offer information, and/or provide study skills help.

**Transfer Help**

Eligible students may receive assistance in transferring to four-year colleges and universities. Trips to area colleges, information on possible courses of study, and exploration of financial resources are offered.

**Assistance for Students with Disabilities**

Students with documented disabilities may receive reasonable accommodations through Student Development. Services may include tutoring, testing accommodations, note-taking, recorded texts, student advocacy, etc. Students with disabilities may also receive additional support services through the SOAR Program.

**Student Records**

Upon receipt of the application for admission from a prospective student, a student record file is established by the Registrar’s Office. It is the policy of the College that the student record file shall be used throughout the student’s enrollment to collect and maintain pertinent basic data relative to the individual’s admission and academic progress. The contents of the student record file are as follows: application for admission, transcripts of the student’s previous educational record, placement test results, summaries of admissions and academic progress interviews, residency questionnaire, correspondence related to admission, and academic progress. The contents of the student record file are the property of MCC and are maintained in accordance with the Family Educational Rights and Privacy Act of 1974.

**Housing**

Mayland Community College has no dormitory facilities. Students who wish to live away from home must make their own housing arrangements. The College takes no responsibility for locating or supervising student housing.

**Student Organizations and Activities**

Student organizations must be approved by the MCC Student Government Association (SGA). Student organizations are sanctioned by the Student
Development Office and may be given operational funds through the request of student activity fees. MCC encourages student participation in extracurricular activities. Such participation plays an important role in leadership development and in the general, social, and educational growth of the student.

All organizations must have an active faculty or staff sponsor. To begin a new organization, students should talk with the Dean of Students.

**Association of Student Medical Assistants**

The Association of Student Medical Assistants is designed for current medical assisting students as well as pre-medical assisting students. The Association’s goals are to educate the public to the expanding field of medical assisting, to continually improve the program, to explore better student learning methods, and to develop a community service project for each freshman group.

**Circle K International (CKI)**

Circle K International, a member of Kiwanis International, is the world’s premier collegiate service organization that offers participants many opportunities to create lifelong friendships and develop leadership skills while serving the community. Whether mentoring a child, networking with business people, or bowling with fellow members, CKI offers students the chance to build social skills, meet new people, and strengthen relationships.

CKI is a self-governing organization that elects its own officers, conducts its own meetings, and determines its own service activities. CKI blends community service and leadership training with the opportunity to meet other college students around the world through global service projects and club conventions.

**Early Childhood Education Club**

The Early Childhood Education Club is organized for students enrolled in MCC’s Early Childhood Education Program and also for the program’s alumni. Participation in the association provides numerous opportunities for members to network with professionals in the field of Early Childhood Education and to enjoy spending time and having fun with young children. Students will also gain experience working with community agencies that serve young children and their families.

**Human Services Student Organization**

The Human Services Student Association is for students enrolled in the Human Services Technology program and is designed to promote student participation in community service projects and campus-wide activities. The association also strives to provide students with opportunities to network with and learn from other professionals in the human service field.

**Student Ambassadors Association**

Student Ambassadors are students nominated by faculty and staff based on their commitment to the College and on their leadership potential.

To become an Ambassador, students are required to fill out a detailed application and submit it along with two references.Ambassadors must also maintain a 2.5 GPA. Ambassadors are responsible for hosting student tours, assisting with MCC Foundation events and special events hosted by the President’s office. Ambassadors also coordinate efforts to raise money for community charities as part of their yearly projects, and in addition, assist faculty and staff on registration day at the College.

**Student Government Association (SGA)**

SGA at MCC is the official voice of the student body. As such, it not only represents the students but also works with SGA advisors to provide social, educational, cultural, recreational, and service activities for the school and the community. The SGA President is also an ex-officio member of the college’s Board of Trustees. Any interested student or staff member is invited to attend meetings and to participate in the planning of activities. Voting privileges are reserved for officers and senators.

SGA officers are elected from the student body, while senators are recruited from the student body and required from each student organization. Responsibilities and powers of the SGA are those specified in its constitution and approved by the College’s Board of Trustees. Copies of the SGA Constitution can be obtained from the Dean of Students or the College’s website.
Student Nurses Association (SNA)

The Student Nurses’ Association is designed to benefit those enrolled in the nursing programs at the College. Ass nursing students are encouraged to participate in this organization. Some advantages of membership in the SNA include the following:

- Opportunity to participate in the professional nursing organization for students
- Meeting with other nursing students
- Career launching seminars and services
- Participation in College and community service-learning activities
- Rewarding contests and scholarship opportunities
- Reduced rates on products and services classes offerings, and important deadlines.

Linking Everyone Online (LEO)

LEO is MCC’s Learning Management System (LMS) designed to offer a place where students can register for classes, check their grades, request and view transcripts, search for class listings, use calendar tools to keep up-to-date on events and activities that are going on at the College, and have a student e-mail account. LEO gives students and faculty instant access to each other on and off campus. Faculty members also use LEO as a classroom tool, incorporating the technology into their activities and learning environment. MCC employees use LEO to contact students and post important announcements concerning the college such as Financial Aid and registration dates. LEO also allows the College to post news stories and share information among clubs and committees online. LEO allows access for students and employees anywhere in the world where an Internet connection is available.
Academic Requirements

General Education Core

Mayland Community College requires the successful completion of a general education component at the collegiate level that is a substantial component of each associate degree program. By providing a general education core that ensures a breadth of knowledge and is based on a coherent rational, MCC supports this educational access.

As part of the North Carolina Community College System (NCCCS), all associate degrees awarded by MCC require a minimum of fifteen semester hours credit of general education, including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Each degree program requires a minimum of six semester hours of communication. Furthermore, all associate degree programs require the completion of a Humanities elective that is not a skills-based course, such as written and oral communication or introductory foreign language.

College Core Competencies

MCC provides a college experience that develops, broadens and strengthens the knowledge, skills, attitudes and values necessary for a lifetime of inquiry for our students. Graduates of MCC, regardless of program, should possess a common core of general education competencies that promotes success in the workplace, facilitates the learning of technical skills, and eases the transition to further higher education. Achievement of these competencies should also serve to enhance the quality of life, create students success and result in responsible citizenship for all students. MCC has identified five general education competencies (defined as College Core Competencies).

- **Outcome 1**: Demonstrate effective oral and written communications. Assessed in ENG 111.
- **Outcome 2**: Employ critical thinking and problem solving skills. Assessed in PSY 150.
- **Outcome 3**: Work cooperatively to achieve the needs of a group or team. Assessed in COM 231.
- **Outcome 4**: Apply appropriate technology skills. Assessed in CIS 110.
- **Outcome 5**: Use applicable mathematical skills. Assessed in MAT 143.

Direct assessment of student attainment of college core competencies is conducted by faculty within courses. Courses were selected so that most degree-seeking students would be assessed on each outcome on their path to graduation.

Certificate programs also assess College Core Competencies when appropriate and at college-level through courses within individual programs of study.

Registration

Curriculum students are expected to register for courses on the dates specified on the College Academic Calendar.

Faculty Advising System

Each student is assigned to a faculty advisor within the department he or she plans to enter. The faculty advisor is available to assist the student in planning a program of study and registering for classes.

While enrolled at MCC, the student is encouraged to and may be required to seek out his/her faculty advisor as a continuing source of help.

Course Load

Students enrolled for twelve or more semester hours during the fall or spring semester are classified as full-time students. Students enrolled for nine or more semester hours during the summer are classified as full-time students. Normal course loads will vary from one curriculum to another and from one semester to another. Normal course loads are outlined by department in this Catalog.

Attendance

Students are expected to be present and on time for all scheduled classes. Attendance policies for each course are included in the syllabus. In case of inclement weather, students are responsible for making their own decisions about road safety. The student will be held responsible for all academic requirements regardless of class attendance. Students enrolled in mandated law enforcement training must meet attendance requirements as set forth in the State Board of Community Colleges Code.

Students must participate academically in each course by the 10 percent point of that course in order to
maintain registration. If a student does not participate by the date, he or she may be withdrawn as a “No Show” and be dropped from the course. The student will be assigned a grade of WA, which does not affect GPA.

Schedule Changes

Students may change their schedule of classes during the schedule adjustment period five days after registration day during the Fall and Spring semesters and three days after registration for the Summer semester without academic penalty.

Withdrawal Procedures

A student who withdraws from a curriculum course during any semester should first consult with his or her Admissions Retention Advisor (ARA).

To withdraw from a course, the student will use the following procedures:

- Obtain a drop-add form from Student Development.
- Complete the drop-add form by listing each course being dropped and secure the necessary signatures. Refer to individual faculty office hours for their specific availability.
- Return completed form(s) to the Registrar’s Office by the specified date.

Conditional Withdrawal

During the second third of the term, students withdrawing from a course must complete a drop form and will be given a grade of “WP” or “WF” or “WR” at the discretion of the instructor according to the quality of the student’s performance.

No Withdrawal

During the final third of the term, students will not be allowed to withdraw from registered coursework. Extreme circumstances such as a medical emergency must be approved by the instructor of the course, the Division Dean, and the Vice President of Instruction and Student Development.

Administrative Withdrawal Procedure

It is MCC policy that any student who misses two consecutive weeks of class during a full sixteen week semester (see individual syllabi for courses shorter than sixteen weeks) and has no contact with the instructor may be dropped from the class. The student cannot re-enroll in the class and may face a payback situation with financial aid.

If a student has not initiated contact with the instructor and has not attended class or demonstrated academic activity for a consecutive two week period, an Administrative Withdrawal may be submitted by the instructor. The withdrawal will be effective based on the last date the student attended class or demonstrated academic activity.

If a student is not attending class and contacts the instructor via phone or email and requests not to be withdrawn, but does not continue academic activity, the student will be considered academically inactive and will be withdrawn. Refer to course syllabi for specific attendance requirements.

Students who have not attended for two consecutive weeks during the first two-thirds of the term will be withdrawn with a grade of “W,” which does not affect GPA. Those who do so during the last third of the term will earn a grade of “WP,” “WF,” or “WR” based on their grade average at the point of administrative withdrawal.

Curriculum Course Repetition Process

A student may repeat a curriculum course twice for which he or she earned a grade of “C” or higher. This means the student can take the course three times. A student wishing to repeat the same curriculum course more than twice (having already taken the course three times) shall enroll on an “audit” basis. Any exception must have the prior written approval of the Division Dean and the Vice President of Instruction and Student Development.

When a student repeats a course, the last grade is recorded as the final grade for the course, and only the last hours attempted are counted in determining the student’s grade point average. However, the previous grade will remain part of the permanent record. The last grade earned will become the grade of record, even if it is a lesser grade.

Veterans cannot receive VA benefits for repeating courses previously passed with a grade of “D” or higher. Pell and state grants will only pay for one repetition of a course previously passed for a “D” or higher. Any student failing a prerequisite course must repeat and pass the prerequisite prior to taking the next course in the sequence. Any exception must have the prior
written approval of the Division Dean and the Vice President of Instruction and Student Development. A student must pass all required courses in the selected curriculum to be eligible for graduation. Students receiving a grade of “D” or “F” in a course may repeat as many times as necessary until they receive a grade of “C” or higher.

**Course Substitutions**

Course substitutions involve only courses in the same discipline and where course content is substantially the same. Students may request a course substitution, which must be approved by the advisor and the Division Dean. Courses on the quarter system will be evaluated on a course-by-course basis and may be referred to the Division Dean for approval. After the approval process, course substitutions are sent to the Registrar.

**Removal of Incompletes**

An “I” grade indicates that a student has completed passing work in a course, but because of extenuating circumstances, the student was unable to complete some portion of the required work. Unless the incomplete is removed before the end of the succeeding term or by the time set by the instructor, which may not exceed the end date of the next term, the “I” will automatically be changed to an “F”. This removal period can only be extended by the Vice President of Instruction and Student Development. In the absence of the instructor, the program coordinator will set the criteria for the removal of an “I” grade.

**Previous College Credits**

Credits transferred from another school may be substituted for Mayland Community College courses if the content of the courses to be transferred is substantially the same as that of the required courses. At least one-fourth (25 percent) of the credits required for a degree, diploma, or certificate must be completed at MCC.

Credit from another regionally accredited institution with a grade below a “C-” will not be accepted.

Credits earned at another institution will not be considered in the computation of a student’s grade point average.

**Evaluating and Awarding Credit**

Students may be admitted with advanced standing by transfer from accredited colleges and universities and from previous programs taken at MCC.

- The credit will only be considered from an official transcript from the other institution.
- Questions regarding accreditation are answered using www.sacscoc.org/searchResults.asp.
- Courses taken under the quarter system will be evaluated on a course-by-course basis and may be referred to the Division Dean for approval of use toward graduation.
- Only grades of “C-” or higher will be considered for transfer credit.
- Once the transcript is received, the Registrar will then perform a course-by-course comparison using the credit hours and the course content to determine whether or not the courses are equivalent. If there are questions after using the course descriptions, the Registrar will consult a faculty member from the area in question. Once it is determined that an equivalency exists, then the transfer credit is awarded and posted to the MCC transcript.
- The student is notified by letter of any transfer credit awarded.
- It should be noted that at least one-fourth (25 percent) of the credit required for a degree must be completed at Mayland Community College in order to graduate from MCC. This is verified by the Registrar when progress toward program completion is reviewed.

**Transfer of Credits to Other Schools**

Credits earned in curriculum programs may frequently be transferred to other colleges and universities. Students planning to transfer to another institution prior to or after completion of a degree program at MCC should consult a transfer counselor in Student Development to determine the transferability of courses from MCC to another institution.

Any student planning to transfer should obtain a catalog from other institutions to which he or she intends to transfer. By working closely with advisors and counselors at MCC and other institutions, the student can maximize the likelihood of receiving credit for MCC courses at another institution.
The College-Level Examination Program® (CLEP) Credit

CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. MCC will grant credit to enrolled students who have a minimum score of fifty or higher. Credit may be considered only for those courses that are in a student’s academic program. Students should submit official CLEP® scores and meet with the Registrar to ensure appropriate credit is granted. A list of CLEP®/MCC Equivalencies can be found in the Registrar’s Office.

Credit For Experiential Learning

A student must present a file or portfolio of information to the respective Division Dean for the purpose of justifying academic credit for past experiences.

The Division Dean will forward the file or portfolio to the Vice President of Instruction and Student Development and

1. recommend the number of academic credits to be awarded; or
2. require the student to provide additional information on which to base a decision.

A final determination on the credit to be awarded to the student will be made by the Vice President of Instruction and Student Development upon receipt of the recommendation from the Division Dean.

All documentation leading to the awarding of credit for experiential learning will be filed with the Registrar. Under no circumstances will more than 25 percent of the required hours for a degree, diploma, or certificate be awarded for experiential learning.

Credit for Military Training

The Guide to the Evaluation of Educational Experiences in the Armed Services will be used to evaluate military training.

Credit for Advanced Placement (AP)

College credit for advanced placement will be awarded when proper documentation is provided indicating attainment of state requirements.

Credit for Professional Certificates

- Successful completion of BLET (CJC 100) may substitute for CJC 120, CJC 131, CJC 132, CJC 221, CJC 225, and CJC 231.
- All other professional certificates will be evaluated by the Division Dean/Program Coordinator to determine awarding of credit.

Proficiency Credit

Only one exam will be administered per course per student. Proficiency exams are not available for all courses. To obtain permission to take a proficiency exam, a student should do the following:

1. Register for the course and pay the appropriate tuition and fees.
2. Complete a request for Proficiency Exam form from the instructor within one week following schedule adjustment period.
3. Attend class regularly and participate fully until the request is approved.
4. The instructor will administer the exam no later than two weeks after receiving the student’s completed request.
5. The grade a student earns on the exam can be used as the final grade for the class. If this grade is accepted by the student, the student must sign the Request for Proficiency Form agreeing to the earned grade. The instructor will then attach the exam and submit it to the Registrar’s Office. The grade will be posted to this student’s transcript. Once the grade is accepted, the student has completed the requirements for the class and will no longer be required to attend. If the grade is not accepted by the student, then he or she will remain in the class to receive credit. If the student does not wish to remain in the class he or she must officially withdraw.
6. Remedial courses (courses below 100 level) and ACA 122 are exempt from this procedure.

Release of Transcripts

MCC complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). MCC’s Privacy of Student Education Records Policy can be found on our website (www.mayland.edu).

Students have four options when requesting an official curriculum transcript.
Methods of accepted payment via online requests include American Express, Discover Card, MasterCard, and Visa.

1. Current students login to their LEO account to request and pay for an official curriculum transcript.

2. Non-current students may complete a transcript request online through the MCC website (www.mayland.edu) to be sent directly to a college or university. Complete the MCC Transcript request form and process payment.

3. Request in person at MCC’s Registrar’s Office. The Registrar’s office is located on the College’s main campus, at 200 Mayland Drive, Spruce Pine, NC. All students requesting an official curriculum transcript in person must complete the MCC Transcript Request Form and pay a $5 per transcript fee. Payment forms accepted include cash, check, money order, American Express, Discover Card, MasterCard, and Visa.

4. Mail in a request. All requests must be accompanied with a completed Mayland Transcript Request Form and payment. Payment forms accepted include check or money order ONLY! The form can be found on the College’s website (www.mayland.edu). Mail completed form and payment to:

   Mayland Community College
   Attn: MCC Cashier’s Office
   PO Box 547
   Spruce Pine, NC 28777

**Grading System**

Work in curriculum courses is evaluated according to the letter-grade system. Course grades are recorded on the student’s transcript. Grades for courses at the 100 level and above will be averaged according to grade point equivalents to determine the student’s academic standing. Grades for courses below the 100 level will not be calculated in the determination of the student’s overall grade point average for student transcript purposes. When a course is repeated, the last grade recorded is the final grade for the course, and only the last hours attempted are counted in computing total credit hours and in determining the student’s grade point average.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>An honor mark assigned for work of highest quality.</td>
<td>4 pts/credit hour</td>
</tr>
<tr>
<td>B</td>
<td>A mark assigned for work of above-average quality</td>
<td>3 pts/credit hour</td>
</tr>
<tr>
<td>C</td>
<td>A mark assigned for work of average quality</td>
<td>2 pts/credit hour</td>
</tr>
<tr>
<td>D</td>
<td>A mark assigned for work of minimum quality</td>
<td>1 pt/credit hour</td>
</tr>
<tr>
<td>F</td>
<td>A mark assigned for work below minimum quality</td>
<td>0 pts/credit hour</td>
</tr>
<tr>
<td>I</td>
<td>A special mark used only for students who cannot complete course work because of extreme hardship. The student must present a request for this mark to the respective instructor.</td>
<td>Not computed</td>
</tr>
<tr>
<td>P</td>
<td>A mark assigned to indicate completion of a development course requirement</td>
<td>Not computed</td>
</tr>
<tr>
<td>PR</td>
<td>Indicates that a student passed a proficiency examination to meet the requirements of the course or has received credit through Advanced Placement.</td>
<td>Not computed</td>
</tr>
<tr>
<td>R</td>
<td>Indicates a student must retake a developmental course</td>
<td>Not computed</td>
</tr>
<tr>
<td>W</td>
<td>A mark assigned for students dropping a course during the first two-thirds of the term.</td>
<td>Not computed</td>
</tr>
<tr>
<td>WA</td>
<td>No Show—Indicates that the student did not attend during the first 10% period of the course.</td>
<td>Not computed</td>
</tr>
<tr>
<td>WF</td>
<td>Indicates that the student’s work is not passing at the time of administrative withdrawal in the final third of the term.</td>
<td>0 pts/credit hour</td>
</tr>
<tr>
<td>WP</td>
<td>Indicates that the student’s work is passing at the time of administrative withdrawal in the final third of the term.</td>
<td>Not Computed</td>
</tr>
<tr>
<td>WR</td>
<td>No-Show, Indicates that the student did not attend during the first 10% period of the course.</td>
<td>Not Computed</td>
</tr>
<tr>
<td>Y</td>
<td>Audit</td>
<td>Not computed</td>
</tr>
</tbody>
</table>
Academic Progress System

Academic Honors

In recognition of students with outstanding academic records, the President’s List, Dean’s List, and the Honors List will be published at the end of each Fall and Spring semester.

