

Beaufort County Community College



College Catalog
2010-2011

Beaufort County Community College

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Beaufort County Community College
is accredited by the Commission on Colleges of the
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
Telephone number 404-679-4501
to award associate degrees, diplomas, and certificates

Member of

American Association of Community Colleges
North Carolina Community College System

**General Catalog
2010 - 2011
Volume 31**

Beaufort County Community College is an Affirmative Action, Equal Opportunity, Section 504 Institution, and does not discriminate on the basis of race, sex, color, age, religion, national origin, or handicap.

If you believe you have been discriminated against, contact the following:

504 and Americans with Disabilities Act (ADA) Coordinator

Phillip Price
 Building 1, Room 208
 252-940-6213

Affirmative Action Officer

Pam Cummings
 Building 1, Room 211
 252-940-6204

Title IX Coordinator

Crystal Ange
 Building 9, Room 919
 252-940-6216

Students may also contact the Dean of Student Services.

Specific institutional policies pertaining to alcohol and drug usage, communicable diseases, copyright (including computer software), sexual harassment, and smoking may be reviewed in the President’s Office and the Office of Student Services.

Graduation/Completion rates are available in the Office of the Registrar.

This catalog supersedes all previous catalogs. Information about programs, fees, and regulations contained in earlier issues is now obsolete. The provisions of this publication are not to be regarded as an irrevocable contract between the student and Beaufort County Community College. The College reserves the right to make changes in the regulations, courses, fees, and other matters of policy and procedure as and when deemed necessary. Every effort will be made to minimize the inconvenience such changes might create for students.

Though accurate at the time of publication, information is subject to change. Please contact College personnel if you have any questions.

Portions of this catalog were written by the North Carolina Community College System (NCCCS) staff.

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Academic Calendar 2010 - 2011

Fall Semester 2010

| | |
|------------------------|-----------------------------|
| August 16, 2010 | Fall Late Registration |
| August 17, 2010 | Semester Begins |
| September 6, 2010 | Labor Day Holiday |
| October 11, 2010 | Student/Faculty Vacation |
| TBA | Last Day to Drop/No Penalty |
| November 2, 2010 | Spring Registration/FWD |
| November 11, 2010 | Veterans Day Holiday |
| November 24, 2010 | Student/Faculty Vacation |
| November 25 - 26, 2010 | Thanksgiving Holiday |
| December 14 - 17, 2010 | Exams |
| December 17, 2010 | Semester Ends |

Spring Semester 2011

| | |
|---------------------|-----------------------------|
| January 5, 2011 | Spring Late Registration |
| January 6, 2011 | Semester Begins |
| January 17, 2011 | Holiday |
| March 3 - 4, 2011 | Student/Faculty Vacation |
| TBA | Last Day to Drop/No Penalty |
| April 7 - 8, 2011 | Student/Faculty Vacation |
| April 25, 2011 | Easter Holiday |
| April 26 - 27, 2011 | Student/Faculty Vacation |
| May 6 - 11, 2011 | Exams |
| May 11, 2011 | Semester Ends |
| May 13, 2011 | Graduation |

Summer Term 2011

| | |
|---------------|-----------------------------|
| May 16, 2011 | Summer Late Registration |
| May 17, 2011 | Term Begins |
| May 30, 2011 | Memorial Day Holiday |
| TBA | Last Day to Drop/No Penalty |
| July 4, 2011 | July Fourth Holiday |
| July 14, 2011 | Exams |
| July 14, 2011 | Term Ends |

General Information

History of Beaufort County Community College

Beaufort County Community College began with the operation of a practical nursing program in 1949, under the direction of the State Vocational and Adult Education Department. From 1962 to 1968, the College operated as extension units of Pitt and Lenoir Community Colleges.

In December, 1967, the College was officially chartered as Beaufort County Technical Institute. The vocational and technical programs of the College were complemented by a college parallel program which opened in 1968 in conjunction with East Carolina University. In 1979, community college status was granted, and since then, Beaufort County Community College has functioned as a comprehensive community college offering continuing education and awarding associate degrees, diplomas, and certificates.

BCCC Vision

Beaufort County Community College will continue to be an innovative community leader, providing an open door to the future through educational opportunity, economic development, and public service.

Mission Statement

Beaufort County Community College is a public comprehensive community college committed to providing accessible and affordable quality education, effective teaching, relevant training, and lifelong learning opportunities for the people served by the College.

Long-Range Goals

Provide a comprehensive education program focused on student learning and excellence in teaching.

Maintain a positive learning environment for a diverse population.

Provide support services which enhance and encourage the potential for personal and educational growth.

Offer opportunities for adults to master basic skills.

Promote the development of work force training and retraining.

Offer services to business and industry designed to enhance economic development.

Develop opportunities and services to enrich the quality of community life.

Seek and develop additional resources necessary to achieve the goals and objectives of the College.

Utilize current technology in instructional and support areas.

Improve the services of the College through a continuous evaluation and revision of goals and objectives, instruction, programs, and administrative organization.

Curriculum Programs

•Associate Degree Programs

- Associate in Arts (A.A.)
- Associate in Science (A.S.)
- Associate in General Education (A.G.E.)
- Associate in Applied Science (A.A.S.)
 - Accounting
 - Associate Degree Nursing
 - Automotive Systems Technology
 - Business Administration
 - Computer Information Technology
 - Computer Programming
 - Criminal Justice Technology
 - Early Childhood Education
 - Electrical Engineering Technology
 - Electronics Engineering Technology
 - General Occupational Technology
 - Heavy Equipment and Transport Technology/Construction Equipment
 - Human Services Technology
 - Mechanical Engineering Technology
 - Mechanical Engineering Technology/Drafting & Design
 - Medical Laboratory Technology
 - Medical Office Administration
 - Office Administration
 - School-Age Education
 - Welding Technology

•Diploma Programs

- Applied Electrical Principles
- Applied Electronic Principles
- Automotive Technology
- Construction Equipment Systems
- Cosmetology
- Early Childhood
- Human Services Technology
- Machinist
- Mechanical Drafting and Design
- Practical Nursing
- Transfer Core Diploma*
- Welding Technology

•Certificate Programs

- Automotive Technology
- Automotive Technology (Engines and Brakes)

- Basic Drafting Technology
- Basic Electrical Wiring Methods
- Basic Electronics
- Basic Law Enforcement Training
- Basic Medical Office
- Basic Office Skills
- Business Administration
- C++ Programming
- CAD Operator
- Community Spanish Facilitator
- Computer Hardware Repair & Trouble Shooting
- Construction Equipment Systems
- Cosmetology Instructor
- Early Childhood
- Early Childhood Administration
- Esthetics Technology
- Federal Income Tax
- General Accounting
- Human Services Technology
- Industrial Technology
- Infant and Toddler
- Machinist
- Machinist (Advanced)
- Manicuring/Nail Technology
- Mechanical Drafting and Design
- Network Support
- School Age
- Software Applications Specialist
- Special Education
- Visual Basic Programming
- Web Development and Design
- Welding Technology
 - Welding – Basic MIG/TIG
 - Welding – Basic Pipe
 - Welding – GTAW TIG (Plate/Pipe)
 - Welding – Stick and MIG
 - Welding – SMAW (Stick Plate/Pipe)
- Word Processing Specialist

*A college may award a diploma under the A10100 or A10400 for completion of the entire general education core as outlined.

Smoking/Tobacco Free Campus Policy

Beaufort County Community College is committed to providing its employees and students with a safe and healthful environment. Beaufort County Community College also recognizes the use of tobacco products on campus grounds is detrimental to the health and safety of students, staff, faculty, and visitors. Beaufort County Community College also recognizes that it has the legal authority to prohibit tobacco use pursuant to G.S. 143-599.

Therefore, Beaufort County Community College has set the following tobacco free campus policy, to be implemented on August 1, 2010.

Use of tobacco is prohibited by students, staff, faculty or visitors:

- in all campus buildings, facilities and vehicles owned by Beaufort County Community College;
- on campus grounds and property owned by Beaufort County Community College;
- at lectures, conferences, meetings, social and cultural events held on school property or school grounds.
- For the purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, bidis, hookahs, smokeless or spit tobacco or snuff.

Opportunities for cessation:

Administration will consult with county health department and other health organizations to provide faculty, staff, and students with information and access to free programs and services to help them abstain from the use of tobacco products.

Implementation & Compliance

- A campus committee shall develop a plan for communicating the policy with students, staff, faculty and visitors and will insure appropriate campus signage.
- Smoking waste management products such as ashtrays shall be removed.
- Visitors who repeatedly violate the policy shall be asked to leave campus
- Staff and faculty who repeatedly violate the policy shall be referred to their supervisor and shall be given tobacco cessation materials. Repeated violations by staff or faculty can result in further personnel action.
- Enforcement of this policy for students shall include the provision of an oral warning for the first offense and a written for the second offense. The written warning shall be filed with the Dean of Student Services. The record shall be purged three years from the date of the last incident. If a student is observed in violation of this policy a third time, he/she may be disciplined by the Dean of Student Services as a violation of the student conduct code.

Admissions

Beaufort County Community College (BCCC) maintains an open door admission policy. This policy provides admission to any person who has reached the age of 18 or whose high school class has graduated. High school student applicants 16 years of age or older may be admitted into credit and continuing education courses in accordance with the dual enrollment policies adopted by the State of North Carolina. Admission to the College does not imply immediate admission to the curriculum desired by the applicant. Placement in certain programs is limited, and admission to a specific program of study is based on guidelines developed to ensure the student's chances of success in the program. Applicants are admitted regardless of race, gender, age, religion, national origin, disability, or political affiliation. BCCC reserves the right to refuse admission to any student whose enrollment or continued presence is considered to create a risk for campus safety or disruption of the educational process.

A. General Admission Requirements:

1. An applicant must be a high school graduate or have a high school equivalency certificate (GED). Applicants who are not high school graduates may arrange to take the high school equivalency examination by contacting the Basic Skills Office in the Division of Continuing Education. Exceptions may be made for certain programs. See Part B below for specifics.
2. Each applicant must submit a completed application for admission to the BCCC Admissions Office.
3. Each applicant must request that official copies of transcripts of all previous high school and college (if any) work be submitted directly to the BCCC Admissions Office. Applicants who have a GED should request that official scores be submitted.
4. All applicants, unless exempt, must take a placement examination.
5. Each applicant must meet with a counselor and/or academic advisor prior to enrollment.

B. Exceptions to Requirements for General Admission:

1. A student may enroll as a special credit student without specifying an educational objective. To be admitted, the special credit student needs only to file an application. It is to the student's advantage to declare an educational objective and to complete all of the admission procedures as soon as possible after enrollment. Special credit students are not eligible to receive financial aid or Veteran's benefits, and must meet all prerequisite requirements for each course enrolled.
2. A student may enroll in associate degree courses under special admission without meeting all requirements for general admission. However, no more than 12 credit hours may be earned without complying with the appropriate admission requirements.
3. A student may enter a diploma or certificate program without being a high school graduate or possessing an equivalency certificate unless required by a specific program. (Students applying for financial aid/veterans affairs benefits will need a high school transcript or equivalency certificate on file in any case.)

However, admission into the program will be based upon the individual's performance on the placement examination and/or prior experience in the field. In all cases, the final entrance eligibility of the applicant will be determined by the chair of the division in question.

4. An applicant who is a minor between the ages of 16 and 18 years may be considered as a person with special needs and admitted to appropriate courses or programs provided under these conditions:
 - (a) That the minor applicant has left the public schools no less than six calendar months prior to the last day of regular registration of the semester in the institution for which admission is sought.
 - (b) That the application of such minor is supported by a notarized petition of the minor's parents, legal guardian, or other person or agency having legal custody and control of such minor applicant, which petition certifies the place of residence and date of birth of the minor, the parental or other appropriate legal relationship of the petitioner to the minor applicant, and the date on which the minor applicant left the public schools. However, all or any part of the six-month waiting period may be waived by the superintendent of the public schools of the administrative unit in which the applicant resides.
 - (c) That such admission will not pre-empt College facilities and staff to such an extent as to render the College unable to admit all applicants who have graduated from high school or who are 18 years of age or older.
5. Selected high school students may be admitted under specific conditions:
 - (a) Be at least 16 years of age,
 - (b) Obtain written approval from his/her principal and superintendent, and
 - (c) Be enrolled in at least three courses at the high school or one-half of the school day.
6. Exceptions not addressed in items 2-5 must be considered on a case-by-case basis by the Admissions Committee. High school students should discuss their interest in enrolling in the College with their principal before contacting the College.

C. Requirements for Home School Graduates

Home school graduates must complete the following procedures prior to their enrollment:

1. Home schooled students must provide evidence of attendance of a state approved home school program. For North Carolina home school students, this means that the home school administrator must have a school approval number, a charter for the school, or anything that denotes approval from the NC Department of Non-Public Instruction and provide copies of this information with the application.
2. The home school administrator must submit an official transcript from the home school.
3. If the home school does not have the proper certification, the student cannot apply and register for classes at BCCC. Home school graduates without proper certification may enroll by obtaining the GED. The student may arrange to

take the GED examination by contacting the BCCC Basic Skills Office in the Division of Continuing Education.

D. Requirements for Transfer Students

1. Complete general admission and graduation procedures.
2. Refer to "Advanced Standing" for instructions on transferring credit from other institutions.

BCCC does not penalize a transfer student who is on probation from another institution nor does the College practice provisional admission.

E. Additional Requirements for Allied Health Programs

Allied health programs have additional admission requirements. This is necessary because these programs are limited in the number of students that can be admitted each year.

Note: A clinical site may require a criminal background check and/or drug testing prior to your participation in clinical training. If denied access to a clinical site, the student shall not progress in the program due to the inability to complete the clinical portion of the program.

Specific guidelines, requirements, and allied health applications for admission into the allied health programs may be obtained from the Allied Health Admissions Coordinator.