- To qualify for the President’s List, a student must take a minimum course load of twelve semester hours credit and maintain a 4.00 grade point average with no incompletes.
- To qualify for the Dean’s List, a student must take a minimum course load of twelve hours credit and maintain at least a 3.50 grade point average with no incompletes.
- To qualify for the Honors List, a student must take a course load of six to eleven hours credit and maintain at least a 3.50 grade point average with no incompletes.

Academic Warning

A student whose cumulative Grade Point Average (GPA) falls below 2.00 will be placed on Academic Warning until a cumulative 2.00 GPA is achieved.

A student on Academic Warning

- is required to complete an Academic Progress Plan with the Dean of Students before being allowed to take classes the next semester;
- is encouraged to limit enrollment to fifteen or fewer semester hours; and
- will be placed on Academic Probation if he or she fails to achieve a 2.00 GPA for any semester.

Academic Probation

A student on Academic Warning who fails to achieve a 2.00 GPA for the semester will be placed on Academic Probation. Academic Probation is a one semester classification. A student on Academic Probation

- is required to complete an Academic Action Plan with the Dean of Students before being allowed to take classes the next semester;
- is required to limit enrollment to thirteen or fewer semester hours;
- cannot preregister until the second week of Priority Registration;
- will be removed from Academic Probation after one semester if he or she achieves a 2.00 GPA for the semester and will remain on Academic Warning until a cumulative 2.00 GPA is achieved; and
- will be placed on Academic Suspension if he or she fails to achieve a 2.00 GPA for the semester.

Academic Suspension

A student on Academic Probation who fails to achieve a 2.00 GPA for the semester will be placed on Academic Suspension. A student on Academic Suspension is required to withdraw from Mayland Community College for at least one semester. After the semester of suspension, a student will be allowed to petition for readmission. The petition must be in writing, prepared by the student, and include a justification for readmission. Readmission must be approved by the Dean of Students. Upon re-enrollment, the student will be placed on Academic Probation and subject to the restrictions and requirements of this academic standing. A second suspension will result in two required semesters of withdrawal.

A student on Academic Warning, Probation, or Suspension will be notified of this academic standing by an email and/or letter from the Dean of Students. That letter will explain the steps described above.

Academic Integrity Code

MCC expects every student, staff member, and instructor at Mayland Community College to maintain the highest standards of academic integrity. The right to learn in a community free from academic dishonesty is crucial to the development of a college student. For this reason, the College will impose sanctions for instances of plagiarism or cheating, or any act which violates the academic integrity of the College. Students are encouraged to familiarize themselves with MCC’s statement regarding violations of the Academic Integrity Code located in the MCC Student Handbook.

Faculty members are responsible for educating students about academic integrity by placing a statement about the Academic Integrity Code on class syllabi. Further, faculty members are encouraged to limit opportunities for dishonest behavior.
If a student violates the Academic Integrity Code on an assignment (including an exam or other academic exercise), the faculty member has the option of the following sanctions:

- A reduced grade on the assignment.
- A reduced grade for the course.
- A grade of F on the assignment.
- A grade of F for the course.

Additionally, the faculty member must complete an Incident Form and report the violation to his or her Division Dean and the Dean of Students in all cases in which a sanction has been imposed. The Dean of Students will keep a record of violations. Repeated instances of violations of the Academic Integrity Code will result in more severe sanctions as outlined in the Student Handbook. Violations of the Academic Integrity Code include, but are not limited to, the following acts:

- Academic cheating, including, but not limited to, unauthorized copying of academic work of another, collaboration or use of notes or books on examinations without prior permission of the instructor.
- Plagiarism or the intentional presentation of work of another without proper acknowledgment of the source.
- Fabrication and falsification or the intentional misrepresentation of any information or citation in an academic exercise.
- Submission of substantial portions of the same academic work for credit more than once without authorization.
- Abuse of academic materials in the form of destruction, theft, or concealment of library or other resource material or of another student’s notes or laboratory experiments.
- Complicity in academic dishonesty in helping or attempting to help another student to commit an act of academic dishonesty.
- Forgery, alteration, copyright violation, or misuse of college documents, records, computer software, Internet materials, or instruments of identification with intent to deceive or disrupt.
- Furnishing of false information to any MCC personnel including forgery, falsification, or fraudulent misuse of any documents, records, or identification cards.
- Having someone other than the student do work for that student.

A student has the right to appeal any decision or sanction imposed by a College faculty member within thirty working days after notification. A student must follow the Student Complaint/Grievance Procedure.

**Civil and Criminal Penalties for Violation of Federal Copyright Laws**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyrights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damage or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504,505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

**Requirements for Graduation**

A student is eligible for graduation when he or she has:

- Satisfactorily completed the academic requirements of the curriculum
- An overall grade point average of 2.0
- Met all financial obligations to MCC
- Completed an application for graduation before the deadline set each year by the Chief Academic Officer

Students who plan to complete their requirements for graduation in the summer will be allowed to participate in the spring commencement ceremony. It is the students’ responsibility to complete their required credit hours during the summer session.
Graduation Honors

A graduating student who has earned an overall grade point average of 3.50 or higher on all work completed at Mayland Community College will receive his or her certificate, diploma, or degree with honors.

Instructional Support Services

The Learning Resource Center (LRC)

Mission

The Learning Resource Center acts as both an instructional support system and an information network. Services are provided not only to the faculty, staff, and students of Mayland Community College, but also to any resident of Avery, Mitchell, or Yancey counties. Resources include both print and non-print materials, electronic resources, audio-visual equipment, and workshop/orientations.

The LRC is named for Carolyn Munro Wilson, a life-long educator and supporter of teaching and learning. It is centrally located on our main campus on the second floor of Gwaltney Hall and is open both day and evening Monday through Thursday and during the day on Friday. Reserving needed equipment ahead of time is highly recommended.

Our automated catalog is part of the Community College Libraries in North Carolina (CCLNC) system. CCLINC is a consortium of community college libraries in North Carolina that has a shared catalog with more than a million learning resources, making this library cooperative third in size among the libraries of publicly-funded institutions of higher education in North Carolina. Materials not immediately available may often be obtained from other libraries through Interlibrary Loan (ILL) agreements.

The LRC subscribes to many online resources providing some of the highest quality and most authoritative resources in the information market place including newspapers, journals, magazines, encyclopedias, e-books, and streaming videos. Everyone may access these resources via the Internet at our main campus and learning centers; however only MCC students, faculty, and staff may access our electronic resources off-campus by using links provided in the college’s portal. All of MCC’s computers, electronic resources, and Internet access must be used in accordance with MCC’s Information Technology Acceptable Use Policy.

Distance Education

Mission

Distance education is defined as the interaction of learner and instructor that occurs when the two are separated by place and/or time. The learning experience is designed around the needs of the learner. Distance education at Mayland Community College shall provide every available opportunity for an individual to pursue an education that will enhance professional and personal well-being. This form of education is a convenient and increasingly popular mode of delivery, freeing the learner from time and location constraints often viewed as major barriers preventing individuals from attending college. MCC shall offer such high-quality distance education.

These nontraditional courses are designed around the needs of self-directed learners. The classes taught using distance education methods maintain a high level of academic quality comparable with courses taught via traditional means:

- Online courses use the Internet as the delivery medium for teaching and learning twenty-four (24) hours-a-day, seven days a week. Students study online and can interact with both their instructor and classmates.
- Hybrid courses use the Internet for the delivery of most of the instruction, with some traditional face-to-face meeting required.
- Web-supported courses meet in regular classrooms with some assignments and resources delivered online.
Economic & Workforce Development/Continuing Education Programs

General Information

An important function of the Division is to provide a variety of courses for the continuing education of adults. The development of these courses is based upon the needs and interests of the business, industry, and cultural communities in the area.

Economic & Workforce Development / Continuing Education promotes the concept of lifelong learning by providing meaningful educational experiences that will help adults meet occupational and professional goals and fulfill social and personal needs. These diverse programs range from services to industry, vocational/technical skills upgrading, cultural and personal enrichment, or basic skills.

Class Locations

Classes are held on the MCC Main Campus and at the Avery and Yancey Learning Centers. Others are held in surrounding community locations, or within businesses and industries throughout Avery, Mitchell, and Yancey counties.

Admissions

Admission to programs available to students eighteen years of age or older or students as young as sixteen with documentation from parents or public school officials.

Certain programs require placement test scores or proof of high school graduation prior to enrollment.

Individuals interested in attending classes may inquire online (www.mayland.edu), or call the individual campus or Learning Center where the class will be held.

Class Schedule

Classes may begin at any point throughout the semester and will vary in length. Classes may be held throughout the day and on weekends. Business/Industry and Emergency Services courses may be scheduled to fit the needs of the organization. Information about classes may be found on the website (www.mayland.edu), in brochures published three times per year, and in social and local news media.

- To register for a class at the Avery Learning Center, call 828.733.5883 or 828.766-1201.
- To register for a class at the Yancey Learning Center call 828.682.7315 or 828.766.1202.
- To register for classes at the Main Campus, call 828.766.1207.

Mail-in registrations are available in brochures published three times per year.

Minimum Enrollment Required

The College reserves the right to cancel any course when an insufficient number of people register. Certain classes require enrollment prior to the point at which 10 percent of totals hours scheduled for the class have been completed.

Fees

The registration fee for classes usually ranges from $70 to $180, based on the number of hours for the class. The registration fees for personal enrichment classes may vary. Additionally, there may be costs associated with supplies, text, materials, insurance, etc. Registration fees are subject to change contingent upon action by the North Carolina General Assembly.

Financial Aid may be available for certain job training programs.

Continuing Education Units (CEUs)

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), of which Mayland Community College is an accredited member, has recommended that the Continuing Education Unit (CEU) be used as the basic instrument of measurement for an individual’s participation in non-credit classes, courses, and programs. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. MCC follows national guidelines for the recording of CEUs as outlined in the Commission on Colleges document CEU: Guidelines and Criteria. CEUs are formally awarded for courses that are applicable to professional certification, license renewal, and many professional and occupational upgrading courses. CEUs are not awarded for Human Resources Development (HRD) classes, Small Business Center (SBC) classes, Adult Education/Basic Skills classes or personal enrichment classes.
Occupational Extension Courses

The College offers many vocational, technical, and business courses through Occupational Extension. The primary objectives of these courses are to:

- provide adults additional skills and/or knowledge applicable to their present occupations;
- provide training for occupations in which skill and knowledge requirements are undergoing transition due to technological advances in equipment, materials, and machines;
- Provide assistance to area businesses and industries in meeting their manpower needs through specialized courses.

Occupational upgrading courses are available in each of the following areas:

Business Management courses are available to a wide variety of business organizations and to people in administrative, management, sales, and office administration occupations.

EMS/Fire Service/Rescue training is offered for members of municipal, volunteer, and industrial fire, EMS, and Rescue organizations.

Health Occupations programs have been established for persons seeking additional medical, allied health, and nursing knowledge and skills. All levels of courses from paraprofessional to professional are offered.

Law Enforcement courses have been designed for upgrading both experienced and recently employed policemen, law enforcement officials, security personnel, and corrections personnel.

Management & Supervisory Development courses are offered to improve supervisory and management techniques for beginning and experienced personnel.

Technical courses are available for upgrading the knowledge and skills of persons working in the numerous technical and paraprofessional occupations.

Vocational Upgrading courses are designed for persons working in skilled and semi-skilled occupations. For more information contact the Avery Learning Center at 828.733.5883; the Yancey Learning Center at 828.682.7315; or the Main Campus Continuing Education Department at 828.766.1207.

Customized Training Program

The Customized Training Program supports the economic development efforts of the State by providing education and training opportunities for eligible businesses and industries.

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

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

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

Resources may support training assessment, instructional design, instructional costs, and training delivery for personnel involved in the direct production of goods and services. Production and technology support positions are also eligible for training support.

For more information call the Customized Training Office at 828.766.1297.

Career Development/ Human Resources Development Program (HRD)

The HRD Program at MCC is designed to provide employment skills training to unemployed and underemployed adults.

HRD classes are designed to help the student become his or her best self by addressing six core components:

1. Assessment of an individual's assets and limitations,
2. Development of a positive self-concept,
3. Development of employment skills,
4. Development of communications skills,
5. Development of problem solving skills, and
6. Awareness of the impact of information technology awareness of the impact of information technology in the workplace.

Tuition may be waived if a student is unemployed, has received notice of a layoff, or meets state income guidelines.

For more information, please call the HRD office at 828.766.1293.

Small Business Center (SBC)

The SBC, located on the Main Campus, is an educational resource center for existing and prospective small business owners and managers. The mission of the SBC is to help increase the success rate and number of small businesses in Avery, Mitchell, and Yancey counties. We are part of a network of fifty-eight centers, one at each community college in North Carolina. Private and confidential business counseling is available for clients who want to start or expand a business or strengthen their existing businesses. We also offer seminars on how to start a business, how to finance a business, how to write a business plan, marketing and advertising for businesses, and basic bookkeeping and taxes. These seminars are offered at the Main Campus and at the Avery and Yancey Learning Centers. In addition to these seminars, other classes and workshops of interest to the business community are also offered each semester at the Main Campus, Avery Learning Center and Yancey Learning Center.

The SBC provides referral services for local, state, or federal programs and agencies, as well as other organizations that can assist a small business. The SBC also maintains a special collection of books, videos, and software useful to the small business owner or those who are interested in starting their own business. This collection is located in the College's Learning Resource Center (LRC). The materials may be checked out by the general public with a MCC library card.

Adult Education/Basic Skills

Mayland Community College’s Adult Education Program offers free instruction in reading, writing, mathematics, basic computer skills, and other subjects to adults seeking to strengthen their academic abilities. These services are available to students eighteen years of age or older, or for students as young as sixteen with notarized documentation from parents and public/private/home school officials. The program focuses on services that assist adults in building academic skills in order to obtain jobs and promotions, become more effective role models for their children, exercise the responsibilities of citizenship, and seek further educational and/or training opportunities, including earning a high school equivalency.

Adult Education classes are offered at various locations across MCC’s three-county area during morning, afternoon, and evening hours, and students may enroll in most classes at any time during the year. For more information about any of MCC’s Adult Education classes, call 828.766.1208 or 1.800.4.MAYLAND.

The following sections offer specific descriptions of educational offerings within the Adult Education/Basic Skills Program.

Learning Labs

The MCC Learning Labs assist adults who wish to enhance their skills in reading, writing, mathematics, or computers. Students may be interested in improving academic skills for any number of reasons, including preparing for college placement or job readiness exams, becoming more effective teachers for their children, or simply satisfying a personal goal.

MCC operates four Learning Lab Centers—one on the Main Campus as well as one at the Avery and Yancey Learning Centers, and one at the Mitchell County Historic Courthouse in Bakersville, NC. Persons interested in enrolling or getting more information may call the following numbers.

- MCC’s Main Campus 828.766.1208 or 1.800.4.MAYLAND
- Avery Learning Center 828.766.1384
- Yancey Learning Center 828.766.1374
- The Historic Courthouse 828.688.1984

Adult Literacy

Specialized services are available for adults who wish to learn to read or read better, or to learn basic math and writing skills. An individualized educational plan is designed for each student utilizing materials intended for adult learners. Anyone interested in finding out more information may call the Mayland Literacy Line at 828.766.1333.
High School Equivalency

The High School Equivalency Program helps prepare adults who have not received a high school diploma to successfully complete the tests of General Educational Development (GED®) or to earn an Adult High School Diploma. High School Equivalency classes are offered at no cost to students at the main campus, the Avery and Yancey Learning Centers, and at various other locations throughout MCC’s three-county service area.

The Adult Education program also works hand in hand with industry leaders to schedule classes at industry sites for employees preparing to meet the technical requirements of today’s demanding workplace. In addition to offering employees an opportunity to earn the Adult High School Diploma or GED® Diploma, these courses provide employers with job-specific curricula needed for specialized training. Adequate student enrollment is necessary for workplace classes to be scheduled.

Mayland Community College offers official GED® testing at the Main Campus. The NC fee for each of the four GED® tests is currently $20 per test. GED® tests are administered by appointment only, and an official, government-issued photo identification (such as a driver’s license or passport), is required at each testing session. Please call 828.766.1208 for more information.

Life Skills Program

The Life Skills Program is designed for adults who are interested in improving independent living and daily survival skills. Some students served in this program are developmentally disabled adults or those with other disabilities, but any adult student who may benefit from course content may apply. The role of the Life Skills Program is to help each student develop work, social, academic, and independent living skills in order to fulfill his or her potential as a citizen and member of the community. These adult learners are provided a uniquely designed educational plan and learning environment to help them reach their goals. The Adult Education Program welcomes inquiries from interested families at 828.766.1321.

English for Speakers of Other Languages (ESL) Program

The English as a Second Language Program offers classes that stress everyday life skills that enable the student to become a functioning member of society by learning the English language. Classes are offered at locations across Mitchell, Avery, and Yancey counties for students at beginning, intermediate, and advanced levels of English skills. Citizenship classes are offered upon request. For information about the free ESL classes currently being offered throughout the Tri-County area, interested students may call 828.766.1333.

Career College

Career College is a program geared to assist Occupational Course of Study (OCS) graduates or other appropriate adult students with persistent obstacles to employment to receive training for entry into the workforce. This entry-level program provides a foundation for transitioning into the workplace or into additional work-oriented coursework. Students further develop reading, math, and computer skills along with life and employability skills. Coursework focuses on the development of academic skills, job-specific skills, communication skills, and career exploration. Applicants must be eighteen years of age and must be referred from a public school OCS teacher, EC teacher, transition coordinator, vocational rehabilitation, community-based agency, or similar resource. Interested parties may call 828.766.1321 for more information.
2015-16 CURRICULUM PROGRAM OPPORTUNITIES OFFERED AT MCC

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The Engineering and Technology curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology, and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technology testing services, process improvement technicians, engineering technicians, industrial and technology managers, or research technicians.