Minimum Requirements for Applicant Evaluation

1. Complete the Accuplacer Computerized Placement Test (CPT) with scores meeting the minimums for the college or qualify for testing waiver as outlined in the college catalog under *Placement Testing*. Successful completion of the recommended developmental courses (RED 090, ENG-090, MAT 060, MAT 070) will satisfy this requirement. *It is the responsibility of the student to submit verification of test scores, written approval of testing waiver, or transcript of developmental coursework to the Admissions Office.*
2. *Have completed a high school or college chemistry course with a grade of C or better. The Associate Degree Nursing Program requires this chemistry to be completed within the past eight years. There is no chemistry time limit for applicants with a Bachelors degree or an AAS degree in an *approved* healthcare field. There is no chemistry time limit for applicants to the Medical Laboratory Technology Program.
3. Have high school transcript or official GED report sent to BCCC (college transcripts, if applicable).
4. A minimum GPA of 2.0 is required in specific allied health program curriculum courses from all colleges and BCCC.

***Not required for Practical Nursing (PN)**

Application Deadlines

In addition to the general application to the college, a separate application packet for an allied health program is required. Completed application packets are taken and reviewed by appointment on a first-come, first-served basis with the Allied Health Admissions Coordinator. Incomplete application packets will not be considered.

Application Period

| | |
|-------------------------|------------------------------|
| Nursing Programs | August 1 - January 31 |
| MLT Program | August 1 - April 30 |

Evaluation Criteria

A point system will be used to determine applicant rank. Points are based on academic performance, GPA, and chemistry grade (if applicable) of the applicant. Refer to the Allied Health Admissions Website or *Nursing Programs Handbook* for a detailed explanation of the point system. Applicants who do not rank into the program will be alternates and notified according to the ranked order should space become available.

Applicants are only accepted each year for the following academic year. Students may reapply by updating their application with the Allied Health Admissions Coordinator. Beaufort County Community College does not utilize a “waiting list” for allied health programs.

Post Evaluation Requirements

These requirements are completed after a student has been evaluated for the program and is notified by the Admission’s Office.

1. Attend a mandatory information session with the allied health program faculty and the Allied Health Admissions Coordinator. Notification of available sessions will be based on weighted ranking of candidates that have completed all the above requirements.
2. Submit a physical examination report. (Use BCCC Physical Form)
3. Submit required documentation of screening and vaccines related to communicable diseases. (BCCC Physical Form)
4. Submit proof of current CPR (cardiopulmonary resuscitation) infant, child, and adult resuscitation, as well as the use of automated external defibrillators (AED’s). (Not required for MLT)

F. Additional Requirements for Basic Law Enforcement Training (BLET)

Enrollment is restricted to applicants who meet the following criteria:

1. Be at least 20 years of age;
2. Possess a high school diploma or equivalency (GED);
3. Have a valid North Carolina driver’s license;
4. Pass a medical examination (form will be provided);
5. Obtain recommendation from a local law enforcement agency;
6. Schedule an appointment with the Director of Basic Law Enforcement Training for interview and registration.

G. Readmission

Curriculum students who have withdrawn in good academic standing may apply for readmission through normal registration procedures. If the application for readmission is for a different curriculum, standard admission requirements for new students will apply. There are specific additional guidelines for reentry into the health curriculums. These guidelines may be obtained from the Admissions Office.

To be eligible for registration, the student must meet the following requirements:

- (a) Update their application
- (b) Participate in an interview with an admissions counselor.
- (c) Be assigned a faculty advisor.
- (d) Satisfy all outstanding obligations to the College.

Readmission applications for students who have been suspended for disciplinary reasons will not be considered until the period of suspension has been completed. After the suspension period, readmission will be secured as stated above in requirements (a) through (d).

Huskins Bill Classes

Beaufort County Community College offers Huskins Bill classes to qualified students at participating area high schools. The objectives of these programs are:

1. To provide a program for the benefit of selected high school students by providing college level educational opportunities not otherwise available;
2. To enhance the motivation and achievement of students who participate in the program; and
3. To improve the equalization of opportunities among high schools throughout the state by offering advanced and special courses, which are both college level and for college credit.

Huskins Bill classes may be offered only under a specific agreement between the Board of Trustees of the College and the local Board of Education. All such agreements must be approved by the North Carolina State Board of Community Colleges.

The Huskins Bill authorizes programs for “qualified high school students.” For the purpose of developing cooperative program agreements between high schools and community colleges, the wording “qualified high school students” is defined as students in grades nine through twelve who have achieved a level of academic and social maturity necessary to perform successfully in college credit courses and who have also been recommended by their principal for enrollment. There must also be mutual agreement between the two systems to define the criteria for student selection.

Students seeking to enroll in Huskins Bill classes must satisfy college prerequisites and take all placement tests.

Major and selected general education courses from the Common Course Library (CCL) of the North Carolina Community College System are eligible for inclusion in Cooperative

Program Agreements between community college boards of trustees and local boards of education.

College credit will be awarded upon successful completion of course work. High school credit may be awarded upon successful completion and will be based on credit hour equivalencies determined by the L.E.A.

No courses which are specifically required for high school graduation (Minimum Admission Requirements [MAR]) are eligible to be offered under the Huskins Bill.

Students enrolled in Huskins Bill classes may be required to purchase textbooks but are not required to pay tuition.

Final examinations are required by the College. Local high school policies on exemptions from final examinations will not apply.

Dual Enrollment

For many years, high school students have participated in community college courses through “dual” or “concurrent” enrollment. Such enrollments are used as vehicles for the enrollment of advanced high school students in college level courses while still in high school.

Junior and senior public, private, and home-schooled high school students who are at least 16 years of age, may enroll in college courses tuition free if official written permission is obtained from their high school principal and chief administrative school officer (superintendent) subject to NC Administrative Code and the guidelines approved by the State Board of Community Colleges and published in the Operating Procedures for the Enrollment of high school students in community college courses.

Home schooled students must provide evidence of attendance of a state approved home school program. For North Carolina home school students, this means that the home school administrator must have a school approval number, a charter for the school, or anything that denotes approval from the NC Department of Non-Public Instruction and provide copies of this information with the application and dual enrollment form. If the home school does not have the proper certification, the student cannot apply and register for dual enrollment classes at BCCC.

Students can obtain a petition for dual enrollment from their guidance counselor or the BCCC Admissions Office. This permission must be forwarded to the Admissions Office. Curriculum work may apply to graduation requirements at BCCC. Courses taken in the College Transfer Associate in Arts or Associate in Science degree curriculums are transferable to most four-year senior colleges and universities in North Carolina. High school students may also enroll concurrently in continuing education courses. However, applicable registration fees may be required.

The State Board of Community Colleges’ policy regarding dual enrollment as cited in

NCAC 2C.0301 permits high school students to enroll in a community college course under the following conditions.

1. must be at least 16 years of age, and,
2. must be recommended by the chief administrative public school officer and approved by the president of the community college; and,
3. must obtain certification from the principal that the student while enrolled at the college, is also enrolled at the high school, is taking the equivalent of at least one-half of a full-time schedule and is making appropriate progress toward high school graduation, or is attending one-half of the school day, and is making appropriate progress toward graduation; or (in the case of courses offered in the summer) must certify that such student took at least three (3) high school courses or attended one-half of the school day during the preceding year and made appropriate progress toward graduation.
4. must achieve required placement scores.

Dual enrollment provides for “mainstreaming” advanced high school students into existing community college courses. This program is in addition to the Huskins Bill program. Dual enrollment should be used by local school and college officials to provide for any cooperative programming which does not require establishing a separate course section for high school students. The enrollment of high school students cannot displace adult college students.

While the community college should not be used to supplant any regular high school programs, including summer school, it is reasonable and appropriate to permit dual enrollment of selected high school students, as long as the coursework is college level, non-remedial, and not regularly offered by the high school.

Fees and Expenses

Beaufort County Community College receives financial support from local, state, and federal sources, allowing each student an educational opportunity at minimum cost. Tuition rates are set by the North Carolina General Assembly and the State Board of Community Colleges, and other fees are established by the Board of Trustees of Beaufort County Community College. The total expense consists of tuition, student activity fee, textbooks, technical fee, supplies and materials, uniforms, and malpractice insurance, if applicable. The cost of textbooks, supplies and materials, and uniforms varies according to the curriculum. All tuition and fees must be paid in full on registration day. Students who will be attending school on a scholarship or are being assisted by a private individual, company, club, or state agency should consult the section on College Expenses Paid By Outside Agencies to determine the information that must be furnished to the Business Office prior to registration. Students who are in need of financial assistance should consult the section on Financial Aid. The tuition schedule and all other fees are explained below.

Tuition

All students are charged tuition according to the following schedule.

N.C. Resident

| | |
|-----------------------------------|---------------------------|
| 1 to 15 Semester Credit Hours | \$56.50 per semester hour |
| 16 Semester Credit Hours and Over | \$904.00 per semester |

Out-of-State

| | |
|-----------------------------------|----------------------------|
| 1 to 15 Semester Credit Hours | \$248.50 per semester hour |
| 16 Semester Credit Hours and Over | \$3,976.00 per semester |

Note: These rates are subject to change by action of the General Assembly.

Student Activity Fee

The Student Activity Fee is based upon the number of credit hours for which a student is enrolled (\$1.00 per credit hour) with a maximum of \$16.00 per semester. The funds collected by the activity fee are used to support social and athletic functions, special academic projects, cultural events, clubs, health- and diversity-related activities, accident insurance, graduation, and other student related activities.

Technology Fee

The Curriculum technology fee is based upon the number of credit hours for which a student is enrolled (\$1.00 per credit hour) with a maximum of \$16.00 per semester. The Continuing Education Technology fee is based upon a flat fee of \$5.00 per Occupational Extension computer course. The funds collected by the technology fee are used to support the cost associated with technology initiatives on our campus including computer labs, student email, and other related student technology initiatives.

Graduation Fee

The graduation fee covers the costs of the diploma or degree, cap and gown, and other graduation expenses. In order for a student to receive a diploma or degree and/or attend the graduation ceremony, the student must apply for graduation and pay the graduation fee. The graduation fee will be due and payable to the Business Office once a student has applied for graduation. The student should be sure he/she is eligible to graduate before applying.

Textbooks and Supplies

The cost of textbooks and supplies varies according to the curriculum but averages about \$300 per semester for a full-time student. Textbooks may be purchased from the bookstore on campus.

Uniforms

Uniforms are necessary for the Associate Degree Nursing, Nursing Assistant, Medical Laboratory Technology, Practical Nursing, and Cosmetology programs. Uniforms are purchased by the student.

Malpractice Insurance

Students enrolled in Associate Degree Nursing, Human Services Technology, Practical Nursing, Nursing Assistant, or Medical Laboratory Technology must purchase malpractice insurance. The Student Liability Insurance Program provides coverage at a minimum cost and is available through the College.

Refund Policy

1. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the College calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to “make” due to insufficient enrollment.
2. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.
3. For classes beginning at times other than the first week (seven calendar days) of the semester a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
4. For contact hour classes, 10 calendar days from the first day of the class(es) is the determination date.
5. Student activity fees are not refundable unless a course or curriculum fails to materialize due to no fault of the student.

College Expenses Paid by Outside Agencies

Students who will have their expenses paid by a private individual, company, club, state agency, etc., must provide the Business Office with a letter of authorization prior to registration. Until the Business Office has this authorization in writing, the student will not be allowed to charge his/her fees. The authorization should contain the following:

1. Name and address of the sponsor,
2. Person to contact,
3. Name of the recipient,
4. Period of time covered,
5. Names of students and what is covered by the authorization (tuition, activity fee, books, graduation fee, uniforms, malpractice insurance, etc.), and
6. Method by which payment will be made to the College.

If the sponsor makes payment directly to the recipient, the Business Office does not need a letter of authorization.

Resident Status of Out-of-State Students

The tuition charge for persons who have been legal residents of North Carolina for at least 12 months is less than for non-residents. Out-of-state students are admitted under the same regulations as others except for tuition charged.

I. General

To qualify for in-state tuition a legal resident must have maintained living quarters in North Carolina for at least twelve months immediately prior to classification as a resident for tuition purposes. G.S. 116-143.1 of the N.C. State Statutes covers the requirements for determining resident status for tuition purposes. In order to be eligible for such classification, the individual must establish that presence in the state during the twelve-month period was for the purpose of maintaining or establishing a home. The establishment of a residence solely for tuition purposes is unacceptable. The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant. Decisions by school officials will be based on the requirements of the General Statutes of North Carolina and the regulations specified in a *Manual to Assist the Public Higher Education Institutions for North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. The residency status form is part of the application; however, applicants will be required to complete a more in-depth form if additional information is needed.

II. Burden of Proof

The burden of establishing facts which justify classification of a minor student as a resident entitled to in-state tuition is on the individual seeking enrollment. Proof is controlled by two laws:

- A. If the parents or guardians of the minor student are not legal residents, the student will likewise be considered a non-resident. The student must assume the burden of proving otherwise by showing evidence that he/she independently established a residence in North Carolina.
- B. If the parents of the minor student are legal residents of North Carolina, such fact shall be sufficient proof of residence. If the student has neither parents nor legal guardians, this clause does not apply.

III. Military Personnel

The residence of a person employed by the federal government is not necessarily affected by assignment in or out of North Carolina. No person shall lose his/her in-state status by serving the armed forces outside North Carolina.

IV. Change of Status

A student admitted to initial enrollment in an institution will be classified by that institution for tuition purposes before actual enrollment. A residence classification once assigned may be changed thereafter only at intervals corresponding with the primary divisions of the academic calendar. The same is true if the student re-enrolls following an absence from the college program which involved a formal withdrawal from enrollment.

V. Property and Taxes

Ownership of property in or payments of taxes to the State of North Carolina apart from legal residence will not qualify one for in-state tuition.

VI. Responsibility of Student

Any student or prospective student who is in doubt as to his/her residence classification bears the responsibility of securing a ruling by stating his/her

case in writing to the Admissions Officer. A student who secures a change in residency status bears the responsibility of immediately informing the Office of Admissions.

VII. Appeals of Ruling of Admissions Office

A student appeal of a classification decision may be filed in writing by the student with the Admissions Officer. The appeal will be transmitted to the Admissions Committee by that officer who will not vote in that committee on the appeal. The student will be notified of the date set for consideration of the appeal and, on request of the student, he/she will be afforded an opportunity to appear and be heard. The student may appeal the committee's decision to the State Residence Committee by filing his/her appeal in writing to the chairperson of the Admissions Committee within ten days.