### AAS Degree Requirements (68-74 Semester Hours)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tr>
<td>ENG 111 Writing and Inquiry</td>
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<td>Applied Engineering Electives</td>
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<td>ISC 112 Industrial Safety</td>
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<td>DFT 119 Basic CAD</td>
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<tr>
<td>CIS 110 Introduction to Computers or Applied Software for Technicians</td>
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<td>EGR 125</td>
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<td>COM 231 Public Speaking or</td>
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<td>ENG 114 Professional Research and Reporting</td>
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<td>MAT 171 Pre-Calculus/Algebra or</td>
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<td>MAT 121 Algebra/Trigonometry I</td>
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<td>HYD 110 Hydraulics/Pneumatics I</td>
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<td>PSY 150 General Psychology or</td>
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<td>SOC 210 Introduction to Sociology</td>
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**APPLIED ENGINEERING ELECTIVES:** ATR 112, ATR 211, ATR 212, ATR 214, ATR 215, ATR 219, ATR 281, BPR 111, CET 110, DDF 211, DDF 212, DFT 111, DFT 111A, DFT 121, DFT 151, DFT 152, DFT 154, DFT 189, DFT 211, DFT 254, EGR 111, EGR 120, EGR 285, ELC 117, ELC 128, ELC 228, ELN 131, ELN 133, ELN 152, HYD 110, ISC 212, MAC 121, MAC 122, MAC 124, MAC 228, MEC 110, MEC 111, MEC 112, MEC 128, MEC 161, MEC 161A, MEC 180, MEC 231, MEC 232, MNT 110, PCI 150, PHY 131, WLD 112

**DEVELOPMENTAL REQUIREMENTS:** DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DRE-096, DRE-097, DRE-098, and ACA-085
## AAS Degree Requirements (71-73 Semester Hours)

### FALL SEMESTER (16-17 Credit Hours)

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<tr>
<th>Class</th>
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<tr>
<td>ENG 111</td>
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<td>MEC 111</td>
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<td>BPR 111</td>
<td>Blueprint Reading</td>
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<td>MAC 121</td>
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<td>DFT 119</td>
<td>Basic CAD</td>
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Select one of the following:

- CIS 110 Introduction to Computers or EGR 125 Applied Software for Technicians

### SPRING SEMESTER (17-18 Credit Hours)

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<td>MAC 124</td>
<td>CNC Milling</td>
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<tr>
<td>MEC 110</td>
<td>Intro to CAD/CAM</td>
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<tr>
<td>DFT 121</td>
<td>Intro to Geometric Dimension and Tolerance</td>
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Select one of the following:

- MAT 171 Pre-Calculus/Algebra or MAT 121 Algebra/Trigonometry I

### SUMMER SEMESTER (4 Credit Hours)

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<th>Class</th>
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<tr>
<td>WLD 112</td>
<td>Basic Welding Processes</td>
<td>1</td>
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<tr>
<td>HYD 110</td>
<td>Hydraulics/Pneumatics I</td>
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### FALL SEMESTER (18 Credit Hours)

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<th>Class</th>
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<tbody>
<tr>
<td>ELC 131</td>
<td>Circuit Analysis I</td>
<td>3</td>
<td>3</td>
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<tr>
<td>MAC 228</td>
<td>Advanced CNC Processes</td>
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<tr>
<td>ISC 212</td>
<td>Metrology</td>
<td>1</td>
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<tr>
<td>MEC 231</td>
<td>Computer Aided Manuf. I</td>
<td>1</td>
<td>4</td>
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<tr>
<td>DFT 154</td>
<td>Intro to Solid Modeling</td>
<td>2</td>
<td>3</td>
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<tr>
<td>HUM 110</td>
<td>Technology and Society</td>
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### SUMMER SEMESTER (16 Credit Hours)

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<td>ELC 117</td>
<td>Motors and Controls</td>
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<tr>
<td>PHY 131</td>
<td>Physics – Mechanics</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
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### APPLIED ENGINEERING ELECTIVES:

- ATR 112, ATR 211, ATR 212, ATR 214, ATR 215, ATR 219, ATR 281, BPR 111, CET 110, DDF 211, DDF 212, DFT 111, DFT 111A, DFT 121, DFT 151, DFT 152, DFT 154, DFT 189, DFT 211, DFT 254, EGR 111, EGR 120, EGR 285, ELC 117, ELC 128, ELC 228, ELN 131, ELN 133, ELN 152, HYD 110, ISC 212, MAC 121, MAC 122, MAC 124, MAC 228, MEC 110, MEC 111, MEC 112, MEC 128, MEC 161, MEC 161A, MEC 180, MEC 231, MEC 232, MNT 110, PCI 150, PHY 131, WLD 112

### DEVELOPMENTAL REQUIREMENTS:

- DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DRE-096, DRE-097, DRE-098, and ACA-085
## AAS Degree Requirements (68-70 Semester Hours)

### FALL SEMESTER (16-17 Credit Hours)

<table>
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<th>Class</th>
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<td>Blueprint Reading</td>
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<td>DFT 154</td>
<td>Intro to Solid Modeling</td>
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<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
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<tr>
<td>DFT 119</td>
<td>Basic CAD</td>
<td>1</td>
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**Select one of the following:**

- DFT 111: Technical Drafting I or
- EGR 120: Engineering & Design Graphics

### SPRING SEMESTER (16-17 Credit Hours)

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<th>Class</th>
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<td>Intermediate Solid Modeling/Rend</td>
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<td>MEC 161</td>
<td>Manufacturing Processes I</td>
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<tr>
<td>MEC 110</td>
<td>Intro to CAD/CAM</td>
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<td>2</td>
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<tr>
<td>DFT 121</td>
<td>Intro to Geometric Dimension and Tolerance</td>
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<td>2</td>
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**Select one of the following:**

- MAT 171: Pre-Calculus/Algebra or
- MAT 121: Algebra/Trigonometry I

### SUMMER SEMESTER (3 Credit Hours)

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<td>HYD 110</td>
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### FALL SEMESTER (18 Credit Hours)

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ELC 131</td>
<td>Circuit Analysis I</td>
<td>3</td>
<td>3</td>
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<tr>
<td>DDF 211</td>
<td>Design Process I</td>
<td>1</td>
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<tr>
<td>ISC 212</td>
<td>Metrology</td>
<td>1</td>
<td>2</td>
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<tr>
<td>DFT 189</td>
<td>Emerging Tech in CAD</td>
<td>1</td>
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<td>MEC 180</td>
<td>Engineering Materials</td>
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<td>HUM 110</td>
<td>Technology and Society</td>
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### SPRING SEMESTER (15 Credit Hours)

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<tbody>
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<td>DDF 212</td>
<td>Design Process II</td>
<td>1</td>
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<tr>
<td>ELC 117</td>
<td>Motors and Controls</td>
<td>2</td>
<td>6</td>
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<tr>
<td>DFT 211</td>
<td>Gears, Cams, and Pulleys</td>
<td>1</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
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### APPLIED ENGINEERING ELECTIVES:
- ATR 112, ATR 211, ATR 212, ATR 214, ATR 215, ATR 219, ATR 281, BPR 111, CET 110, DDF 211, DDF 212, DFT 111, DFT 111A, DFT 121, DFT 151, DFT 152, DFT 154, DFT 189, DFT 211, DFT 254, EGR 111, EGR 120, EGR 285, ELC 117, ELC 128, ELC 228, ELN 131, ELN 133, ELN 152, HYD 110, ISC 212, MAC 121, MAC 122, MAC 124, MAC 228, MEC 110, MEC 111, MEC 112, MEC 128, MEC 161, MEC 161A, MEC 180, MEC 231, MEC 232, MNT 110, PCI 150, PHY 131, WLD 112

### DEVELOPMENTAL REQUIREMENTS:
- DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DRE-096, DRE-097, DRE-098, and ACA-085
# APPLIED ENGINEERING TECHNOLOGY D40130CN

## DIPLOMA—CNC MACHINING TECHNOLOGY

Diploma Requirements (41-43 Semester Hours)

### FALL SEMESTER (16-17 Credit Hours)

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
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<tbody>
<tr>
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<td>MEC 111</td>
<td>Machine Processes I</td>
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<td>BPR 111</td>
<td>Blueprint Reading</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MAC 121</td>
<td>Intro. to CNC</td>
<td>2</td>
<td>0</td>
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<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
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<tr>
<td>DFT 119</td>
<td>Basic CAD</td>
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<td>2</td>
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</table>

**Select one of the following:**

- CIS 110 | Introduction to Computers or | 2 | 2 | 0 | 3 |
- EGR 125 | Applied Software for Technicians | 1 | 2 | 0 | 2 |

### SPRING SEMESTER (14-15 Credit Hours)

<table>
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<th>Class</th>
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<tr>
<td>MAC 122</td>
<td>CNC Turning</td>
<td>1</td>
<td>3</td>
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<tr>
<td>MAC 124</td>
<td>CNC Milling</td>
<td>1</td>
<td>3</td>
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<tr>
<td>MEC 110</td>
<td>Intro to CAD/CAM</td>
<td>1</td>
<td>2</td>
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<tr>
<td>DFT 121</td>
<td>Intro to Geometric Dimension and Tolerance</td>
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**Select one of the following:**

- MAT 171 | Pre-Calculus/Algebra or | 3 | 2 | 0 | 4 |
- MAT 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 3 |

### SUMMER OR OTHER SEMESTER (11 Credit Hours)

<table>
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<th>Class</th>
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<tbody>
<tr>
<td>HYD 110</td>
<td>Hydraulics and Pneumatics</td>
<td>2</td>
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<td>ELC 131</td>
<td>Circuit Analysis I</td>
<td>3</td>
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<tr>
<td>ELC 117</td>
<td>Motors and Controls</td>
<td>2</td>
<td>6</td>
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### APPLIED ENGINEERING ELECTIVES:

- ATR 112, ATR 211, ATR 212, ATR 214, ATR 215, ATR 219, ATR 281, BPR 111, CET 110, DDF 211, DDF 212, DFT 111, DFT 111A, DFT 121, DFT 151, DFT 152, DFT 154, DFT 189, DFT 211, DFT 254, EGR 111, EGR 120, EGR 285, ELC 117, ELC 128, ELC 228, ELC 231, ELN 130, ELN 133, ELN 152, HYD 110, ISC 212, MAC 121, MAC 122, MAC 124, MAC 228, MEC 110, MEC 111, MEC 112, MEC 128, MEC 161, MEC 161A, MEC 180, MEC 231, MEC 232, MNT 110, PCI 150, PHY 131, WLD 112

### DEVELOPMENTAL REQUIREMENTS:

- DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DRE-096, DRE-097, DRE-098, and ACA-085

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51
# Applied Engineering Technology D40130D
## Diploma—Mechanical Design Technology

### Diploma Requirements (41-43 Semester Hours)

#### FALL SEMESTER (16-18 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
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<td>DFT 154</td>
<td>Intro to Solid Modeling</td>
<td>2</td>
<td>3</td>
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<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
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<tr>
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Select one of the following:

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<th>Course</th>
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<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
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<tr>
<td>EGR 120</td>
<td>Engineering and Design Graphics</td>
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Select one of the following:

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<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
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<tr>
<td>EGR 125</td>
<td>Applied Software for Technicians</td>
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#### SPRING SEMESTER (13-14 Credit Hours)

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<th>Credit</th>
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<td>MEC 161</td>
<td>Manufacturing Processes I</td>
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<td>MEC 110</td>
<td>Intro to CAD/CAM</td>
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<tr>
<td>DFT 121</td>
<td>Intro to Geometric Dimension and Tolerance</td>
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Select one of the following:

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<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>MAT 171</td>
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#### SUMMER SEMESTER OR OTHER TERM (11 Credit Hours)

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<tr>
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<td>Hydraulics/Pneumatics I</td>
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<td>ELC 117</td>
<td>Motors and Controls</td>
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**APPLIED ENGINEERING ELECTIVES:** ATR 112, ATR 211, ATR 212, ATR 214, ATR 215, ATR 219, ATR 281, BPR 111, CET 110, DDF 211, DDF 212, DFT 111, DFT 111A, DFT 121, DFT 151, DFT 152, DFT 154, DFT 189, DFT 211, DFT 254, EGR 111, EGR 120, EGR 285, ELC 117, ELC 128, ELC 228, ELN 131, ELN 133, ELN 152, HYD 110, ISC 212, MAC 121, MAC 122, MAC 124, MAC 228, MEC 110, MEC 111, MEC 112, MEC 128, MEC 161, MEC 161A, MEC 180, MEC 231, MEC 232, MNT 110, PCI 150, PHY 131, WLD 112

**DEVELOPMENTAL REQUIREMENTS:** DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DRE-096, DRE-097, DRE-098, and ACA-085
## Applied Engineering Technology C40130M
### Certificate—Machining Technology

<table>
<thead>
<tr>
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<th>Class</th>
<th>Lab</th>
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<tbody>
<tr>
<td>BPR 111 Blueprint Reading</td>
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<td>MAC 121 Intro. to CNC</td>
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<td>WLD 112 Basic Welding Processes</td>
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<td>MEC 111 Machine Processes I</td>
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Select one of the following:

- DFT 111 Technical Drafting I or
- EGR 120 Engineering & Design Graphics

## Applied Engineering Technology C40130D
### Certificate—Design

<table>
<thead>
<tr>
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<th>Class</th>
<th>Lab</th>
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<tbody>
<tr>
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<td>DFT 154 Intro. to Solid Modeling</td>
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<td>3</td>
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<tr>
<td>BPR 111 Blueprint Reading</td>
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<tr>
<td>DFT 254 Intermed. Solid Modeling/Rendering</td>
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Select one of the following:

- DFT 111 Technical Drafting I or
- EGR 120 Engineering & Design Graphics

53
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 ethics 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. Please see special admissions requirement on page 20 of this catalog.

This certificate is offered periodically throughout the year.

Successful completion of CJC 100 may substitute for CJC 120, CJC 131, CJC 132, CJC 221, CJC 225, CJC 231.

**Certificate Requirements (19 Semester Hours)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CJC 100 Basic Law Enforcement Training</td>
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<td>30</td>
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</table>

**OTHER EXPENSES:** Students enrolled in the BLET program have other expenses which include books that are approximately $670 and uniform costs of $100.
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. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. See pages 80-81 for more information.

**AAS Requirements (66-67 Semester Hours)**

<table>
<thead>
<tr>
<th>FALL SEMESTER (16-17 Credit Hours)</th>
<th>Class</th>
<th>Lab</th>
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<tbody>
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<tr>
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**HUMANITIES ELECTIVES:** ART 111, ART 114, ART 115, HUM 110, HUM 115, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

**DEVELOPMENTAL REQUIREMENTS:** ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, DMA 080, and OST 080
The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems. Coursework includes mathematics, physics, electronics, digital circuits, and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications.

Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

AAS Requirements (67-69 Semester Hours)

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<td>HUM 110 Technology &amp; Society</td>
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<td>PSY 150 General Psychology or</td>
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DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080
COMPUTER INFORMATION TECHNOLOGY A25260

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 program, designed 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. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. See pages 80-81 for more information.

AAS Degree Requirements (66 Semester Hours)

FALL SEMESTER (15 Semester Hours)

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<th>Credit</th>
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SPRING SEMESTER (18 Semester Hours)

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FALL SEMESTER 18 Semester Hours)

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<td>Security Concepts</td>
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SPRING SEMESTER (15 Semester Hours)

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HUMANITIES ELECTIVES: ART 111, ART 114, ART 115, HUM 110, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and OST 080
COSMETOLOGY A55140

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 successful passing of the State Board exam, graduates will be issued a license. Employment is available in beauty salons, and as skin/nail specialists, platform artists, and related businesses.

AAS Degree Requirements (65 Semester Hours)

FALL SEMESTER (12 Semester Hours)

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SPRING SEMESTER (15 Semester Hours)

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SUMMER SEMESTER (8 Semester Hours)

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FALL SEMESTER (15 Semester Hours)

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DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, and DMA 030.

OTHER EXPENSES: Each Cosmetology student will be required to purchase a basic kit and textbooks for approximately $840, as well as black uniforms, shoes, and a nametag.
## COSMETOLOGY DIPLOMA D55140

### Diploma Requirements (47 Semester Hours)

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<th>Credit</th>
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<tbody>
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<td>COS 117 Cosmetology Concepts IV</td>
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<td>COS 118 Salon IV</td>
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**DEVELOPMENTAL REQUIREMENTS:** ACA 085, 096, DRE 097, DRE 098, DMA 010, DMA 020, and DMA 030

## COSMETOLOGY CERTIFICATE (1200 HOURS) C55140H

### 1200 Hour Certificate Requirements (32 Semester Hours)

<table>
<thead>
<tr>
<th>Fall Semester (12 Semester Hours)</th>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
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<tr>
<td>COS 112 Salon I</td>
<td>0</td>
<td>24</td>
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<table>
<thead>
<tr>
<th>Spring Semester (12 Semester Hours)</th>
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<tr>
<td>COS 115 Cosmetology Concepts I I</td>
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<tr>
<td>COS 116 Salon III</td>
<td>0</td>
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<td>0</td>
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**NOTE:** Cosmetology has a strict attendance policy, a minimum amount of hours must be completed to sit for the State Board of Cosmetic Arts examination.

**OTHER EXPENSES:** Each Cosmetology student will be required to purchase a basic kit and textbooks for approximately $840, as well as black uniforms, shoes, and a nametag.
COSMETOLOGY INSTRUCTOR TRAINING C55160

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts. Course work includes requirements for being an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

This certificate is offered periodically throughout the year.

Certificate Requirements (24 Semester Hours)

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<thead>
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<th>Class</th>
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<tr>
<td>COS 272 Instructor Practicum I</td>
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<td>COS 273 Instructor Concepts II</td>
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<tr>
<td>COS 274 Instructor Practicum II</td>
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<td>21</td>
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A current Cosmetology license and six months full-time experience as a licensed cosmetologist are required prior to entrance into this program.
CRIMINAL JUSTICE TECHNOLOGY A55180

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system’s role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. See pages 80-81 for more information.