International Students

International students must meet all Beaufort County Community College admissions requirements and are required to observe the regulations of the United States Citizenship and Immigration Service (USCIS), as well as the College. Persons holding student visas cannot be classified as North Carolina residents for tuition purposes and will be required to pay out-of-state tuition. Legal residents with permanent visas (Alien Registration card holders) are admitted to BCCC under the same residency criteria and burden of proof required of United States citizens.

Most visas are acceptable. Applicants who hold a visitor's visa (B) or (J) are not eligible to enroll in curriculum programs. For more information on international student admissions, contact the BCCC Admissions Office.

Learning Resources

The Learning Resources Center (LRC) at BCCC includes Media/Graphics, Audiovisuals/Electronic Distance Learning, and the Library. The purpose of the Learning Resources Center is to enrich the teaching/learning process of the College and the community by providing resources, instructional support, equipment, and qualified staff.

Library

The Library, located in Building 5, provides resources and services that support, facilitate, and enhance the information and learning needs of the college community. The collection consists of print and non-print materials in diverse formats. These resources include books, periodicals, newspapers, audiovisual materials, microforms, and access to online sources.

Services Available in the Library

- **CCLINC**-an online access to a combined collection of several North Carolina community college library holdings.
- **NCLIVE** (North Carolina Libraries in Virtual Education)-a statewide electronic library project that provides access to multiple resources including:

| | |
|--------------------------|----------------------|
| E-Books & Audiobooks | Encyclopedias |
| Newspapers | Images & Maps |
| Primary Source Documents | PBS Videos |
| Test Preparation | Magazines & Journals |
| Tools for Readers | |

- **Assistive Technology** is available for the hearing and visually impaired.
- **ILL** (Interlibrary Loan) – via computers and electronic transmissions, BCCC Library has the capability to borrow from and lend to various libraries throughout the United States. Materials available through this service include books and periodicals.
- **DVD Collection** – more than 700 curriculum and popular DVD can be checked out from the library.
- **Computer Lab** and full Internet access
- **A copy machine, a fax machine, and a scanner** are available for patron use.
- **Wireless laptops** are available for use in the library.

Patrons using the BCCC library must complete application cards and present proper identification before using the computers and checking out materials. Reference materials, newspapers, magazines, journals, and microfilm may be used in the library.

Library Hours

| | |
|-------------------|------------------|
| Monday – Thursday | 8 a.m.-9:00 p.m. |
| Friday | 8 a.m.-4 p.m. |

Library hours are subject to change during holidays or summer term. For additional information call 252-940-6282 or Fax 252-946-9575.

Media Graphics Department

The Media/Graphics Department provides support for faculty, staff, and students. Desktop publishing, presentations, signs, brochures, flyers, transparencies, digital photography, videography, and web page development are some of the many services offered in this area. Training for instructors in multi-media presentations and online course design is available upon request.

Audiovisual Department

Audiovisual support for faculty, staff, and students is available through the AV Department. Services include:

- audiovisual equipment needs for the instructional classroom.
- computer/data projection devices for instruction.
- technical and AV equipment needs/services for functions held at the College.

Distance Learning

Distance Learning at BCCC includes videoconferencing, online and hybrid courses. Continuing Education offers online courses via Education2Go. Beaufort County Community College provides courses for people who want to continue their education but cannot attend classes on a traditional schedule. The admission requirements, placement scores, methods of evaluations and other conditions of eligibility are consistent with the state requirements for curriculum courses.

- **Video Conferencing – North Carolina Information Highway classroom (NCIH)** – NCIH Teleclassrooms provide a video and audio interactive learning environment between two to five classrooms simultaneously.
- **Beaufort College Academy (BCA)** – The Beaufort College Academy is an unique opportunity for area high school students to earn a significant amount of college credit, tuition free.
- **Online Courses** – BCCC offers curriculum online courses via the Internet. Curriculum distance learning courses are equivalent to the on campus sections of the same courses in terms of objectives, contact hours, rigor, and transferability.
- **Hybrid Courses** – The classes can be defined as instruction that mixes face-to-face classroom learning with distance education methods. Students taking hybrid courses will be required to spend time on campus and will be required to access their course online. A textbook and/or specific course material may be required. A computer lab in the Library is available for online courses.
- **Web-Enhanced Courses** – Courses that are traditional face-to-face classes that are augmented with online components. For example, students may check grades or view a syllabus online. Unlike hybrid courses, web-enhanced classes continue to hold all of their meetings on-campus.

The goals of distance education at BCCC include:

- Making educational opportunities more flexible
- Increasing student access by making courses easily available
- Increasing student access by making courses available in alternative formats
- Increasing independence in student learning
- Meeting the needs of local employers
- Increasing access to new audiences
- Reducing college per-student costs

General Information

The **Division of Continuing Education** offers online courses through Education To Go. Courses are designed to meet students' needs and interests by enabling learners to take classes in the comfort of their own homes. Easy access to online courses offers the opportunity for adult learners to take courses at their convenience without traveling to campus.

Bookstore

The College operates a bookstore for the convenience of its students and faculty. All textbooks, instruments, and supplies necessary in the academic programs of the College are available for purchase. The bookstore is operated under the direction of the Dean of Administrative Services. A schedule is posted on the door to show when the bookstore is open.

Campus Police

The BCCC Campus Police is a sanctioned, full-service law enforcement agency. Campus police officers have full powers of arrest within the jurisdictional area of the campus. They receive their agency commission status and authority via General Statute (G.S. 115D.21.1). Campus Police officers provide many services to the campus community that promote safety and security awareness. The Campus Police office is located in Building 1, Room 210, and can be reached by phone at 252-940-6444 or 252-943-8721.

Academic Policies

Grading System

Final grades will be issued at the end of each semester. Grading the performance of students in course work is the responsibility of individual faculty members. Specific grading procedures, including a numerical scale, will be stated in each course syllabus. Divisional chairs are responsible for ensuring that grading policies are consistent within each division.

| Letter | | Grade Points |
|--------|-----------------------|--------------|
| A | Excellent | 4 |
| B | Very Good | 3 |
| C | Satisfactory | 2 |
| D | Poor | 1 |
| F | Failing | 0 |
| AU | Audit | |
| CE | Credit by Examination | |
| I | Incomplete | |
| P | Pass | |
| R | Re-enroll | |
| W | Withdrawal | |
| IP | In Progress | |
| WF | Withdrawal Failing | |
| NA | Never Attended | |

Incompletes are assigned when a student fails to complete the work for a course due to unavoidable reasons. An incomplete which is not removed by the end of the next term becomes an *F*. **The *IP*, *R*, and *WF* grades are used only for developmental classes.**

Computation of Grade Point Average (GPA)

The letter grade in each curriculum course will be converted to a quality point equivalent. The quality points are then multiplied by the semester hours. The total quality points are then divided by the total hours to give the grade point average. Example:

| Class | Grade | Quality Points | Credit | Quality Points |
|---------|-------|----------------|----------|----------------|
| ENG 111 | A | 4.0 | x 3 | = 12 |
| BIO 163 | B | 3.0 | x 5 | = 15 |
| PSY 150 | C | 2.0 | x 3 | = 6 |
| | | Total | 11 Total | 33 |

Divide: $33/11 = 3.00$ (GPA)

*Note: GPA will vary if student takes developmental courses, receives credit by exam, or pass grade.

Audit Credit

Persons wishing to attend classes without earning credit may do so by registering as an audit student. The normal application and registration procedures must be followed. The level of an auditor's participation in a class will be determined by the instructor and student at the beginning of the semester. Students auditing courses will be charged according to the published tuition rates. A student may repeat an audited course once within five (5) years.

Catalog of Record

A student who is in continuous attendance (summer term excepted) may graduate under the provisions of the catalog in effect on the date of entry, or choose the requirements of a subsequently revised issue. A student who is not in continuous attendance must graduate under provisions of the catalog in effect on the last re-entry date, or a subsequent issue.

Cooperative Education

Cooperative education is designed to enable students to earn college credit for working on a job that is a learning experience and that is related to the curriculum in which they are enrolled. The on-the-job training is a vital component to the total learning experience, supplementing theory learned in the classroom. Job sites become laboratories where classroom concepts can be utilized and tested. Cooperative education is open to students in certain programs. College personnel will assist the student in securing a job that meets the criteria for eligibility. A student may also use the job in which he/she is presently employed if this job meets specified criteria. Numerous advantages accrue from such an approach to learning: career direction and financial assistance for participating students, a source of manpower for employers, and an avenue to better relate the College to the community. A student may earn cooperative education credit according to approved curriculum standards for his/her curriculum. Students should check with their advisor and/or the cooperative education coordinator for information on those guidelines.

Course Substitution

Students may substitute comparable higher level general education courses in A.A.S. degree programs if the faculty advisor and placement tests indicate success potential. Students desiring to substitute higher level general education courses should inform their advisor at the time of registration.

Substitution of one course for another may be considered when the action is in the best interest of the student and the substitution supports the educational goals and objectives of the student. Course substitutions must be approved by the lead instructor, division chair, and Dean of Instruction.

Credit Hour Load Policy

Students registering for more than 21 credit hours (more than 16 credit hours for summer term) must have a cumulative GPA of 2.5 or higher and the permission of their advisor and the Dean of Instruction. Any student enrolled in two or more colleges concurrently during a semester shall give each college complete enrollment information including the name of each college enrolled, the number of credit hours taken, the class schedules, and other relevant information.

Any student who exceeds 21 credit hours during a semester without prior approval of the home college or fails to give complete and accurate enrollment information shall be prohibited from taking courses at any community college for one academic year.

Repeating Course Work

A student who has previously passed a curriculum course with a grade of C or better may repeat that course once within five years. Additional repeats of courses must be approved by the appropriate chairperson and the Dean of Instruction. No course may be counted more than once in determining the total number of semester hours credit for graduation. In all cases of repeated courses, the final grade becomes the grade for the course. Any required course in which an F is received must be repeated and passed before the student can graduate.

Advanced Standing

Transfer Credit from Other Institutions

All requests for transfer credit should be made before enrolling at Beaufort County Community College.

All students desiring to have credits transferred from another post secondary institution to Beaufort County Community College must submit an official transcript to the Admissions Office. Transcripts from other post secondary institutions should be submitted no later than six weeks into the term in which they are enrolled. Only those courses with a grade of C or higher will be considered for transfer credit and must be equivalent in content and credit hours to the course(s) within the curriculum that the student is entering. Transcripts from regionally accredited institutions will be reviewed and transfer credit recommended by the appropriate faculty. The decision as to whether any transfer credit will be allowed, and if so, how much transfer credit will be allowed and how such transfer credit will be applied, are discretionary on the part of the College.

In order to obtain transfer credit evaluations, the student must supply the College with the appropriate transcripts as well as course descriptions or catalogs if the College requests them. The transcript will then be evaluated by the faculty and Dean of Instruction. Upon

completion of the process, the student will be provided with a copy of the evaluation. Any transfer student who possess an associate or baccalaureate degree from a regionally accredited college will have satisfied the General Education and student success/orientation requirements for all Associate in Applied Science degree programs.

Credit by Examination

Under certain conditions, a student may be awarded credit by taking a series of departmental proficiency examinations and/or standardized tests in a particular subject area. Applications for credit by examination should be completed at least two weeks prior to the test administration. A student is eligible to take only one examination per course.

A student seeking credit by examination must follow this procedure:

1. Make application for Credit by Examination, giving evidence of adequate preparation for the examination. (Use Request for Special Examination form).
2. Obtain approval of instructor and division chair.
3. Register and pay fees for the course.
4. Take the examination within the first two weeks of the semester.

The course number, the number of credit hours, and the grade CE (credit by examination) will be entered on the student's record. Tuition paid for a challenged course is non-refundable.

A student who has registered for a course (including for audit) and has been a member of the class for more than two weeks will no longer be eligible for credit by examination for that course.

Military Credit

The College grants credit where applicable for military service schools in accordance with the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services. Recommended credit must be consistent with the requirements and objectives of a curriculum in order to be granted. Students wishing to have military school records evaluated for credit should contact the Registrar to determine the appropriate military document required. Upon receipt of the required document, the Registrar will forward the information to the appropriate faculty for evaluation. Questions concerning credit for military schools should be directed to the Registrar.

Any student who has completed Basic Training may present certification by DD 214 or DD 295 and receive credit for HEA 110 Personal Health/Wellness and PED 111 Physical Fitness. Certification must be presented to the Chairperson of the Arts and Sciences Division.

College Level Examination Program (CLEP) Credit

CLEP is a program that offers the student the opportunity to earn college credit for knowledge acquired outside the conventional classroom. College-level competency may have been acquired through personal reading, formal study, job experience, non-credit course work, television-taped courses, correspondence courses, military training, adult courses, and advanced studies in high school. Contact the Admissions Office for information regarding the CLEP Testing Program.

Advanced Placement (AP) Credit

The College Entrance Examination Board (CEEB) sponsors an advanced placement program that enables high school students to complete college-level courses while still in high school, to demonstrate college-level achievement through examinations, and to receive college course credit when they matriculate to an institution of higher education. The CEEB examinations are offered in the high schools by the Educational Testing Service (ETS). Questions concerning score requirements and credit should be directed to the Registrar.

Tech Prep Advanced Placement

Graduates of school systems which have current Tech Prep Articulation agreements with Beaufort County Community College are eligible to apply for advanced placement upon the recommendations of their high school instructors. Details concerning specific requirements are available from counselors at the high school or the Office of Admissions at Beaufort County Community College.

Change in Course Study

Students who wish to change their program of study must complete appropriate forms from the Registrar's Office and will be effective the following semester. The chairperson of the receiving division has the prerogative to stipulate conditions for approving change. These will be communicated to the student and Dean of Student Services.

Withdrawal from the College

Prior to the published last date to withdraw without penalty, a student may withdraw from school and receive the grade of W for courses in which he/she is enrolled. After that date, a student withdrawing from school shall receive a grade of F for all classes unless, in the judgment of the student's instructors and academic advisor, the need to withdraw was caused by circumstances beyond the student's control.

Drop-Add Policy

Class Entry

Students who have registered and paid their fees must enter class during the designated drop-add period. Any student who has not registered or attended class before the drop/add period ends will have to obtain the instructor’s written permission to enter class.