AAS Degree Requirements (66-67 Semester Hours)

<table>
<thead>
<tr>
<th>FALL SEMESTER (15-16 Semester Hours)</th>
<th>Class</th>
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<th>Credit</th>
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<tbody>
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<tr>
<td>CJC 111 Introduction to Criminal Justice</td>
<td>3</td>
<td>0</td>
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<td>CJC 131 Criminal Law</td>
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<td>CJC 213 Substance Abuse</td>
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<td>MAT 143 Quantitative Literacy</td>
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<td>MAT 152 Statistical Methods I</td>
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<tr>
<td>BIO 163 Basic Anatomy and Physiology</td>
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<tr>
<td>CJC 113 Juvenile Justice</td>
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<tr>
<td>CJC 141 Corrections</td>
<td>3</td>
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<tr>
<td>CJC 212 Ethics and Community Relations</td>
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<tr>
<td>ENG 111 Writing and Inquiry</td>
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<tr>
<td>Criminal Justice Elective</td>
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<thead>
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<td>CJC 214 Victimology</td>
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<td>ENG 114 Professional Research &amp; Reporting</td>
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<td>0</td>
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<td>PSY 150 General Psychology</td>
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<table>
<thead>
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<th>SPRING SEMESTER (16 Semester Hours)</th>
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<th>Clinical</th>
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<tbody>
<tr>
<td>CJC 221 Investigative Principles</td>
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<td>CJC 222 Criminalistics</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>POL 120 American Government or</td>
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<td>0</td>
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<tr>
<td>POL 130 State and Local Government</td>
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CRIMINAL JUSTICE ELECTIVES: CJC 120, CJC 121, CJC 132, CJC 151, CJC 160, CJC 223, CJC 225, CJC 232, CJC 233, CJC 241, CJC 255

HUMANITIES ELECTIVES: ART 111, ART 114, ART 115, HUM 110, HUM 115, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050
The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. See pages 80-81 for more information.

### AAS Degree Requirements (69-70 Semester Hours)

#### FALL SEMESTER (19 Semester Hours)

<table>
<thead>
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<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
<td>2</td>
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<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Edu.</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
<td>0</td>
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<tr>
<td>EDU 151</td>
<td>Creative Activities</td>
<td>3</td>
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<td>PSY 150</td>
<td>General Psychology</td>
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#### SPRING SEMESTER (15 Semester Hours)

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<tbody>
<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
<td>3</td>
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<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
<td>0</td>
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<tr>
<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
<td>3</td>
<td>0</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
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#### FALL SEMESTER (19-20 Semester Hours)

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<tbody>
<tr>
<td>EDU 145</td>
<td>Child Development II</td>
<td>3</td>
<td>0</td>
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<td>EDU 214</td>
<td>Early Child Interim Practicum</td>
<td>1</td>
<td>9</td>
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<td>EDU 259</td>
<td>Curriculum Planning</td>
<td>3</td>
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<tr>
<td>EDU 271</td>
<td>Educational Technology</td>
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<tr>
<td>COM 231</td>
<td>Public Speaking or</td>
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</tr>
<tr>
<td>ENG 113</td>
<td>Literature-Based Research or</td>
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<td>0</td>
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<tr>
<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
<td>BIO 110</td>
<td>Principles of Biology I or</td>
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<tr>
<td>MAT 110</td>
<td>Math Measurement and Literacy or</td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
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#### SPRING SEMESTER (16 Semester Hours)

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<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>EDU 221</td>
<td>Children with Exceptionalities</td>
<td>3</td>
<td>0</td>
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<tr>
<td>EDU 280</td>
<td>Language &amp; Literacy Experiences</td>
<td>3</td>
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<tr>
<td>EDU 284</td>
<td>Early Child Capstone Practicum</td>
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<tr>
<td>EDU 234</td>
<td>Infants, Toddlers &amp; Twos</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Humanities Elective</td>
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### EARLY CHILDHOOD ELECTIVES: EDU 114, EDU 125, EDU 157, EDU 184, EDU 235, EDU 251, EDU 261, EDU 262, EDU 282, EDU 173

### HUMANITIES ELECTIVES: ART 111, ART 114, ART 115, HUM 110, HUM 115, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112
### DEVELOPMENTAL REQUIREMENTS:

ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050

### NOTE:

Practicum agencies may require background checks, drug screens, physicals, or immunizations. To participate in practicums, a student must be in good standing with the College.

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## EARLY CHILDHOOD DIPLOMA D55220

### Diploma Requirements (45 Semester Hours)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Class</th>
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<tr>
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</tr>
<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EDU 151</td>
<td>Creative Activities</td>
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<tr>
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<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
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<tr>
<td>EDU 131</td>
<td>Child, Family, &amp; Community</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>EDU 153</td>
<td>Health, Safety, &amp; Nutrition</td>
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<table>
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<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
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<tr>
<td>EDU 145</td>
<td>Child Development II</td>
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<td>Curriculum Planning</td>
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<tr>
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<td>Infant, Toddlers, &amp; Twos</td>
<td>3</td>
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<td>ENG 111</td>
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<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
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<tr>
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<td>Children with Exceptionalities</td>
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<td>Early Childhood Elective</td>
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<td>Humanities Elective</td>
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### EARLY CHILDHOOD ELECTIVES:

EDU 125, EDU 157, EDU 184, EDU 235, EDU 251, EDU 261, EDU 262, EDU 282

### HUMANITIES ELECTIVES:

ART 111, ART 114, ART 115, HUM 110, HUM 115, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

### DEVELOPMENTAL REQUIREMENTS:

ACA 085, DRE 096, DRE 097, and DRE 098
# EARLY CHILDHOOD CERTIFICATE C55220

Certificate Requirements (16 Semester Hours)

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<thead>
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<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
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<td>FALL</td>
<td>EDU 119</td>
<td>Introduction to Early Childhood</td>
<td>4</td>
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<td>SPRING</td>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
<td>0</td>
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<td>FALL</td>
<td>EDU 146</td>
<td>Child Guidance</td>
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<td>Creative Activities</td>
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DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, and DRE 097

# INFANT TODDLER CERTIFICATE C55220IT

Certificate C55200IT Requirements (18 Semester Hours)

<table>
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<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>FALL</td>
<td>EDU 119</td>
<td>Introduction to Early Childhood</td>
<td>4</td>
<td>0</td>
<td>0</td>
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<tr>
<td>SPRING</td>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
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<td>0</td>
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<td>FALL</td>
<td>EDU 184</td>
<td>Early Childhood Introduction Practicum</td>
<td>1</td>
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<td>0</td>
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<td>SPRING</td>
<td>EDU 234</td>
<td>Infants, Toddlers, &amp; Twos</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 153</td>
<td>Health, Safety, &amp; Nutrition</td>
<td>3</td>
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DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, DRE 097, and DRE 098
# Administrators Certificate C55220A

Certificate Requirements C55220A (18 Semester Hours)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
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<td><strong>FALL SEMESTER</strong> (4 Semester Hours)</td>
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<td><strong>SPRING SEMESTER</strong> (3 Semester Hours)</td>
<td>EDU 144</td>
<td>Child Development I</td>
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<tr>
<td><strong>FALL SEMESTER</strong> (6 Semester Hours)</td>
<td>EDU 259</td>
<td>Curriculum Planning</td>
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<td></td>
<td>EDU 261</td>
<td>Early Childhood Administration I</td>
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**Developmental Requirements:** ACA 085, DRE 096, DRE 097, and DRE 098

---

# Family Childcare Certificate C55220F

Certificate Requirements C55220F (18 Semester Hours)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
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<tr>
<td><strong>FALL SEMESTER</strong> (6 Semester Hours)</td>
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<td>EDU 146</td>
<td>Child Guidance</td>
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<td>EDU 144</td>
<td>Child Development I</td>
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<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
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<td>Creative Activities</td>
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<td>Health, Safety, and Nutrition</td>
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**Developmental Requirements:** ACA 085, DRE 096, and DRE 097
ELECTRONICS ENGINEERING TECHNOLOGY A40200

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems. A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze, and troubleshoot electronic systems.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles including electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. See pages 80-81 for more information.

AAS Degree Requirements (67 Semester Hours)

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<tr>
<th>FALL SEMESTER (17 Semester Hours)</th>
<th>Class</th>
<th>Lab</th>
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<tr>
<td>ELC 131 Circuit Analysis I</td>
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<tr>
<td>ENG 111 Writing and Inquiry</td>
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<td>0</td>
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<tr>
<td>MAT 171 Pre-Calculus Algebra</td>
<td>3</td>
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<td><strong>Select one of the following:</strong></td>
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<tr>
<td>PSY 150 General Psychology or</td>
<td>3</td>
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<td>0</td>
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<td>SOC 210 Introduction to Sociology</td>
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<th>Spring Semester (18 Semester Hours)</th>
<th>Class</th>
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<td>ELN 131 Analog Electronics I</td>
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<td>MAT 172 Pre-Calculus Trigonometry</td>
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<td>NOS 110 Operating Systems Concepts</td>
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<td>ENG 114 Prof. Research &amp; Reporting or</td>
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<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>COM 231 Public Speaking</td>
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<table>
<thead>
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<th>Fall Semester (18 Semester Hours)</th>
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<tr>
<td>CET 111 Computer Upgrade/Repair I</td>
<td>2</td>
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<td>ELN 234 Communication System</td>
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<td>NOS 130 Windows Single User</td>
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<td>PHY 151 College Physics I</td>
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<tr>
<td>ELN 232 Introduction to Microprocessors</td>
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<tr>
<th>Spring Semester (14 Semester Hours)</th>
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<th>Credit</th>
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<tr>
<td>CSC 139 Visual BASIC Programming</td>
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<td>ELN 260 Programming Logic Controllers</td>
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<td>HUM 110 Technology and Society</td>
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<td>0</td>
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<tr>
<td>PHY 152 College Physics II</td>
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**DEVELOPMENTAL REQUIREMENTS:** ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080
GENERAL OCCUPATION TECHNOLOGY—HEALTH SCIENCE A55280

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs. The curriculum content will be individualized for students according to their occupational interests and needs. A program of study for each student will be selected from associate degree-level courses offered by the College.

Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities. The following courses are primarily intended for students seeking admittance to the Associate Degree Nursing program or the Medical Assisting program. However, the curriculum content can be individualized for students seeking to upgrade their skills. Refer to pages 19-20 of this catalog for special admissions requirements for the Associate Degree Nursing and Medical Assisting programs.

AAS Degree Requirements (66-67 Semester Hours)

**FALL SEMESTER (15-17 Semester Hours)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>ENG 111 Writing &amp; Inquiry</td>
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<tr>
<td>PSY 150 General Psychology</td>
<td>3</td>
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<tr>
<td>BUS 125 Personal Finance</td>
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<td>NAS 101 Nurse Aide I (N) or</td>
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<td>3</td>
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<tr>
<td>MED 110 Orientation to Medical Assisting (MA)</td>
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<tr>
<td>MED 118 Medical Law and Ethics (MA)</td>
<td>2</td>
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<tr>
<td>ACC 115 College Accounting (MA)</td>
<td>3</td>
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<tr>
<td>ACC 120 Principles of Financial Accounting I (MA)</td>
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**SPRING SEMESTER (15-17 Semester Hours)**

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<th>Class</th>
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<tr>
<td>COM 231 Public Speaking</td>
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<tr>
<td>ENG 112 Writing/Research in the Disciplines</td>
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<tr>
<td>PSY 241 Developmental Psychology</td>
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<td>Select 6 hours from the following:</td>
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<tr>
<td>BIO 168 Anatomy &amp; Physiology I (N) or</td>
<td>3</td>
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<tr>
<td>BIO 169 Anatomy &amp; Physiology II (N) or</td>
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<tr>
<td>CHM 151 General Chemistry I (N) or</td>
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<tr>
<td>CHM 152 General Chemistry II (N) or</td>
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<tr>
<td>BUS 137 Principles of Management (MA) or</td>
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<td>OST 136 Word Processing (MA) or</td>
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**SUMMER SEMESTER (3-9 Semester Hours)**

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<tbody>
<tr>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
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<tr>
<td>NAS 102 Nurse Aide II (N)</td>
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**FALL SEMESTER (14 Semester Hours)**

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<td>MED 121 Medical Terminology I</td>
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<td>Select 8 hours from:</td>
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<tr>
<td>BIO 163 Basic Anatomy &amp; Physiology (MA) or</td>
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<tr>
<td>BIO 175 General Microbiology (N) or</td>
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<tr>
<td>ACC 140 Payroll Accounting (MA) or</td>
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<tr>
<td>BIO 110 Principles of Biology (N,MA) or</td>
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<tr>
<td>BIO 111 General Biology I (MA) or</td>
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<td>Medical Terminology II</td>
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<td>Introduction to Sociology</td>
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<tr>
<td>MAT 110</td>
<td>Math Measurement &amp; Literacy or</td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy or</td>
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<tr>
<td>MAT 171</td>
<td>Pre-Calculus Algebra or</td>
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<td>2</td>
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<td>NAS 103</td>
<td>Home Health Care Nurse Aide (N) or</td>
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<tr>
<td>BUS 260</td>
<td>Business Communication (MA) or</td>
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<td>CTS 130</td>
<td>Spreadsheet (MA) or</td>
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**Select 6 hours from:**

<table>
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<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<td>ART 111, ART 114, ART 115, DRA 111, HUM 110, HUM 115, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112</td>
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**DEVELOPMENTAL REQUIREMENTS:** DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, DMA 080, DMA 065, CHM 092, and ACA 085
The Horticulture Technology curriculum is designed to prepare individuals for various careers in horticulture. Classroom instruction and practical laboratory applications of horticulture principles and practices are included in the program of study. Course work includes plant science, plant materials, propagation, soils, fertilizers, and pest management. Also included are courses in plant production, landscaping, and the management and operation of horticulture businesses.

Graduates should qualify for employment opportunities in nurseries, garden centers, greenhouses, landscape operations, gardens, and governmental agencies. Graduates should also be prepared to take the North Carolina Pesticide Applicator’s Examination and the North Carolina Certified Plant Professional Examination. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. See pages 80-81 for more information.

AAS Degree Requirements (68 Semester Hours)

<table>
<thead>
<tr>
<th>FALL SEMESTER (15-19 Semester Hours)</th>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>CIS 110 Introduction to Computers</td>
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<tr>
<td>HOR 160 Plant Materials I</td>
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<tr>
<td>HOR 112 Landscape Design I</td>
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<td>HOR 162 Applied Plant Science</td>
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<td>HOR 166 Soils and Fertilizers</td>
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<tr>
<td>Horticulture Elective</td>
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<td>SPRING SEMESTER (15 Semester Hours)</td>
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<tr>
<td>ENG 111 Writing and Inquiry</td>
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<tr>
<td>HOR 164 Horticulture Pest Management</td>
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<td>HOR 168 Plant Propagation</td>
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<td>HOR 213 Landscape Design II</td>
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<th>FALL SEMESTER (15-19 Semester Hours)</th>
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<th>Lab</th>
<th>Clinical</th>
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<tbody>
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<td>HOR 134 Greenhouse Operations</td>
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<tr>
<td>COM 231 Public Speaking</td>
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<td>Horticulture Electives</td>
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<tr>
<td>MAT 110 Math Measurement and Literacy or</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>MAT 143 Survey of Mathematics</td>
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<td>Select one of the following:</td>
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<tr>
<td>PSY 150 General Psychology or</td>
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<td>0</td>
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<td>SOC 210 Introduction to Sociology</td>
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<th>SPRING SEMESTER (19 Semester Hours)</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>BUS 230 Small Business Management</td>
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<td>HOR 225 Nursery Production</td>
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<tr>
<td>HOR 235 Greenhouse Production</td>
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<td>2</td>
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<tr>
<td>HOR 161 Plant Materials II</td>
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<tr>
<td>HOR 266 Micropropagation</td>
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HORTICULTURE ELECTIVES: WBL 111, WBL 115, HOR 114, HOR 142, HOR 150, HOR 154, HOR 257, TRF 110, AGR 139, AGR 265, AGR 266

HUMANITIES ELECTIVES: ART 111, ART 114, ART 115, HUM 110, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050.

WBL agencies may require background checks, drug screens, physicals, or immunizations. To participate in WBL, a student must be in good standing with the College.
## HORTICULTURE CERTIFICATE C51240

Certificate Requirements (18 Semester Hours)

<table>
<thead>
<tr>
<th>FALL SEMESTER (9 Semester Hours)</th>
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<th>Lab</th>
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<tbody>
<tr>
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<td>HOR 162 Applied Plant Science</td>
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<td>HOR 166 Soils and Fertilizers</td>
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<tr>
<td>HOR 168 Plant Propagation</td>
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<td>HOR 235 Greenhouse Production</td>
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## LANDSCAPE CERTIFICATE C51240L

Certificate Requirements (18 Semester Hours)

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<td>HOR 114 Landscape Construction</td>
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<td>HOR 160 Plant Materials I</td>
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<td>HOR 166 Soils and Fertilizers</td>
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<td>HOR 164 Horticulture Pest Management</td>
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<td>HOR 213 Landscape Design II</td>
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Certificate Requirements (16 Semester Hours)

## MICROPROPAGATION CERTIFICATE C51240M

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<tr>
<td>HOR 160 Plant Materials I</td>
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<td>HOR 162 Applied Plant Science</td>
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<tr>
<td>HOR 168 Plant Propagation</td>
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<tr>
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<td>HOR 266A Micropropagation Lab</td>
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# SUSTAINABLE AGRICULTURE CERTIFICATE C51240S

**Certificate Requirements (17-18 Semester Hours)**

<table>
<thead>
<tr>
<th>FALL SEMESTER (12-15 Semester Hours)</th>
<th>Class</th>
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<tbody>
<tr>
<td>AGR 139 Intro. To Sustainable Agriculture</td>
<td>3</td>
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<tr>
<td>HOR 162 Applied Plant Science</td>
<td>2</td>
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<tr>
<td>HOR 166 Soils and Fertilizers</td>
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<tr>
<td>HOR 245 Horticulture Specialty Crops</td>
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<td>Sustainable Agriculture Electives</td>
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<tbody>
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<td>HOR 164 Horticulture Pest Management</td>
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<tr>
<td>Sustainable Agriculture Electives</td>
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**SUSTAINABLE AGRICULTURE ELECTIVES:** AGR 265, AGR 266, HOR 142, HOR 235
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, corrections, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. See pages 80-81 for more information.

AAS Degree Requirements (66-67 Semester Hours)

<table>
<thead>
<tr>
<th>FALL SEMESTER (15Semester Hours)</th>
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<th>Credit</th>
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<tbody>
<tr>
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<td>ENG 111 Writing and Inquiry</td>
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<tr>
<td>HSE 110 Introduction to Human Services</td>
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<td>PSY 150 Introduction to Psychology</td>
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<tr>
<td>SOC 210 Introduction to Sociology or</td>
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<td>SOC 213 Sociology of the Family</td>
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<th>Class</th>
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<tbody>
<tr>
<td>COM 231 Public Speaking</td>
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<td>HSE 220 Case Management</td>
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<td>HSE 242 Family Systems</td>
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<td>SAB 110 Substance Abuse</td>
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<tr>
<td>SWK 110 Introduction to Social Work</td>
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<tr>
<td>MAT 152 Statistical Methods I or</td>
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<tr>
<td>MAT 143 Quantitative Literacy</td>
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<thead>
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<th>FALL SEMESTER (18 Semester Hours)</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>DDT 110 Developmental Disabilities</td>
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<td>HSE 123 Interviewing Techniques</td>
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<tr>
<td>HSE 125 Counseling</td>
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<tr>
<td>HSE 225 Crisis Intervention</td>
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<tr>
<td>HSE 227 Children and Adolescents in Crisis</td>
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<td>PSY 281 Abnormal Psychology</td>
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<thead>
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<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<td>HSE 112 Group Process I</td>
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<td>HSE 210 Human Services Issues</td>
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<td>PSY 265 Behavioral Modification</td>
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<tr>
<td>*WBL 115 Work Based Seminar</td>
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HUMANITIES ELECTIVES: ART 111, ART 114, ART 115, HUM 110, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

DEVELOPMENTAL REQUIREMENTS: ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050

*WBL agencies may require background checks, drug screens, physicals, or immunizations. To participate in WBL, a student must be in good standing with the College.
MANICURING INSTRUCTOR TRAINING C55380

The Manicuring Instructor Training curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina Board of Cosmetology. Course work includes all phases of manicuring theory laboratory instruction.

Graduates should be prepared to take the North Carolina State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

This certificate is offered periodically throughout the year.

<table>
<thead>
<tr>
<th>Certificate Requirements (13 Semester Hours)</th>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tr>
<td>COS 251 Manicure Instructor Concepts</td>
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<tr>
<td>COS 252 Manicure Instructor Practicum</td>
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</table>

A current manicuring license and six months full-time experience as a licensed manicurist are required prior to entrance into this program.

MANICURING NAIL TECHNOLOGY C55400

The Manicuring Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of profession nail technology, business/computer principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualified for employment in beauty and nail salons, as a platform artist, and in related businesses.

This certificate is offered periodically throughout the year.

<table>
<thead>
<tr>
<th>Certificate Requirements (12 Semester Hours)</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
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<td>COS 222 Manicuring/Nail Technology II</td>
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OTHER EXPENSES: Each Manicuring student will be required to purchase a basic kit and textbooks as well as black uniforms, shoes, and a nametag. A nail kit will cost approximately $540.
The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures. Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medical administration, and ethical/legal issues associated with patient care.

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants’ Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians’ offices, health maintenance organizations, health departments, and hospitals. Please see special admissions requirement on pages 20 of this catalog.

Once a student is accepted into the Medical Assisting Program, courses must be taken in sequence.

### AAS Degree Requirements (73 Semester Hours)

#### FALL SEMESTER (21 Semester Hours)

<table>
<thead>
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<th>Class</th>
<th>Lab</th>
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<td>*MED 118</td>
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#### SPRING SEMESTER (21 Semester Hours)

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#### SUMMER SEMESTER (6 Semester Hours)

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#### FALL SEMESTER (14 Semester Hours)

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**Select one of the following:**

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<tbody>
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#### SPRING SEMESTER (11 Semester Hours)

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
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<tbody>
<tr>
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<tr>
<td>MED 131</td>
<td>1</td>
<td>2</td>
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<td>PSY 150</td>
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<tr>
<td>Humanities Elective</td>
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</table>
**HUMANITIES ELECTIVES:** ART 111, ART 114, ART 115, HUM 110, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

**DEVELOPMENTAL REQUIREMENTS:** ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, and DMA 030

**PREREQUISITES:** CIS 110 and OST 080

*Medical course work which can be completed prior to admission to the program.*

---

**MEDICAL ASSISTING DIPLOMA D45400**

Diploma Requirements (48 Semester Hours)

**FALL SEMESTER (21 Semester Hours)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>BIO 163 Basic Anatomy and Physiology</td>
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<tr>
<td>ENG 111 Writing and Inquiry</td>
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<tr>
<td>*MED 110 Orientation to Medical Assisting</td>
<td>1</td>
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<td>*MED 118 Medical Law and Ethics</td>
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<td>*MED 121 Medical Terminology I</td>
<td>3</td>
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<td>MED 130 Administrative Office Procedures I</td>
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<td>MED 140 Exam Room Procedures I</td>
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**SPRING SEMESTER (21 Semester Hours)**

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<td>MED 150 Lab Procedures I</td>
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**SPRING SEMESTER (6 Semester Hours)**

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<td>MED 262 Clinical Perspectives</td>
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**DEVELOPMENTAL REQUIREMENTS:** ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, and DMA 030

**PREREQUISITES:** CIS 110 and OST 080

*Medical course work which can be completed prior to admission to the program.*
The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team proving safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities. Upon completion of this degree, a Bachelor’s degree can be earned through partnership agreements with select colleges/universities. Please see special admissions requirement on pages 19 of this catalog. See pages 80-81 for more information.

**Students with a current Nurse Aide I certification who successfully complete the 2nd semester are eligible to apply to be certified as a Nurse Aide II through the North Carolina Board of Nursing, if they so desire.

### AAS Degree Requirements (76 Semester Hours)

#### FALL SEMESTER (19 Semester Hours)

<table>
<thead>
<tr>
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<td>CIS 110</td>
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<td>Introduction to Health Concepts</td>
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#### SPRING SEMESTER (17 Semester Hours)

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<td>Health-Illness Concepts</td>
<td>3</td>
<td>0</td>
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<td>NUR 114</td>
<td>Holistic Health Concepts</td>
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<td>PSY 150</td>
<td>General Psychology</td>
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#### SUMMER SEMESTER (8 Semester Hours)

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<td>NUR 113</td>
<td>Family Health Concepts</td>
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#### FALL SEMESTER (16 Semester Hours)

<table>
<thead>
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<th>Lab</th>
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<tbody>
<tr>
<td>BIO 175</td>
<td>General Microbiology</td>
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<td>NUR 211</td>
<td>Health Care Concepts</td>
<td>3</td>
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<td>PSY 241</td>
<td>Developmental Psychology</td>
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<td>NUR 212</td>
<td>Health System Concepts</td>
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#### SPRING SEMESTER (16 Semester Hours)

<table>
<thead>
<tr>
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<th>Lab</th>
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<td>3</td>
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**HUMANITIES ELECTIVES:** ART 111, ART 114, ART 115, HUM 110, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

**DEVELOPMENTAL REQUIREMENTS:** ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, DMA 080

**OTHER EXPENSES:**
Associate Degree Nursing Program: Students in the Nursing program will be required to buy uniforms, and shoes, and to cover the costs associated with achievement tests, photocopying, transportation to clinical sites, and pay additional graduation expenses. Total costs are approximately $3,500-$4,200 for this program.

**Note:** The student must take and successfully earn a “C” or better in any course scheduled in the nursing program semester by semester plan above. Students may take a non-nursing course early but cannot take any course later than scheduled in the above plan.
# ASSOCIATE DEGREE NURSING—ADVANCED PLACEMENT A45110

AAS Degree Requirements (66 Semester Hours)

<table>
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<td>Anatomy and Physiology I</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
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<tr>
<td>*NUR 117</td>
<td>Pharmacology</td>
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*Students must confer with Nursing Advisor regarding NUR 117. Advanced Placement students enter in the Spring Semester. BIO 165 and CIS 110 must be taken prior to admission.*

<table>
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<tr>
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<tbody>
<tr>
<td><strong>SPRING SEMESTER (17 Semester Hours)</strong></td>
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<tr>
<td>BIO 166</td>
<td>Anatomy and Physiology II</td>
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<td>NUR 112</td>
<td>Health-Illness Concepts</td>
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<tr>
<td>NUR 114</td>
<td>Holistic Health Concepts</td>
<td>3</td>
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<td>PSY 150</td>
<td>General Psychology</td>
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<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td><strong>SUMMER SEMESTER (8 Semester Hours)</strong></td>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td>NUR 113</td>
<td>Family Health Concepts</td>
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<table>
<thead>
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<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
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<tr>
<td>BIO 175</td>
<td>General Microbiology</td>
<td>2</td>
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<td>NUR 212</td>
<td>Health Systems Concepts</td>
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<td>Health Care Concepts</td>
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<td>PSY 241</td>
<td>Developmental Psychology</td>
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<table>
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<th>Class</th>
<th>Lab</th>
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<tbody>
<tr>
<td><strong>SPRING SEMESTER (16 Semester Hours)</strong></td>
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<tr>
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**HUMANITIES ELECTIVES:** ART 111, ART 114, ART 115, HUM 110, HUM 122, HUM 130, HUM 160, HUM 220, MUS 110, MUS 112

**DEVELOPMENTAL REQUIREMENTS:** ACA 085, DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080

**OTHER EXPENSES:** Associate Degree Nursing Program: Students in the Nursing program will be required to buy uniforms, and shoes, and to cover the costs associated with achievement tests, photocopying, transportation to clinical sites, and pay the additional graduation expenses. Total costs are approximately $3,500-$4,200 for this program.
The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

Certificate Requirements (12 Semester Hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Class</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>NAS 101</td>
<td>Nursing Assistant I</td>
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<td>NAS 102</td>
<td>Nursing Assistant II</td>
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<td>Home Health Care</td>
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<td>Geriatric Aide</td>
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</table>

The Nursing Assistant Certificate is offered both day and evening periodically throughout the year.
WELDING TECHNOLOGY D50420

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and application essential for successful employment in the welding and metals industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry-standard skills developed through classroom training and practical application. Successful graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related, self-employment.

Diploma Requirements (41 Semester Hours)

<table>
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<th>Class</th>
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<td>FALL SEMESTER (8 Semester Hours)</td>
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<tr>
<td>WLD 110 Cutting Processes</td>
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<td>WLD 112 Basic Welding Processes</td>
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<tr>
<td>WLD 121 GMAW (MIG) FCAW/Plate</td>
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<td>SPRING SEMESTER (12 Semester Hours)</td>
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<tr>
<td>WLD 141 Symbols &amp; Specifications</td>
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<td>WLD 151 Fabrication I</td>
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<td>FALL SEMESTER (10 Semester Hours)</td>
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<td>WLD 131 GTAW (TIG) Plate</td>
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<tr>
<td>MAT 110 Math Measurement &amp; Literacy</td>
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<td>WLD 261 Certification Practices</td>
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DEVELOPMENTAL REQUIREMENTS: ACA 085, DMA 010, DMA 020, and DMA 030
## WELDING BASIC CERTIFICATE C504201C1

### Basic Certificate (13 Semester Hours)

#### FALL SEMESTER (8 Semester Hours)

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<th>Class</th>
<th>Lab</th>
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<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
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#### SPRING SEMESTER (5 Semester Hours)

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<tbody>
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<td>WLD 115</td>
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## Advanced Certificate (14 Semester Hours)

### WELDING ADVANCED CERTIFICATE C504201C2

#### Fall Semester (7 Semester Hours)

<table>
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<th>Credit</th>
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<td>WLD 131</td>
<td>GTAW (TIG) Plate</td>
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#### Spring Semester (7 Semester Hours)

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
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<tbody>
<tr>
<td>WLD 116</td>
<td>SMAW (Stick) Plate/pipe</td>
<td>1</td>
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<tr>
<td>WLD 141</td>
<td>Symbols &amp; Specifications</td>
<td>2</td>
<td>2</td>
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<td>3</td>
</tr>
</tbody>
</table>
Articulation agreements between Mayland Community College and certain four-year institutions allow students who complete specific Associate in Applied Science (AAS) degrees at MCC to transfer to these institutions without significant loss of credit. These A.A.S. degrees are not considered “traditional” transfer degrees however, with what is classified as a “2 plus 2” agreement, a student can complete the AAS degree in approximately two years, transfer to a four year college/university, and spend approximately two more years in order to complete a Bachelor’s degree.

Students are strongly encouraged to discuss their transfer interests with their MCC academic advisor, MCC transfer counselors, and with the representatives of the intended institutions of transfer. These individuals can work with interested students to ensure a smooth transfer. MCC partners with the following colleges/universities to provide transfer agreements for students pursuing certain AAS degrees.

<table>
<thead>
<tr>
<th>Completed this AAS degree at MCC College</th>
<th>Transfer to the college/university to</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AAS, Business Administration</strong></td>
<td>Gardner-Webb University GOAL Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Business (Online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Accounting (Online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Health Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milligan College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Business Administration</td>
<td></td>
</tr>
<tr>
<td><strong>AAS, Computer Information Technology</strong></td>
<td>Gardner Webb University GOAL Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Computer Information Systems (Online)</td>
<td></td>
</tr>
<tr>
<td><strong>AAS, Criminal Justice Technology</strong></td>
<td>Gardner Webb University GOAL Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lees-McRae College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BA in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Carolina University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Criminal Justice (Online)</td>
<td></td>
</tr>
<tr>
<td><strong>AAS, Early Childhood Education</strong></td>
<td>Milligan College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of NC at Greensboro</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Elementary Education (K-6), Birth-Kindergarten Education, Special Education, Early Care and Education, Auditory/Oral Birth-Kindergarten Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of NC at Wilmington</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Education of Young Children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Carolina University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Birth–Kindergarten</td>
<td></td>
</tr>
<tr>
<td><strong>AAS, Electronics Engineering Technology</strong></td>
<td>East Tennessee State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Engineering Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of NC at Charlotte</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Engineering Technology (Online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Carolina University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Telecommunications Engineering Technology, Electronics Engineering Technology: Automation Concentration</td>
<td></td>
</tr>
<tr>
<td>Completed this AAS degree at MCC College</td>
<td>Transfer to the college/university to earn your Bachelor’s degree</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>AAS, Horticulture</strong></td>
<td>University of NC A &amp; T</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Agricultural Education</td>
<td></td>
</tr>
<tr>
<td><strong>AAS, Human Services Technology</strong></td>
<td>Gardner Webb University GOAL Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Human Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Human Services (Online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BSW in Social Work</td>
<td></td>
</tr>
<tr>
<td><strong>ADN Nursing</strong></td>
<td>Lees-McRae College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BS in Nursing (Online)</td>
<td></td>
</tr>
</tbody>
</table>
TRANSFER PROGRAMS

Transfer programs are designed for MCC students who plan to take courses at the community college and transfer to a four-year college/university for completion of their Bachelor’s degree.

College transfer programs at MCC include the following:

- Associate in Arts (A10100)
- Associate in Science (A10400)

Students are strongly encouraged to consult with (1) their MCC faculty advisors, (2) Doug Dewar in the Counseling Center, and (3) any institutions to which they would like to transfer for academic course selection guidance. Students intending to transfer should also take ACA 122: College Transfer Success as they begin their studies at MCC.

MCC is one of fifty-eight North Carolina community colleges participating in the State’s Comprehensive Articulation Agreement (CAA), which governs the transfer of credits between NC community colleges and NC public universities. The objective of this agreement, commonly referred to as the CAA, is to provide smooth transfer for students.

Per the 2014 Comprehensive Articulation Agreement (CAA):

- The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of the University of North Carolina to transfer with junior status.
- Universities cannot place requirements on students transferring under the CAA that are not required of their native students.
- A student who completes the Associate in Arts or Associate in Science degree prior to transfer to a UNC institution will have fulfilled the UNC institution’s lower-division general education requirements.
- Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education courses and pre-major courses taken at the community college.
- Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of “C” or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least sixty semester hours of academic credit upon admission to a UNC institution.
- Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
- All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements. While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.
- CAA courses taken beyond the 60-61 semester hours of credit in which the student received less than a “C” will not negate the provisions of the CAA.
Students who graduate from MCC, or any North Carolina community college, with an Associate in Arts (AA) or Associate in Science (AS) degree are assured admission to one of the sixteen UNC institutions under the following conditions according to the CAA and Transfer Assured Admissions Policy (TAAP):

- Admission is not assured to a specific campus or specific program or major.
- Students must meet all requirements of the CAA.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of “C” or better in all CAA courses.
- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

Below is a listing of the sixteen UNC institutions for transfer students to consider:

- Appalachian State University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- NC A&T State University
- NC Central University
- NC State University
- Western Carolina University
- Winston-Salem State University
- UNC Asheville
- UNC Chapel Hill
- UNC Charlotte
- UNC Greensboro
- UNC Pembroke
- UNC School of the Arts
- UNC Wilmington

For transfer students not completing the Associate in Arts (AA) or Associate in Science (AS) degrees:

A North Carolina community college student who satisfactorily completes, with a grade of “C” or better, courses identified in the Universal General Education Transfer Component (UGETC) will receive credit applied toward the university’s lower-division general education course requirements.

A North Carolina community college student who satisfactorily completes a transfer course that is not designated as a Universal General Education Transfer Component (UGETC) course will receive transfer credit for the course. The receiving institution will determine whether the course will count as general education, pre-major, or elective credit.

Most private colleges and universities in North Carolina follow the Independent Comprehensive Articulation Agreement (ICAA). Students are encouraged to contact private institutions of interest to learn more about their specific admissions requirements.

NOTES: 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 senior institution.

ASSOCIATE IN ARTS DEVELOPMENTAL REQUIREMENTS: DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and either DMA 060, DMA 070, and DMA 080 or DMA 065
ASSOCIATE IN ARTS DEGREE A10100

The Associate in Arts degree is designed for students to take courses at the community college and transfer to a four-year college/university for completion of their Bachelor’s degree. The program of study includes 31-32 semester hours of Universal General Education Transfer Component Courses (UGETC) as follows:

<table>
<thead>
<tr>
<th>English Composition (6)</th>
<th>Social/Behavioral Sciences (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (3)</td>
<td>Mathematics (3-4)</td>
</tr>
<tr>
<td>Humanities/Fine Arts (6)</td>
<td>Natural Sciences (4)</td>
</tr>
<tr>
<td>History (3)</td>
<td></td>
</tr>
</tbody>
</table>

Students should consult with institutions to which they would like to transfer for academic course selection guidance. Meeting with MCC faculty advisors and taking ACA 122 College Transfer Success will be instrumental in the development of a successful transfer plan.

### Associate in Arts (60-61 Semester Hours)

#### Course and Hour Requirements

**Universal General Education Transfer Component (31-32 SCH)**

### ENGLISH COMPOSITION .................................................. (6) Credit Hours
- ENG 111 Writing and Inquiry ............................................ 3
- ENG 112 Writing/Research in the Disciplines ....................... 3

### COMMUNICATION ...................................................... (3) Credit Hours
- COM 231 Public Speaking ............................................... 3

### HUMANITIES/FINE ARTS ................................................. (6) Credit Hours
(Select TWO courses from the following)
- ART 111 Art Appreciation ............................................... 3
- ART 114 Art History Survey I ......................................... 3
- ART 115 Art History Survey II ....................................... 3
- ENG 231 American Literature I ..................................... 3
- ENG 232 American Literature II .................................... 3
- MUS 110 Music Appreciation ...................................... 3
- MUS 112 Introduction to Jazz ...................................... 3

### HISTORY ................................................................. (3) Credit Hours
(Select ONE course from the following)
- HIS 111 World Civilizations I .................................... 3
- HIS 112 World Civilizations II ................................... 3
- HIS 131 American History I ....................................... 3
- HIS 132 American History II ...................................... 3

### SOCIAL/BEHAVIORAL SCIENCE ........................................ (6 Credit Hours)
(Select TWO courses from the following)
- ECO 251 Principles of Microeconomics ............................ 3
- ECO 252 Principles of Macroeconomics ............................ 3
- POL 120 American Government .................................... 3
- PSY 150 General Psychology ....................................... 3
- SOC 210 Introduction to Sociology ................................. 3

### MATHEMATICS .......................................................... (3-4 Credit Hours)
(Select ONE course from the following)
- MAT 143 Quantitative Literacy ........................................ 3
- MAT 152 Statistical Methods I ....................................... 4
- MAT 171 Pre-Calculus Algebra ....................................... 4

### NATURAL SCIENCES .................................................... (4 Credit Hours)
(Select 4 HOURS from the following)
- AST 151 General Astronomy I ....................................... 3
- AST 151A General Astronomy I Lab ................................ 1
- BIO 110 Principles of Biology ...................................... 4
- BIO 111 General Biology I ........................................... 4
- CHM 151 General Chemistry I ....................................... 4
- GEL 111 Geology ......................................................... 4
- PHY 110 Conceptual Physics ........................................ 3
- PHY 110A Conceptual Physics Lab .................................. 1

### ADDITIONAL GENERAL EDUCATION HOURS

An additional 14 SCH of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement (CAA). Students should select these courses based on their intended major and transfer university. Classes with an * are Universal General Education Transfer Component (UGETC) classes, Associate in Arts.