Drop/Add/Withdrawal

Courses may be added only during the period designated in the College calendar. After the drop-add period, no course may be added without the instructor’s approval. Students who find it necessary to add or drop a course or to withdraw completely from the college should secure a drop/add form from the Registrar’s Office. Students who register early for classes with pre-requisites must withdraw from those classes if they do not meet the pre-requisites (i.e. students must pass BIO 165 in order to remain in BIO 166). Students who do not withdraw will be dropped from the class.

In order to add a course, a student must complete the following steps:

1. Complete all required information on the drop/add form.
2. Have the instructor initial the completed form.
3. Have the academic advisor sign the completed form.
4. Return the form to the Registrar’s Office for final processing.

In order to drop a course, a student must complete the following steps*:

1. Complete all required information on the drop/add form.
2. Have the instructor initial the completed form.
3. Have the academic advisor sign the completed form.
4. Return the form to the Registrar’s Office for final processing.

In order to withdraw from school, a student must complete the following steps:

1. Complete all required information on the drop/add form.
2. Have the advisor and a member of the counseling staff sign the completed form. (Students receiving financial aid must see the Financial Aid Officer.)
3. Return the completed form to the Registrar’s Office for final processing, which includes checking for student restrictions..

*A student may not drop a class after the published last day to drop without penalty for reasons other than those of documented medical or other emergency. The student must also obtain the permission of both the academic advisor and appropriate course instructor(s).

Academic Probation Policy

The policy governing academic performance at Beaufort County Community College is intended to assist the student in successfully completing a chosen program of study. Since a 2.00 grade point average is required for graduation in all programs, a student is expected

to maintain this average in order to be considered in good academic standing. Any student who falls below the graduation requirements of a 2.00 grade point average will be required to have periodic counseling. A period of adjustment is sometimes necessary for entering students. In recognition of this adjustment period, the following scale will be used to determine satisfactory progress toward an acceptable academic standing:

| Hours Attempted in Program | Grade Point Average |
|----------------------------|---------------------|
| 0-12 | 1.00 |
| 13-24 | 1.50 |
| 25-36 | 1.75 |
| 37 and above | 2.00 |

Any student who fails to achieve the necessary grade point average as prescribed above will be placed on academic probation for the following semester. During the drop-add period, the student will meet with his/her faculty advisor and a counselor to review the student’s program of study. The faculty advisor and a counselor will recommend a reduced course load, remedial work, or a solution in keeping with the problem which caused the academic deficiency.

Students who fail to raise their cumulative grade point average to the prescribed average at the end of the semester of academic probation will be asked to leave the College for one semester, register as a part-time student, and/or change to an alternate curriculum. A change to an alternate curriculum requires the approval of the Office of Student Services and the chairperson of the division to which the student is transferring.

Some curriculums and students receiving financial aid require academic standards in addition to the above. The standards are published and distributed to students upon entry into that curriculum. It is the student’s responsibility to become familiar with written policy.

Grade (quality) point calculations for probation are made at the end of each semester and each summer term. A student shall be placed on academic probation if the minimum scholarship requirements are not met.

Attendance Policy

Students are expected to attend all classes, laboratories, and shop sessions. They have full responsibility for accounting to their instructors for absences. Instructors have authority to drop students who have missed 10% of the classes as well as the authority to determine whether students shall be reinstated. If a student is dropped from a course he/she must file a completed drop-add form in the Registrar’s Office on or before the last day to drop without penalty in order to avoid receiving a failing grade for that course. Attendance for distance learning students is calculated according to required assignments and a specified level of contact as determined by the instructor.

Student Classification

| | |
|-------------------|--|
| Full-time Student | One who is registered for 12 or more credit hours (9 hours during summer). |
| Part-time Student | One who is registered for less than 12 credit hours (9 hours during summer) |
| Special Student | Any student who is not seeking a certificate, diploma, or degree. This classification includes those who audit. |
| Freshman | One who has completed less than 38 credit hours in a two-year program or one who is enrolled in a one-year program |
| Sophomore | One who has completed 38 or more credit hours in a two-year program. |

Licensing of Graduates

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

Graduation Requirements

Students must apply for graduation one semester prior to the semester in which they expect to complete their work. Application must be made through the Registrar’s Office.

In order to be eligible for graduation, a student must complete all prescribed courses for the curriculum. Students must have a minimum cumulative grade point average (GPA) of 2.00. Grade point averages are calculated by dividing the total number of grade points earned by the total number of credit hours attempted. Courses used in this calculation are those completed at Beaufort County Community College that are listed in the student’s curriculum outline as minimum requirements and additional courses/substitutions approved by the appropriate lead instructor, division chair, and Dean of Instruction.

Students must complete a minimum of 25 percent of hours required for a degree, diploma, or certificate in residence at Beaufort County Community College.

In order to graduate, each student must fulfill all financial obligations to the College, including graduation fees. Graduation fees must be paid prior to graduation.

Usage of Standard English

BCCC places value in recognizing and preserving communication styles that reflect the unique heritage of the people in this region, state, and nation. In the competitive job market, however, business and industry have repeatedly stressed the fact that standard English will be required in communications. Because the primary mission of the College is to prepare students for careers and career changes, it is imperative that the use of standard English be required in each of its programs. The standard English that is taught in English classes must be reinforced in all courses taught throughout the institution.

Developmental Education

The purpose of developmental education is to support the open door policy of Beaufort County Community College by providing a comprehensive education program with a commitment to excellence, a positive learning environment for a diverse population, opportunities for adults to master basic skills, and opportunities and services to enrich the quality of community life. The main objective is to provide students with the knowledge and skills needed to attain their personal, academic, and career goals. Courses provide students with special assistance in mathematics, English, reading, study skills, and personal development. Math, English, and reading courses are recommended based on placement test scores. Developmental courses are in addition to curriculum graduation requirements. Students needing two or more developmental courses are also advised to take ACA 118, College Study Skills, in lieu of ACA 111, College Student Success.

Courses

English

| | |
|----------|----------------------------|
| ENG 070 | Basic Language Skills |
| ENG 080 | Writing Foundations |
| ENG 090 | Composition Strategies |
| ENG 090A | Composition Strategies Lab |

Mathematics

| | |
|---------|-----------------------|
| MAT 050 | Basic Math Skills |
| MAT 060 | Essential Mathematics |
| MAT 070 | Introductory Algebra |
| MAT 080 | Intermediate Algebra |

Reading

| | |
|---------|---------------------------------|
| RED 070 | Essential Reading Skills |
| RED 080 | Introduction to College Reading |
| RED 090 | Improved College Reading |

Orientation

ACA 118

College Study Skills

Academic Support Center (ASC)

The Academic Support Center (ASC) is available to students enrolled in related developmental or curriculum courses. Students are referred on an individual basis for assistance and/or additional practice in specified areas.

The ASC consists of two major components:

- **Instructional Assistance** in English, reading, mathematics, and study skills
- **Computer-Assisted Instruction** in a variety of subject areas

The coordinator of the ASC is available throughout the day to assist students with additional instructional time in grammar, writing, reading, and study skills. Mathematics instruction is available on a limited basis each day.

Computer-assisted instruction is available during all hours of operation. The ASC offers word processing, Internet access, and a variety of software related to developmental and curriculum courses. The coordinator is available to assist with all technical questions and needs.