(Select 14 HOURS from the following)
- *ART 111 Art Appreciation ........................................ 3
- *ART 114 Art History Survey I .................................... 3
- *ART 115 Art History Survey II .................................. 3
- *AST 151 General Astronomy I .................................... 3
- *AST 151A General Astronomy I Lab ................................ 1
- *AST 152 General Astronomy II .................................... 3
- *AST 152A General Astronomy II Lab ................................ 1
- *BIO 110 Principles of Biology ...................................... 4
- *BIO 111 General Biology I ........................................... 4
- *BIO 112 General Biology I ........................................... 4
- *BIO 140 Environmental Biology .................................. 3
- *BIO 140A Environmental Biology Lab ................................ 1
- *CHM 151 General Chemistry I ....................................... 4
- *CHM 152 General Chemistry II ....................................... 4
- *CIS 115 Introduction to Programming & Logic .................. 3
- *DRA 111 Theatre Appreciation .................................... 3
- *ECO 251 Principles of Microeconomics ............................ 3
- *ECO 252 Principles of Macroeconomics ............................ 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 113</td>
<td>Literature-Based Research</td>
<td>3</td>
</tr>
<tr>
<td>ENG 114</td>
<td>Prof Research &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>*ENG 231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>*ENG 232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 241</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 242</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>*GEL 111</td>
<td>Geology</td>
<td>4</td>
</tr>
<tr>
<td>*HIS 111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>*HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>*HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>*HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 110</td>
<td>Technology &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>HUM 115</td>
<td>Critical Thinking</td>
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<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
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<td>HUM 130</td>
<td>Myth in Human Culture</td>
<td>3</td>
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<tr>
<td>HUM 160</td>
<td>Introduction to Film</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220</td>
<td>Human Values &amp; Meaning</td>
<td>3</td>
</tr>
<tr>
<td>*MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>*MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>*PHY 110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
<tr>
<td>*PHY 110A</td>
<td>Conceptual Physics Lab</td>
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<tr>
<td>PHY 151</td>
<td>College Physics I</td>
<td>4</td>
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<tr>
<td>PHY 152</td>
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<tr>
<td>*POL 120</td>
<td>American Government</td>
<td>3</td>
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<tr>
<td>*PSY 150</td>
<td>General Psychology</td>
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<td>PSY 241</td>
<td>Developmental Psychology</td>
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<td>PSY 281</td>
<td>Abnormal Psychology</td>
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<tr>
<td>*SOC 210</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
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<tr>
<td>SPA 111</td>
<td>Elementary Spanish I</td>
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<td>SPA 112</td>
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**OTHER REQUIRED HOURS ....................... (15 Credit Hours)**

<table>
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<tr>
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<tr>
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<td>Introduction to Computers</td>
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<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
</tbody>
</table>

An additional **11 SHC** of courses should be selected from courses classified as pre-major, selective, or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. Classes with an * are Universal General Education Transfer (UGETC) classes, Associate in Arts.

**(Select 11 HOURS from the following)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*ART 111</td>
<td>Art Appreciation</td>
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<tr>
<td>*ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>*ART 115</td>
<td>Art History Survey II</td>
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</tr>
<tr>
<td>*AST 151</td>
<td>General Astronomy I</td>
<td>3</td>
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<tr>
<td>*AST 151A</td>
<td>General Astronomy I Lab</td>
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<tr>
<td>AST 152</td>
<td>General Astronomy II</td>
<td>3</td>
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<td>AST 152A</td>
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<tr>
<td>*BIO 110</td>
<td>Principles of Biology</td>
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<td>General Biology I</td>
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<tr>
<td>BIO 112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Environmental Biology</td>
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<td>BIO 140A</td>
<td>Environmental Biology Lab</td>
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<tr>
<td>BIO 141</td>
<td>General Biology I</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
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<tr>
<td>BIO 168</td>
<td>Anatomy &amp; Physiology I</td>
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<td>BIO 169</td>
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<tr>
<td>BIO 175</td>
<td>General Microbiology</td>
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<td>BIO 275</td>
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<td>4</td>
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<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
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<tr>
<td>HUM 137</td>
<td>Principles of Management</td>
<td>3</td>
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<td>*CHM 151</td>
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<td>4</td>
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<tr>
<td>CHM 152</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>*ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>*ECO 252</td>
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<tr>
<td>*PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 281</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>*SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA 112</td>
<td>Elementary Spanish II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 15**
SOC 213 Sociology of the Family ........................................... 3
SPA 111 Elementary Spanish I ........................................... 3
SPA 112 Elementary Spanish II .......................................... 3

**NOTE:** 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 senior institution.

**DEVELOPMENTAL REQUIREMENTS:** DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and either DMA 060, DMA 070, and DMA 080 or DMA 065
ASSOCIATE IN SCIENCE DEGREE A10400

The Associate in Science degree is designed for students to take courses at the community college and transfer to a four-year college/university for completion of their Bachelor’s degree. The Associate in Science transfer degree is geared toward students pursuing a career in a STEM-based field: Science, Technology, Engineering, and/or Mathematics. The program of study includes thirty-four (34) semester hours of Universal General Education Transfer Component Courses (UGETC) as follows:

<table>
<thead>
<tr>
<th>English Composition (6)</th>
<th>Communication (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities/Fine Arts (3)</td>
<td>History (3)</td>
</tr>
<tr>
<td>Social/Behavioral Sciences (3)</td>
<td>Mathematics (8)</td>
</tr>
<tr>
<td>Natural Sciences (8)</td>
<td></td>
</tr>
</tbody>
</table>

Students should consult with the institution(s) to which they would like to transfer for academic course selection guidance. Meeting with MCC faculty advisors and taking ACA 122: College Transfer Success will be very instrumental as well in the development of a successful transfer plan.

Associate in Science (60 Semester Hours)
Course and Hour Requirements
Universal General Education Transfer Component (31-32 SCH)

ENGLISH COMPOSITION ................................ (6) Credit Hours
ENG 111 Writing and Inquiry ......................................... 3
ENG 112 Writing/Research in the Disciplines .......................... 3

COMMUNICATION ................................................. (3) Credit Hours
COM 231 Public Speaking ............................................. 3

HUMANITIES/FINE ARTS ....................................... (3) Credit Hours
(Select ONE course from the following)
ART 111 Art Appreciation .......................................... 3
ART 114 Art History Survey I ........................................ 3
ART 115 Art History Survey II ...................................... 3
ENG 231 American Literature I .................................... 3
ENG 232 American Literature II .................................... 3
MUS 110 Music Appreciation .................................... 3
MUS 112 Introduction to Jazz ..................................... 3

HISTORY ............................................................. (3) Credit Hours
(Select ONE course from the following)
HIS 111 World Civilizations I ...................................... 3
HIS 112 World Civilizations II ..................................... 3
HIS 131 American History I ........................................ 3
HIS 132 American History II ...................................... 3

SOCIAL/BEHAVIORAL SCIENCE .............................. (3 Credit Hours)
(Select ONE course from the following)
ECO 251 Principles of Microeconomics ............................ 3
ECO 252 Principles of Macroeconomics ............................ 3
POL 120 American Government .................................... 3
PSY 150 General Psychology ...................................... 3
SOC 210 Introduction to Sociology ................................ 3

MATHEMATICS .................................................. (8 Credit Hours)
(Select TWO courses from the following)
MAT 171 Pre-Calculus Algebra ...................................... 4
MAT 172 Pre-Calculus Trigonometry ................................ 4
MAT 271 Calculus ................................................. 4

NATURAL SCIENCES .............................................. (8 Credit Hours)
(Select 8 HOURS from the following)
AST 151 General Astronomy I .................................... 3
AST 151A General Astronomy I Lab ................................ 1
BIO 110 Principles of Biology ..................................... 4
GEL 111 Geology .................................................. 4
PHY 110 Conceptual Physics ....................................... 3
PHY 110A Conceptual Physics Lab ................................ 1
OR
BIO 111 General Biology I ........................................ 4
BIO 112 General Biology II ........................................ 4
OR
CHM 151 General Chemistry I ..................................... 4
CHM 152 General Chemistry II .................................... 4
OR
PHY 151 College Physics I ........................................ 4
PHY 152 College Physics II ........................................ 4

ADDITIONAL GENERAL EDUCATION HOURS
An additional 11 SCH of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement (CAA). Students should select these courses based on their intended major and transfer university. Classes with an * are Universal General Education Transfer Component (UGETC) classes, Associate in Arts.

(Select 11 HOURS from the following)
*AST 151 General Astronomy I .................................... 3
*AST 151A General Astronomy I Lab ................................ 1
AST 152 General Astronomy II .................................... 3
AST 152A General Astronomy II Lab ................................ 1
*BIO 110 Principles of Biology ..................................... 4
*BIO 111 General Biology I ........................................ 4
*BIO 112 General Biology II ........................................ 4
BIO 140 Environmental Biology .................................... 3
BIO 140A Environmental Biology Lab ................................ 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CHM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 115</td>
<td>Introduction to Programming &amp; Logic</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
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</tr>
<tr>
<td>*GEL 111</td>
<td>Geology</td>
<td>4</td>
</tr>
<tr>
<td>HUM 110</td>
<td>Technology &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>*MAT 152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>*MAT 171</td>
<td>Pre-Calculus Algebra</td>
<td>4</td>
</tr>
<tr>
<td>*MAT 172</td>
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<td>4</td>
</tr>
<tr>
<td>*MAT 271</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 272</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 273</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>*PHY 10</td>
<td>Conceptual Physics</td>
<td>4</td>
</tr>
<tr>
<td>*PHY 110A</td>
<td>Conceptual Physics Lab</td>
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<tr>
<td>*PHY 110</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>*PHY 152</td>
<td>College Physics II</td>
<td>4</td>
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</table>

**OTHER REQUIRED HOURS** ...........................................(15 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1</td>
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</tbody>
</table>

An additional **11 SHC** of courses should be selected from courses classified as pre-major, selective, or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. Classes with an * are Universal General Education Transfer (UGETC) classes, Associate in Science.

(Select **11 HOURS** from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*AST 151</td>
<td>General Astronomy I</td>
<td>3</td>
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<tr>
<td>*AST 151A</td>
<td>General Astronomy I Lab</td>
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<tr>
<td>AST 152</td>
<td>General Astronomy II</td>
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<tr>
<td>AST 152A</td>
<td>General Astronomy II Lab</td>
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</tr>
<tr>
<td>*BIO 110</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>*BIO 111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 140A</td>
<td>Environmental Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>5</td>
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<tr>
<td>BIO 168</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
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<tr>
<td>BIO 169</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 175</td>
<td>General Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 275</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>*CHM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>*CHM 152</td>
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<td>CIS 115</td>
<td>Intro to Programming &amp; Logic</td>
<td>3</td>
</tr>
<tr>
<td>CSC 139</td>
<td>Visual BASIC Programming</td>
<td>3</td>
</tr>
<tr>
<td>*GEL 111</td>
<td>Geology</td>
<td>3</td>
</tr>
<tr>
<td>HUM 110</td>
<td>Technology &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>*MAT 152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>*MAT 171</td>
<td>Pre-Calculus Algebra</td>
<td>4</td>
</tr>
<tr>
<td>*MAT 172</td>
<td>Pre-Calculus Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>*MAT 271</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 272</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 273</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>*PHY 110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** 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 senior institution.

**DEVELOPMENTAL REQUIREMENTS:** DRE 096, DRE 097, DRE 098, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and either DMA 060, DMA 070, and DMA 080 or DMA 065
COURSE DESCRIPTIONS

A prerequisite course must have been taken and passed before the course named. A corequisite course must be taken with the course named if it has not been previously taken and passed. A corequisite taken during the same semester must start the same date as the course with the requirement.

KEY: CS-Class, LB-Lab, CL-Clinical, CR-Credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>CS</th>
<th>LB</th>
<th>CL</th>
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<td>ACA 085</td>
<td>College Student Success</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>ACA 118</td>
<td>College Study Skills</td>
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<td>ACA 122</td>
<td>College Transfer Success</td>
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<td>0</td>
<td>1</td>
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<tr>
<td>ACC 115</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
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<tr>
<td>ACC 140</td>
<td>Payroll Accounting</td>
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<td>2</td>
<td>0</td>
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<tr>
<td>ACC 120</td>
<td>Accounting Software Applications</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>AGR 139</td>
<td>Intro to Sustainable Ag</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

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. Additionally, this course addresses the technical and personal readiness factors that encourage success in technology-rich learning environments and online coursework. Upon completion, students should be able to apply techniques learned to improve performance in college-level classes.

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.

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. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

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. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

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.

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.

This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices.
AGR 265 Organic Crop Prod:  
Spring  
This course includes a study of spring organic crop production practices, including vegetables, cut flowers, and culinary and medicinal herbs. Topics include variety selection, production methods, and record keeping procedures for certification. Upon completion, students will be able to demonstrate a knowledge of organic crop production appropriate for the spring season.

AGR 266 Organic Crop Prod: Fall  
2 2 0 3  
This course includes a study of fall organic crop production practices, including vegetables, cut flowers, and culinary and medicinal herbs. Topics include variety selection, production methods, and record keeping procedures for certification. Upon completion, students should be able to demonstrate a knowledge of organic crop production appropriate for the fall season.

ART 111 Art Appreciation  
3 0 0 3  
Prerequisites: DRE 098  
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the CAA/ICAA as a general education course requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ART 114 Art History Survey I  
3 0 0 3  
Prerequisites: DRE 098  
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved for transfer under the CAA/ICAA as a general education course requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ART 115 Art History Survey II  
3 0 0 3  
Prerequisites: DRE 098  
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved for transfer under the CAA/ICAA as a general education course requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

AST 151 General Astronomy I  
3 0 0 3  
Prerequisites: DRE 098  
Corequisites: AST 151A  
This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

AST 151A General Astronomy I Lab  
0 2 0 1  
Prerequisites: DRE 098  
Corequisites: AST 151  
The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

AST 152 General Astronomy II  
3 0 0 3  
Prerequisites: AST 151  
Corequisites: AST 152A  
This course is a continuation of AST 151 with primary emphasis beyond the solar system. Topics include the sun, stars, galaxies, and the larger universe, including cosmology. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

AST 152A General Astronomy II Lab  
0 2 0 1  
Prerequisites: AST 151  
Corequisites: AST 152  
The course is a laboratory to accompany AST 152. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 152 and which provide practical experience. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.
ATR 112 Intro to Automation 2 3 0 3
This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

ATR 211 Robot Programming 2 3 0 3
This course provides the operational characteristics of robots and programming in their respective languages. Topics include robot programming, teach pendants, PLC integration, operator interfaces, the interaction of external sensors, machine vision, network systems, and other related devices. Upon completion, students should be able to program and demonstrate the operation of various robots.

ATR 212 Industrial Robots 2 3 0 3
This course covers the operation of industrial robots. Topics include the classification of robots, activators, grippers, work envelopes, computer interfaces, overlapping work envelopes, installation, and programming. Upon completion, students should be able to install, program, and troubleshoot industrial robots.

ATR 214 Advanced PLCs 3 3 0 4
This course introduces the study of high-level programming languages and advanced I/O modules. Topics include advanced programming languages, system networking, computer interfacing, analog and other intelligent I/O modules, and system troubleshooting. Upon completion, students should be able to write and troubleshoot systems using high-level languages and complex I/O modules.

ATR 215 Sensors & Transducers 2 3 0 3
This course provides the theory and application of sensors typically found in an automated manufacturing system. Topics include physical properties, operating range, and other characteristics of numerous sensors and transducers used to detect temperature, pressure, position, and other desired physical parameters. Upon completion, students should be able to properly interface a sensor to a PLC, PC, or process control system.

ATR 219 Automation Troubleshooting 1 3 0 2
This course introduces troubleshooting procedures used in automated systems. Topics include logical fault isolation, diagnostic software usage, component replacement techniques, and calibration; safety of equipment; and protection of equipment while troubleshooting. Upon completion, students should be able to analyze and troubleshoot an automated system.

ATR 281 Automated Manufacturing 3 2 0 4
This course introduces the concepts and principles of automation in the manufacturing environment. Emphasis is placed on the devices used in hard and flexible automated systems, including the study of inputs, outputs, and control system integration. Upon completion, students should be able to plan, design, and implement automation to support manufacturing processes.

BIO 110 Principles of Biology 3 3 0 4
Prerequisites: DRE 098
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved for transfer under the CAA/ICAA as a general education course requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

BIO 111 General Biology I 3 3 0 4
Prerequisites: DRE 098
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemical, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

BIO 112 General Biology II 3 3 0 4
Prerequisites: BIO 111
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.
BIO 140 Environmental Biology  3  0  0  3
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelations and of contemporary environmental issues. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

BIO 140A Environ. Biology Lab  0  3  0  1
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

BIO 163 Basic Anatomy and Physiology I
Prerequisites: DRE 098
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the Fundamental principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

BIO 165 Anatomy and Physiology I
Prerequisites: DRE 098
This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

BIO 166 Anatomy and Physiology II
Prerequisites: BIO 165
This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

BIO 168 Anatomy and Physiology I
Prerequisites: DRE 098
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 and in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

BIO 169 Anatomy and Physiology II
Prerequisites: BIO 168
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 and in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

BIO 175 General Microbiology  2  2  0  3
Prerequisites: BIO 111 or BIO 163 or BIO 165 or BIO 168
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.
Mayland Community College

BIO 275 Microbiology
Prerequisites: BIO 111 or BIO 163 or BIO 165 or BIO 168
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

BPR 111 Blueprint Reading
This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

BUS 110 Introduction to Business
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the CAA/ICAA as a pre-major and/or elective course requirement.

BUS 115 Business Law I
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. This course has been approved to satisfy the CAA/ICAA as a pre-major and/or elective course requirement.

BUS 125 Personal Finance
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 137 Principles of Mgt.
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the CAA/ICAA as a pre-major and/or elective course requirement.

BUS 230 Small Business Management
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.

BUS 240 Business Ethics
Prerequisites: ENG 111
This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.

BUS 260 Business Communications
Prerequisites: ENG 111
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

BUS 285 Business Mgt. Issues
Prerequisites: ACC 115, BUS 115, BUS 137, MKT 120, & ECO 251
This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

CET 110 Introduction to CET
This course introduces the basic skills required for computer technicians. Topics include career choices, safety practices, technical problem solving, scientific calculator usage, soldering/desoldering, keyboarding skills, engineering computer applications, and other related topics. Upon completion, students should be able to safely solder/desolder and use a scientific calculator and computer applications to solve technical problems.
CET 111 Computer Upgrade/Repair I
Prerequisites: CIS 110
This course covers repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include CPU/memory/bus identification, disk subsystems, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

CET 211 Computer Upgrade/Repair II
Prerequisites: CET 111
This course covers concepts of repair service, and upgrade of computers and peripherals in preparation for industry certification. Topics may include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

CHM 092 Fundamentals of Chemistry
Prerequisites: DMA 050, DRE 098
This course covers fundamentals of chemistry with laboratory applications. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts and demonstrate basic laboratory skills necessary for success in college-level science courses.

CHM 151 General Chemistry I
Prerequisites: DRE 098, MAT 161
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

CHM 152 General Chemistry II
Prerequisites: CHM 092, CHM 151
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 complexion. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

CIS 110 Introduction to Computers
Prerequisites: DMA 040
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics (Quantitative).

CIS 115 Introduction to Programming And Logic
Prerequisites: DMA 040
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. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics (Quantitative).

CJC 100 Basic Law Enforcement Training
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.
CJC 111 Introduction to Criminal Justice
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

CJC 112 Criminology
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 120 Interview/Interrogations
This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims.

CJC 121 Law Enforcement Operations
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

CJC 131 Criminal Law
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedure and Evidence
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement.

CJC 151 Introduction to Loss Prevention
This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.

CJC 160 Terrorism: Underlying Issues
This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning consideration involving threat assessments. Upon completion, the student should be able to identify and discuss the methods used in terrorists’ activities and complete a threat assessment for terrorists’ incidents.
CJC 212 Ethics and Community Relations
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213 Substance Abuse
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 214 Victimology
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

CJC 221 Investigative Principles
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 Criminalistics
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 223 Organized Crime
This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

CJC 225 Crisis Intervention
This course introduces critical incident intervention and management techniques as they apply to operational criminal Justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

CJC 231 Constitutional Law
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.

CJC 232 Civil Liability
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

CJC 233 Correctional Law
This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

CJC 241 Community-Based Corrections
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.
CJC 255 Issues in Criminal Justice Applications
Prerequisites: CJC 111, CJC 221, & CJC 231
This course provides an opportunity to exhibit interpersonal and technical skills required for application of criminal justice concepts in contemporary practical situations. Emphasis is placed on critical thinking and integration of theory and practical skills components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level law enforcement officer.

COM 231 Public Speaking
Prerequisites: DRE 098
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved under the CAA/ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

COS 111 Cosmetology Concepts I
Corequisites: COS 111
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
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
Corequisites: COS 114
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II
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
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
Corequisites: COS 115
This course provides advanced 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
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
Corequisites: COS 117
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.
COS 121 Manicure Nail Technology I
This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

COS 222 Manicure Nail Technology II
Prerequisites: COS 121
This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

COS 240 Contemporary Design
This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

COS 251 Manicure Instructor Concepts
Corequisites: COS 252
This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.

COS 252 Manicure Instructor Practicum
Corequisites: COS 251
This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.

COS 271 Instructor Concepts I
Corequisites: COS 272
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

COS 272 Instructor Practicum I
Corequisites: COS 271
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

COS 273 Instructor Concepts II
Prerequisites: COS 271 & COS 272
Corequisites: COS 274
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.

COS 274 Instructor Practicum II
Prerequisites: COS 271 & COS 272
Corequisites: COS 273
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. This is a certificate-level course.
CSC 139 Visual BASIC Programming

Prerequisites: CIS 115 or ELC 131

This course introduces computer programming using the Visual BASIC programming language with object oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved for transfer under the CAA/ICAA as a pre- major and/or elective course requirement.

CTS 120 Hardware/Software Support

Prerequisites: CIS 110

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

CTS 130 Spreadsheet

Prerequisites: CIS 110

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 285 System Analysis and Design

Prerequisites: CIS 115

This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

CTS 289 System Support Project

Prerequisites: CIS 285, DBA 110, NET 110, NOS 130 & WEB 210

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

Prerequisites: CIS 110

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.

DDF 211 Design Process I

Prerequisites: Take DDF 211

This course emphasizes design processes for finished products. Topics include data collection from manuals and handbooks, efficient use of materials, design sketching, specifications, and vendor selection. Upon completion, students should be able to research and plan the design process for a finished product.

DDF 212 Design Process II

Prerequisites: Take DDF 211

This course stresses the integration of various design practices. Emphasis is placed on the creation of an original design. Upon completion, students should be able to apply engineering graphics and design procedures to a design project.

DDT 110 Developmental Disabilities

Prerequisites: DRE 098

This course identifies the characteristics and causes of various disabilities. Topics include history of service provision, human rights, legislation and litigation, advocacy, and accessing support services. Upon completion, students should be able to demonstrate an understanding of current and historical Developmental disability definitions and support systems used throughout the life span.

DFT-111 Technical Drafting I

This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.
DFT-111A Technical Drafting I Lab
Corequisites: DFT 111
This course provides a laboratory setting to enhance basic drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 111. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 111.

DFT-119 Basic CAD
Prerequisites: DFT 111
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

DFT 121 Intro to GD&T
Prerequisites: DFT 111
This course introduces basic geometric dimensioning and tolerancing principles. Topics include symbols, annotation, theory, and applications. Upon completion, students should be able to interpret and apply basic geometric dimensioning and tolerancing principles to drawings.

DFT 151 CAD I
Corequisites: DFT 111
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DFT 152 CAD II
Prerequisites: DFT 151
This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.

DFT 154 Intro Solid Modeling
Corequisites: DFT 152
This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multi-view drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multi-view drawing.

DFT 189 Emerging Tech in CAD
Prerequisites: DFT 154
This course provides an opportunity to explore new and emerging technologies related to Computer-Aided Drafting (CAD). Emphasis is placed on introducing a selected CAD technology or topic, identified as being "new" or "emerging," from a variety of drafting disciplines. Upon completion, students should be able to demonstrate an understanding of and practical skill in the use of the CAD technology studied.

DFT-211 Gears, Cams & Pulleys
Prerequisites: Take one set: DFT 111 and MAT 121 or DFT 111 and MAT 171
This course introduces the principles of motion transfer. Topics include gears, cams, pulleys, and drive components. Upon completion, students should be able to solve problems and produce drawings dealing with ratios.

DFT 254 Intermediate Solid Model/Render
Prerequisites: DFT 154
This course presents a continuation of basic three-dimensional solid modeling and design software. Topics include advanced study of parametric design, creation, editing, rendering and analysis of solid model assemblies, and multiview drawing generation. Upon completion, students should be able to use parametric design techniques to create and analyze the engineering design properties of a model assembly.

DMA 010 Operations with Integers
Corequisites: DFT 111
This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

DMA 020 Fractions and Decimals
Corequisites: DFT 111
This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

DMA 030 Propor/Ratio/Rate/Percent
Corequisites: DFT 111
This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application.
DMA 040 Express/Linear Equations/Inequalities
Prerequisites: DMA 030
This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

DMA 050 Graphs/Equations of Lines
Prerequisites: DMA 040
This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

DMA 060 Polynomial/Quadratic Appl.
Prerequisites: DMA 050
This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.

DMA 065 Algebra for Precalculus
Prerequisites: DMA 050
This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications.

DMA 070 Rational Express/Equations
Prerequisites: DMA 060
This course provides a conceptual study of problems involving graphic and algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications.

DMA 080 Radical Express/Equations
Prerequisites: DMA 070
This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

DRA 111 Theatre Appreciation
Prerequisites: DRE 098
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.

DRE 096 Integrated Reading and Writing
Prerequisites: DMA 050
This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile® range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs.

DRE 097 Integrated Reading and Writing II
Prerequisites: DRE 096
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence.
DRE 098 Integrated Reading and Writing III
Prerequisites: DRE 097
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of topics are taught using texts primarily in the Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

ECO 251 Principles of Microeconomics
Prerequisites: DRE 098
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the CAA/ICAA as a general education course in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

EDU 114 Introduction to Family Childcare
Prerequisites: DRE 097, DMA 030
This course introduces the student to family child care home environments with emphasis on standards and developmentally effective approaches for supporting diverse children and families. Topics include standards for quality, curriculum for multiple age groups, authentic assessment methods, business practices, building positive family and community partnerships, and professionalism. Upon completion, student should be able to design a family child care handbook that reflects a healthy, respectful, supportive, and stimulating learning environment.

EDU 119 Introduction to Early Childhood Education
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans.

EDU 125 Sign Language for Educators
Prerequisites: DRE 097
This course introduces students to the sign language systems commonly used in educational environments. Topics include fingerspelling, receptive and expressive sign language usage, a comparison of sign language systems, and forms of relevant technology. Upon completion, students should be able to communicate at an introductory level using various English-based sign language systems including Manually Coded English.

EDU 131 Child, Family, & Community
Prerequisites: DRE 097
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**  
**Prerequisites:** DRE 097  
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.

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**EDU 145 Child Development II**  
**Prerequisites:** DRE 097  
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.

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**EDU 146 Child Guidance**  
**Prerequisites:** DRE 097  
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. *This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement.*

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**EDU 151 Creative Activities**  
**Prerequisites:** DRE 097  
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.

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**EDU 153 Health, Safety, and Nutrition**  
**Prerequisites:** DRE 097  
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.

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**EDU 157 Active Play**  
**Prerequisites:** DRE 097  
This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

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**EDU 173 Becoming a Professional in ECE**  
**Prerequisites:** DRE 097  
This course is an introduction to the early childhood profession. Emphasis is placed on the NAEYC Ethical Code, professional growth through involvement in professional organizations, and development of a professional portfolio. Upon completion, students should be able to identify professional resources and community partners in order to involve oneself in the early childhood field.

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**EDU 184 Early Childhood Introduction Practicum**  
**Prerequisites:** DRE 097 & EDU 119  
This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

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EDU 214 Early Childhood

Intermediate Practicum

Prerequisites: DRE 098, EDU 119, EDU 144, & EDU 146

This course is designed to allow students to apply skills in a three star (minimum) or NAECY 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.

*WBL/practicum agencies may require background checks, drug screens, physicals, or immunizations. To participate in WBL/practicum, a student must be in good standing with the College.

EDU 216 Foundations of Education

Corequisites: DRE 098

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.

EDU 221 Children with Exceptionalities

Prerequisites: DRE 098, EDU 144, EDU 145

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/implent, and promote best practice. This course has been approved for transfer under the CAA/ICAA as a pre-major and/or elective course requirement at select institutions.

EDU 234 Infants, Toddlers, & Twos

Prerequisites: DRE 098 & EDU 119

This course covers the unique needs and rapid changes that occur in the first three years of life and the interrelated factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

EDU 235 School-Age Development and Programming

Prerequisites: DRE 098

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 251 Exploration Activities

Prerequisites: DRE 098

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

Prerequisites: DRE 098

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.
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

This course is 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.

This course introduces principles, fields of study, computational tools and techniques used in engineering and engineering technology. Topics include use of word processors, spreadsheets, databases, math editors, graphics and CAD packages, simulators, symbolic and numerical math solvers, and other related application software. Upon completion, students should be able to utilize computer applications in an engineering career.
EGR 125 Appl Software for Tech

This course introduces personal computer software and teaches students how to customize the software for technical applications. Emphasis is placed on the use of common office applications software programs such as spreadsheets, word processing, graphics, and internet access. Upon completion, students should be able to demonstrate competency in using applications software to solve technical problems and communicate the results in text and graphical formats.

ELC 128 Intro to PLC

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

ELC 228 PLC Applications

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 131 Electronic Devices

Prerequisites: Take 1: ELC 112, ELC 131 or ELC 140

This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thermistors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.

ELN 133 Digital Electronics

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

ELN 152 Fabrication Techniques

This course covers the fabrication methods required to create a prototype product from the initial circuit design. Topics include CAD, layout, sheet metal working, component selection, PC board layout and construction, reverse engineering, soldering, and other related topics. Upon completion, students should be able to design and construct an electronic product with all its associated documentation.

ELN 232 Intro to Microprocessors

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 234 Communication Systems

Prerequisites: ELN 131 or ELN 137

This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.
ELN 260 Programming Logic Controllers
Prerequisites: ELC 128
This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.

ENG 101 Applied Communications I
This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. This is a diploma-level course.

ENG 111 Writing and Inquiry
Prerequisites: DRE 098
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA/ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 112 Writing/Research In the Disciplines
Prerequisites: ENG 111
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the CAA/ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 231 American Literature I
Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 232 American Literature II
Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 241 British Literature I
Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

ENG 242 British Literature II
Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

GEL 111 Geology
Prerequisites: DRE 098
This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.
ENG 231 American Literature I 3 0 0 3 Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 232 American Literature II 3 0 0 3 Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 241 British Literature I 3 0 0 3 Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

ENG 242 British Literature II 3 0 0 3 Prerequisites: ENG 112, ENG 113 or ENG 114
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

GEL 111 Geology 3 2 0 4 Prerequisites: DRE 098
This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

GRO 120 Gerontology 3 0 0 3 Prerequisites: DRE 098
This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

HIS 111 World Civilizations I 3 0 0 3 Prerequisites: DRE 098
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved for transfer under the CAA/ICAA as a general education course in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 112 World Civilizations II 3 0 0 3 Prerequisites: DRE 098
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the CAA/ICAA as a general education course in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 131 American History I 3 0 0 3 Prerequisites: DRE 098
This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the CAA/ICAA as a general education course in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 132 American History II 3 0 0 3 Prerequisites: DRE 098
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the CAA/ICAA as a general education course in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.
HOR 112 Landscape Design I 2 3 0 3
This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good design, plant material selection, and proper plant utilization. Upon completion, students should be able to read, plan, and draft a landscape design.

HOR 114 Landscape Construction 2 2 0 3
This course introduces the design and fabrication of landscape structures/features. Emphasis is placed on safety, tool identification and use, material selection, construction techniques, and fabrication. Upon completion, students should be able to design and construct common landscape structures/features.

HOR 134 Greenhouse Operations 2 2 0 3
This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops.

HOR 142 Fruit & Vegetable Prod. 1 2 0 2
This course introduces the principles and techniques of growing fruits and field-grown vegetables. Topics include site selection, proper varietal selection, nutritional values, cultural techniques, harvesting and marketing, and insect and disease control. Upon completion, students should be able to demonstrate an understanding of the principles related to the production of selected fruits and vegetables.

HOR 150 Introduction to Horticulture
This course covers the history, development, and basic techniques of horticulture. Topics include propagation techniques, planting procedures, watering and fertility, plant growth, pest and disease control, and garden design and history. Upon completion, students should be able to demonstrate an understanding of the basic principles of horticulture.

HOR 154 Introduction to Horticulture Therapy
This course introduces the concept of horticulture therapy and how it can be applied to improve human well-being. Emphasis is placed on developing a horticulture therapy program, planning activities, and adjusting activities based on the age, disability, or need of the individual. Upon completion, students should be able to develop project ideas, write lesson plans, and lead informal classes using horticulture therapy techniques.

HOR 160 Plant Materials I 2 2 0 3
This course covers identification, culture, characteristics, and use of plants in a sustainable landscape. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials, including native and invasive plants.

HOR 161 Plant Materials II 2 2 0 3
This course provides a supplementary opportunity to cover identification, culture, characteristics, and use of plants in a sustainable landscape, giving students a broader knowledge of available landscape plants for utilization in landscapes and plant production. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, landscape applications and expansion of the plant palette. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials, including natives and invasive plants.

HOR 162 Applied Plant Science 2 2 0 3
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.

HOR 164 Horticulture Pest Mgt. 2 2 0 3
This course covers the identification and management of plant pests including insects, diseases, and weeds. Topics include pest identification and beneficial organisms, pesticide application safety and use of least toxic methods of management. Upon completion, students should be able to manage common landscape pest using least toxic methods of control and be prepared to sit for North Carolina Commercial Pesticide Ground Applicators license.

HOR 166 Soils and Fertilizers 2 2 0 3
This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation; classification; physical, chemical, and biological properties (including microorganisms); testing; and fertilizer application. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.
This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

**HOR 213 Landscape Design II**  
**Prerequisites:** HOR 112  
This course covers residential and commercial landscape design, cost analysis, and installation. Emphasis is placed on job cost estimates, installation of the landscape design, and maintenance techniques. Upon completion, students should be able to read landscape design blueprints, develop cost estimates, and implement the design.

**HOR 225 Nursery Production**  
This course covers all aspects of nursery crop production. Emphasis is placed on field production and covers soils, nutrition, irrigation, pest control, and harvesting. Upon completion, students should be able to produce a marketable nursery crop.

**HOR 235 Greenhouse Production**  
This course covers the production of greenhouse crops. Emphasis is placed on product selection and production based on market needs and facility availability, including record keeping. Upon completion, students should be able to select and make production schedules to successfully produce greenhouse crops.

**HOR 245 Horticulture Specialty Crops**  
This course introduces the techniques and requirements for the production of horticultural crops of special or local interest. Topics include development of a local market, proper varietal selection, cultural practices, site selection, and harvesting and marketing practices. Upon completion, students should be able to choose, grow, and market a horticultural crop of special or local interest.

**HOR 257 Arboriculture Practices**  
This course covers the culture and maintenance of trees and shrubs. Topics include fertilization, pruning, approved climbing techniques, pest control, and equipment use and safety. Upon completion, students should be able to properly prune trees and shrubs and perform arboricultural practices.

**HOR 266 Micropropagation**  
**Prerequisites:** HOR 162, HOR 168  
This course provides an introduction to the science of micropropagation. Emphasis will be placed on the propagation of plant material in vitro. Upon completion, students should be able to demonstrate an understanding of the principles and practices of micropropagation.

**HOR 266A Micropropagation Lab Technology**  
**Corequisites:** HOR 266  
This course provides hands-on experience in micropropagation. Emphasis will be placed on basic lab techniques and procedures, including lab safety, accurate measuring, sterile technique, and plant production methods. Upon completion, students should be able to utilize micropropagation to propagate a variety of plant species.

**HSE 110 Intro to Human Services**  
**Prerequisites:** DRE 097  
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.

**HSE 112 Group Process I**  
**Prerequisites:** HSE 110  
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.

**HSE 123 Interviewing Techniques**  
**Prerequisites:** HSE 110  
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**  
**Prerequisites:** PSY 150  
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 210 Human Services Issues  
Prerequisites: HSE 110  
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.

HSE 220 Case Management  
Prerequisites: HSE 110  
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.

HSE 225 Crisis Intervention  
Prerequisites: HSE 110  
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.

HSE 227 Children and Adolescents in Crisis  
Prerequisites: DRE 098  
This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.

HSE 242 Family Systems  
Prerequisites: PSY 150 or SOC 210  
This course introduces the concepts of family structure as a system and includes the impact of contemporary society on the family. Topics include systems theory, family structure, blended families, divorce, adoption, and the elderly. Upon completion, students should be able to demonstrate an understanding of families as a system and the impact of change on family structure.

HUM 110 Technology & Society  
Prerequisites: DRE 098  
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

HUM 115 Critical Thinking  
Prerequisites: DRE 098  
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

HUM 122 Southern Culture  
Prerequisites: DRE 098  
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

HUM 130 Myth in Human Culture  
Prerequisites: DRE 098  
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

HUM 160 Introduction to Film  
Prerequisites: DRE 098  
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.
HUM 220 Human Values & Meaning
Prerequisites: ENG 111
This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts.

HYD 110 Hydraulics/Pneumatics I
This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

ISC 112 Industrial Safety
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

ISC 212 Metrology
This course covers the principles and techniques of modern practical metrology and inspection methods. Topics include precision, accuracy, standards, and calibration. Upon completion, students should be able to perform various roles within a metrology system.

MAC 121 Introduction to CNC
This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

MAC 122 CNC Turning
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

MAC 124 CNC Milling
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MAC 228 Advanced CNC Processes
This course covers advanced programming, setup, and operation of CNC turning centers and CNC milling centers. Topics include advanced programming formats, control functions, program editing, and part production and inspection. Upon completion, students should be able to manufacture complex parts using CNC turning and milling centers.

MAT 110 Mathematical Measurement & Literacy
Prerequisites: DMA 010, DMA 020, DMA 030
This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

MAT 121 Algebra/Trigonometry I
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.
MAT 143 Quantitative Literacy 3 2 0 4
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050, DRE 098
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

MAT 152 Statistical Methods I 3 2 0 4
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050, DRE 098
This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

MAT 171 Pre-Calculus Algebra 3 2 0 4
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050, DRE 098
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 171 Pre-Calculus Algebra 3 2 0 4
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050, DRE 098
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 172 Pre-Calculus Trigonometry 3 2 0 4
Prerequisites: MAT 171
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 171 Calculus I 3 2 0 4
Prerequisites: MAT 172
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.
MAT 272 Calculus II
Prerequisites: MAT 271
This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics.

MAT 273 Calculus III
Prerequisites: MAT 272
This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. This course has been approved for transfer under the CAA/ICAA as a general education course in Mathematics.

MEC 110 Intro to CAD/CAM
Prerequisites: MEC 231
This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC 111 Machine Processes I
Prerequisites: MEC 111
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

MEC 112 Machine Processes II
Prerequisites: MEC 111
This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a specified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts.

MEC 128 CNC Mach. Processing
Prerequisites: MEC 111
This course covers programming, setup, and operations of CNC turning, milling, and other CNC machines. Topics include programming formats, control functions, program editing, and part production and inspection. Upon completion, students should be able to manufacture simple parts using CNC machines.

MEC 161 Manufacturing Processes I
Prerequisites: MEC 161
This course provides the fundamental principles of value-added processing of materials into usable forms for the customer. Topics include material properties and traditional and non-traditional manufacturing processes. Upon completion, students should be able to specify appropriate manufacturing processing for common engineering materials.

MEC 161A Manufacturing Processes I Lab
Corequisites: MEC 161
This course is a laboratory for MEC 161. Emphasis is placed on experiences that enhance the materials presented in MEC 161. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in MEC 161.

MEC 180 Engineering Materials
This course introduces the physical and mechanical properties of materials. Topics include materials testing, pre- and post-manufacturing processes, and material selection of ferrous and non-ferrous metals, plastics, composites, and non-conventional materials. Upon completion, students should be able to utilize basic material property tests and select appropriate materials for applications.

MEC 231 Computer-Aided Manufacturing I
Prerequisites: MEC 231
This course introduces computer-aided design/manufacturing (CAD/CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD/CAM applications.

MEC 232 Computer-Aided Manufacturing II
Prerequisites: MEC 231
This course provides an in-depth study of CAM applications and concepts. Emphasis is placed on the manufacturing of complex parts using computer-aided manufacturing software. Upon completion, students should be able to manufacture complex parts using CAM software.

MED 110 Orientation to Medical Assisting
Prerequisites: DRE 098
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.
MED 118 Medical Law and Ethics
Prerequisites: DRE 098
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

MED 121 Medical Terminology I
Prerequisites: DRE 098
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122 Medical Terminology II
Prerequisites: MED 121
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 130 Administrative Office Procedures I
Prerequisites: Admission to MCC MA Program
Corequisites: BIO 163, ENG 111, MED 110, MED 118, MED 121, and MED 140
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131 Administrative Office Procedures II
Prerequisites: MED 130
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED 140 Exam Room Procedures I
Prerequisites: Admission to MCC M.A. Program
Corequisites: BIO 163, ENG 111, MED 110, MED 118, MED 121, and MED 130
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED 150 Lab Procedures I
Prerequisites: MED 140
Corequisites: ENG 114, MED 122, MED 240, and MED 272
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

MED 240 Exam Room Procedures II
Prerequisites: MED 140
Corequisites: ENG 114, MED 122, MED 150, and MED 272
This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected examination procedures.
MED 260 MED Clinical Practicum
Prerequisites: MED 240
Corequisites: MED 262
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

MED 262 Clinical Perspectives
Prerequisites: MED 240
Corequisites: MED 260
This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

MED 270 Symptomatology
Corequisites: OST 148 and either BIO 110 or BIO 111
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

MED 272 Drug Therapy
Prerequisites: MED 140
Corequisites: ENG 114, MED 122, MED 150, and MED 240
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician’s office.

MED 276 Patient Education
Corequisites: ENG 114, MED 122, MED 272, MED 150, and MED 240
This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

MKT 120 Principles of Marketing
Prerequisites: MED 240
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.

MNT 110 Intro to Maintenance Procedures
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 165 Mechanical Industrial Systems
This course covers mechanical components used in industrial machine operations. Emphasis is placed on mechanical drives, belts, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.

MUS 110 Music Appreciation
Prerequisites: DRE 098
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, Students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

MUS 112 Introduction to Jazz
Prerequisites: DRE 098
This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. This course has been approved for transfer under the CAA/ICAA as a general education course in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.
NAS 101 Nurse Aide I
This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

NAS 102 Nurse Aide II
Prerequisites: NAS 101
This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.

NAS 103 Home Health Care Nurse Aide
Prerequisites: NAS 101
This course provides advanced training for the currently listed Nurse Aide I enhancing specific skills needed when working in the home care setting. Topics include person-centered care, nutrition, hydration, patient and personal safety, mental health, dementia, behavioral challenges, pain management, palliative care, and stress management. Upon completion, students are eligible for listing as a home care nurse aide with the North Carolina Nurse Aide Registry.

NAS 106 Geriatric Aide
Prerequisites: NAS 101
This course is designed to enhance the knowledge of the Nurse Aide I providing care to the aging population. Emphasis is placed on the person-centered care, stress management, health promotion, dementia/challenging behaviors, mental health issues, and end-of-life/palliative care. Upon completion, students should be able to demonstrate knowledge and provide safe care for the aging population and are eligible to be listed on the North Carolina Geriatric Nurse Aide Registry.

NET 110 Networking Concepts
Prerequisites: CIS 110
This course introduces students to the networking field. Topics include 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.

NOS 110 Operating System Concepts
Prerequisites: CIS 110
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 130 Windows Single User
Prerequisites: NOS 110
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 Admin I
Prerequisites: NOS 130
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 111 Introduction to Health Concepts
Prerequisites: Admission to the MCC ADN program
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
NUR 112 Health-Illness Concepts
Prerequisites: NUR 111
Corequisites: NUR 114
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 compute dosages and administer medication safely.

NUR 113 Family Health Concepts
Prerequisites: NUR 111
Corequisites: NUR 211
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114 Holistic Health Concepts
Prerequisites: NUR 111
Corequisites: NUR 112
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 117 Pharmacology
Prerequisites: Admission to MCC ADN Program
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, and application of the nursing process regarding drug therapy. Upon completion, students should be able to compute dosages and administer medication safely.

NUR 211 Health Care Concepts
Prerequisites: NUR 111
Corequisites: NUR 113
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness illness, clinical decision making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 Health System Concepts
Prerequisites: NUR 111
Corequisites: NUR 213
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 Complex Health Concepts
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 117, & NUR 211
Corequisites: NUR 212
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.

NUR 214 Nursing Transitions Concepts
Prerequisites: Adv. Placement into MCC ADN Program
Corequisites: ENG 111, HUM Elective
This course is designed to introduce concepts within the three domains of the individual, health care, 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.
NUR 221 LPN to ADN
Prerequisites: NUR 214
This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affec, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 223 LPN to ADN Concepts II
Prerequisites: NUR 221
This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.

OST 080 Keyboarding Literacy
Prerequisites: None
This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

OST 136 Word Processing
Prerequisites: OST 080, CIS 110, or CIS 111
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 148 Medical Coding Billing & Insurance
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.

PCI 150 Process Control Systems
Prerequisites: None
This course introduces the procedures and techniques for integrating process instrumentation into computerized control systems. Emphasis is placed on the techniques used to take digital and analog signals to control industrial processes. Upon completion, students should be able to install, maintain, and calibrate process control systems.

PHY 110 Conceptual Physics
Prerequisites: DRE 098
This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

PHY 110A Conceptual Physics Lab
Prerequisites: DRE 098
Corequisites: PHY 110
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

PHY 131 Physics-Mechanics
Prerequisites: MAT 121 or MAT 171
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton’s laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

PHY 151 College Physics I
Prerequisites: MAT 171
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

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This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the CAA/ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.
PSY 241 Developmental Psychology
Prerequisites: DRE 098 & PSY 150
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 a knowledge of development across the lifespan. This course has been approved for transfer under the CAA/ICAA as a general education course in Social/Behavioral Sciences.

PSY 265 Behavioral Modification
Prerequisites: PSY 150
This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

PSY 281 Abnormal Psychology
Prerequisites: PSY 150
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the CAA/ICAA as a general education course in Social/Behavioral Sciences.

SAB 110 Substance Abuse Overview
Prerequisites: DRE 098
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
Prerequisites: CIS 110
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.

SOC 210 Introduction to Sociology
Prerequisites: DRE 098
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the CAA/ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

SOC 213 Sociology of the Family
Prerequisites: DRE 098
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved for transfer under the CAA/ICAA as a general education course in Social/Behavioral Sciences.

SOC 220 Social Problems
Prerequisites: DRE 098
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. This course has been approved for transfer under the CAA/ICAA as a general education course in Social/Behavioral Sciences.
Perform work-related learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

SPA 111 Elementary Spanish I  \( CS \quad LB \quad CL \quad CR \) 3 0 0 3
Prerequisites: DRE 098
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the CAA/ICAA as a general education course in Humanities/Fine Arts.

SPA 112 Elementary Spanish II  \( CS \quad LB \quad CL \quad CR \) 3 0 0 3
Prerequisites: SPA 111
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the CAA/ICAA as a general education course in Humanities/Fine Arts.

SWK 110 Introduction to Social Work  \( CS \quad LB \quad CL \quad CR \) 3 0 0 3
Prerequisites: DRE 098
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.

TRF 110 Introduction to Turfgrass Culture & Identification  \( CS \quad LB \quad CL \quad CR \) 3 2 0 4
This course provides an in-depth study of turfgrass. Topics include principles of reproduction, growth development, species characteristics, establishment and maintenance of golf courses and sports fields, and lawn applications. Upon completion, students should be able to identify turfgrass species through characteristics and reproductive stages and develop an establishment and maintenance plan for high quality turf areas.

*WBL 115 Work-Based Learning Seminar I  \( CS \quad LB \quad CL \quad CR \) 1 0 0 1
Corequisites: WBL 115
*Work-Based Learning agencies may require background checks, drug screens, physicals, or immunizations. To participate in WBL a student must be in good standing with the College.

WEB 210 Web Design  \( CS \quad LB \quad CL \quad CR \) 2 2 0 3
This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites.

WLD 110 Cutting Processes  \( CS \quad LB \quad CL \quad CR \) 1 3 0 2
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  \( CS \quad LB \quad CL \quad CR \) 1 3 0 2
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  \( CS \quad LB \quad CL \quad CR \) 2 9 0 5
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.
WLD 116 SMAW (stick) Plate/Pipe
Prerequisites: WLD 115
This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD 121 GMAW (MIG) FCAW/Plate
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 122 GMAW (MIG) Plate/Pipe
Prerequisites: WLD 121
This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

WLD 131 GTAW (TIG) Plate
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 Plate/Pipe
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 143 Welding Metallurgy
Prerequisites: WLD 110, WLD 112
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

WLD 151 Fabrication I
Prerequisites: WLD 110, WLD 112
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

WLD 261 Certification Practices
Prerequisites: WLD 115, WLD 121, WLD 131
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.
The Performance Measures for Student Success Report is the North Carolina Community College System’s major accountability document. This annual performance report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of our fifty-eight (58) community colleges. The process of monitoring performance data on specific measures started in 1993 and has changed over the years. The process has evolved and changed over the years, with the biggest change occurring recently. In June 2012, the General Assembly adopted eight (8) performance measures.

An appointed team made up of college presidents, called the Performance Funding Committee, was responsible for the establishment of system-wide “baselines” and “goals” for each measure. The committee recommended using consistent, statistically-defined baselines and goals to promote transparency, simplicity, and objectivity. This utilization of baselines and goals is a departure from the System’s historical use of “standards.”

Based on three years of historical data (if available) for each measure, baselines were set two standard deviations below the system mean, and the goals were set one standard deviation above the system mean. These baselines and goals remain static for three years and will be reset in the 2016 Report.

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Mayland Community College Scores</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Basic Skills Student Progress</td>
<td>System Baseline: 20.6%</td>
<td>MCC Score: 40.4%</td>
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<tr>
<td></td>
<td>State Average: 41.3%</td>
<td></td>
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<tr>
<td>GED Diploma Passing Rate</td>
<td>System Baseline: 49.3%</td>
<td>MCC Score: 80.2%</td>
</tr>
<tr>
<td></td>
<td>State Average: 73.6%</td>
<td>Above State Average</td>
</tr>
<tr>
<td>Developmental Student Success Rate in College-Level English Courses</td>
<td>System Baseline: 45.2%</td>
<td>MCC Score: 66.7%</td>
</tr>
<tr>
<td></td>
<td>State Average: 64.4%</td>
<td>Above State Average</td>
</tr>
<tr>
<td>Developmental Student Success Rate in College-Level Math Courses</td>
<td>System Baseline: 47.5%</td>
<td>MCC Score: 65.3%</td>
</tr>
<tr>
<td></td>
<td>State Average: 64.4%</td>
<td>Above State Average</td>
</tr>
<tr>
<td>First Year Progress</td>
<td>System Baseline: 53.2%</td>
<td>MCC Score: 63.3%</td>
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<tr>
<td></td>
<td>State Average: 68.3%</td>
<td></td>
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<tr>
<td>Curriculum Completion</td>
<td>System Baseline: 28.6%</td>
<td>MCC Score: 54.4%</td>
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<td></td>
<td>State Average: 43.6%</td>
<td>Above State Average</td>
</tr>
<tr>
<td>Licensure and Certification Passing Rate</td>
<td>System Baseline: 71.0%</td>
<td>MCC Score: 76.6%</td>
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<td></td>
<td>State Average: 83.2%</td>
<td></td>
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<tr>
<td>College Transfer Performance</td>
<td>System Baseline: 71.2%</td>
<td>MCC Score: 96.3%</td>
</tr>
<tr>
<td></td>
<td>State Average: 87.8%</td>
<td>Above State Average</td>
</tr>
</tbody>
</table>

Mayland Community College met and exceeded the system goal on two measures: Curriculum Completion and College Transfer Performance. MCC was recognized by the NCCCS for being a mentor college in the area of Transfer Performance.
### MCC Board of Trustees

<table>
<thead>
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<th>Trustee Name</th>
<th>Representative County</th>
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<tr>
<td>Edwina Sluder, Chair</td>
<td>Avery County</td>
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<tr>
<td>William E. Arrowood</td>
<td>Mitchell County</td>
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<td>Nancy Burleson</td>
<td>Mitchell County</td>
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<tr>
<td>Gwen Harris</td>
<td>Yancey County</td>
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<td>R.L. Hoilman</td>
<td>Mitchell County</td>
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<td>Ken Hollifield</td>
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<tr>
<td>Julia B. Norris</td>
<td>Yancey County</td>
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<tr>
<td>Kenny Poteat</td>
<td>Avery County</td>
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<td>Sam L. Ray, Jr.</td>
<td>Avery County</td>
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<td>Johnny Riddle</td>
<td>Yancey County</td>
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<tr>
<td>Vacant</td>
<td>Avery County</td>
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<tr>
<td>Bryan Peterson</td>
<td>Yancey County</td>
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<tr>
<td>Tiffany Jones</td>
<td>SGA President, ex officio</td>
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</tbody>
</table>

### Foundation Board of Directors

The MCC Foundation is a non-profit 501 (c) (3) organization whose mission is to support, strengthen, and advance the work of Mayland Community College. Volunteers from the College’s service area and beyond serve on the Foundation Board of Directors to raise funds and cultivate friends for the College. Their efforts are evident in special projects at the College, events in the community, scholarships for students, and various capital projects.

| Becky Anderson      | William E. Arrowood  |
| Bill Baker          | Mary Ballew          |
| Elaine Boone        | Dr. John Boyd        |
| Karen Carver        | Al & Sally Folcher   |
| Jann Godwin         | Sandy Grisham        |
| Martha Guy          | Gerald Hyde          |
| Julia Norris        | Wanda Proffitt, Vice President |
| Samuel Ray, Jr.     | Bonnie Schmink       |
| Betty Silver        | Claude Smith, President |
| David Strawn        | Dr. Tommy Williams   |
| Claire Wygand       |                       |

This catalog contains a current description of Mayland Community College. It may be changed from time to time to carry out the purposes and objectives of the College. Important changes in fees, dates, programs and policies will be published to the student body. Changes will be reflected on the website and in the next issue of the catalog. It should not be considered a contract.
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It is the policy of Mayland Community College not to discriminate against any employee, applicant, or student because of age, race, color, religion, sex, national origin, handicap/disability, exercise of rights guaranteed by the First Amendment to the Constitution of the United States, or sexual orientation to the extent such rights are recognized and/or protected under applicable federal or state laws in its employment opportunities, programs, services, or activities. All requests for accommodations must be made in advance to the Counseling Center or Personnel Services. If you have comments or suggestions for ensuring that individuals with disabilities have an equal opportunity to participate in or to enjoy the benefits of MCC services, programs, or activities, or if you wish to file a complaint under the ADA, please contact Student Development or Personnel Services.

This catalog is available online at www.mayland.edu or in PDF format on CD. Printed copies are available in MCC’s Learning Resource Center on the main campus.

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