The Academic Support Center is located in Building 1, Room 115, and the phone number is 252-940-6338.

Tutoring

A part-time reading tutor is available to assist students with all skills related to improving college reading.

Placement Testing

1. Placement testing is mandatory for all students taking curriculum level courses with a developmental prerequisite. Placement testing may be waived under the following conditions:
 - The student receives transfer credit for appropriate developmental course work.
 - The student receives transfer credit for ENG 111 and the first required curriculum mathematics course.
 - Math scores of 449 or less on SAT – take CPT in arithmetic and algebra.
 - Critical reading score of 449 or less on SAT – take CPT in reading
 - Writing score of 449 or less on SAT – take CPT in sentence skills

- Math, Critical reading, Writing scores of 450 or greater on SAT or the ACT with a composite score of 18 or higher – no additional testing required.
 - The student holds an associate's degree or higher from a regionally accredited institution in which English was the language of instruction.
2. Placement test, SAT, and ACT scores are valid for five (5) years from the date of the test.
 3. Students may test twice within a calendar year on all or part of the placement tests.

Comprehensive Articulation Agreement

The Comprehensive Articulation Agreement (CAA) addresses the transfer of students between institutions in the North Carolina Community College System and from that system to constituent institutions of the University of North Carolina. The CAA was developed jointly by faculty and administrators of the North Carolina Community College System and the University of North Carolina based on the proposed transfer plan approved by both governing boards in February 1996. The CAA applies to all North Carolina community colleges and all constituent institutions of the University of North Carolina. The general education core transfer component described in the Associate in Arts and Associate in Science degree programs is included in the CAA.

The associate in arts and associate in science degree programs in the North Carolina Community College System require a total of 64-65 semester hours credit for graduation.

Within the overall total, the community college system and the university have developed a general education core transfer component. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower division, general education requirements for the baccalaureate degree. The general education transfer core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

The general education core transfer component, if completed successfully by a student with a grade of C or better in each course, shall be portable and transferable as a block across the North Carolina Community College System and from that system to UNC institutions, whether or not the transferring student has earned the associate degree.

Transfer of Graduates of Associate in Arts and Associate in Science Degree Programs in the Community College System

The CAA may enable North Carolina community college graduates of two-year associate in arts and associate in science degree programs to transfer to constituent institutions of the University of North Carolina with junior status.

To be considered for junior status at one of the UNC institutions, community college transfer students must meet the same requirements set for native students in that university with respect to such things as grade point average and credit hours accumulated.

Community college graduates of associate in arts and science degree programs who have completed the general education transfer core will be considered to have fulfilled the institution-wide, lower division, general education requirements of the receiving institution.

Community college graduates of these programs will normally receive 64 semester hours of academic credit upon admission to a university. Under special circumstances, a university may choose to accept additional credit hours.

Admission to a university will not constitute admission to a professional school or a specific program.

Requirements for admission to some major programs may require additional specialty courses beyond the general education transfer core course 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.

Transfer of General Education Core Courses for Non-graduates

Upon admission to another public two-year institution or to a constituent institution of the University of North Carolina, students who have completed the general education core with the proper distribution of hours, but who have not completed the associate degree, will be considered to have fulfilled the institution-wide, lower-division, general education requirements of the receiving institution. To be eligible for inclusion in this policy, a student must have an overall grade point average (GPA) of 2.00 on a 4.00 scale at the time of transfer and a grade of C or better on all general education core courses. Upon transfer at the sophomore level, a non-graduate who has completed the general education core should be advised at the university to take pre-major or cognate courses based on the chosen major.

The transcripts of students who transfer before completing the general education core will be evaluated on a course-by-course basis by the receiving universities.

Transfer of Associate in Applied Science Degree Course Credits

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an associate in applied science degree program and who completed all or part of the general education transfer core will receive credit for those general education courses which have been satisfactorily completed with a grade of C or better.

Private Institutions Endorsing the Comprehensive Articulation Agreement

To date, the eighteen private colleges and universities that have agreed to participate in the Comprehensive Articulation Agreement with the North Carolina Community College System are:

| | |
|-----------------------------|-----------------------|
| Barber-Scotia College | Livingstone College |
| Barton College | Louisburg College |
| Belmont Abbey College | Mars Hill College |
| Bennett College | Mount Olive College |
| Brevard College | Pfeiffer University |
| Campbell University | Queens College |
| Catawba College | St. Andrews College |
| Chowan College | Warren Wilson College |
| Johnson C. Smith University | Wingate University |

Student Services

Registration

Beaufort County Community College offers two semesters and one summer term of work during each school year. Students must register at the beginning of each semester in which they plan to attend. Registration dates for each semester are announced (refer to academic calendar). Registration is permitted only on announced registration days except in programs which operate under open registration.

Registration is normally held several weeks before the semester begins. Registration allows the students and the advisors to evaluate progress and plan the courses to be taken during the following semester.

Any student who has overdue library materials or who is delinquent in the payment of any fees, fines, or other obligations to the College will not be permitted to complete the registration process until the student has satisfactorily resolved the situation.

Late Registration

A student may register after the registration period if the following conditions exist:

1. The class is not canceled or closed.
2. The new student who has not previously attended the College has completed all admission procedures.
3. The class is noted as having open registration.
4. The instructor gives permission.

Counseling Service

The counseling service provides professional assistance to all curriculum and continuing education students. Counselors are available each workday and Monday through Thursday evenings by appointment to assist students in assessing and understanding their abilities, aptitudes, interests, and personal characteristics. The counselors are informed of current employment trends and have information available concerning job opportunities in order that students may make more informed career decisions. As the career direction is determined, the counselors are able to assist students in understanding programs of study which will facilitate the achievement of long-range goals. The counselors specialize in the areas of financial assistance, career planning and placement, admissions and assessment, academics, and personal concerns.

Services for Students With Special Needs

Beaufort County Community College has a Special Populations Coordinator (SPC) available on a part-time basis to provide consulting and planning strategies for students who have documented special needs. The SPC will coordinate special services such as

Student Services

interpreters for the hearing impaired, note takers, auxiliary aids, testing modifications, and academic planning. A written plan with strategies for students to share with instructors will be developed. Students who feel that they are in need of these services should make an appointment and bring a copy of current psychological testing (usually from school records). The office is located in Building 9, Room 923 or call 252-940-6351.

Academic Advising

The Dean of Student Services will appoint faculty advisors in conjunction with the division chairperson. Changes in assignments may be made when (1) the advisee or advisor requests a change through the division chairperson or counselor; (2) the advisor leaves the College; or (3) the student changes curriculums. The Office of Student Services will provide placement test scores, when applicable, and other pertinent information to advisors.

Testing Service

The counselors are professionally qualified to administer and interpret a variety of tests. These tests are administered and interpreted to students as the need arises during the counseling or admission process.

Student Records and Privacy Rights

The Family Education Rights and Privacy Act (PL 93-380), commonly referred to as the Buckley Amendment, sets forth requirements governing the protection of student privacy. To comply with and promote the intent of the Act, the College has adopted *Policy 3.20 Access to Student Records*:

Student records are maintained for academic purposes. The materials therein allow the College to validate a student's academic performance. Therefore, the records are at the disposal of the student, faculty advisor, and the personnel responsible for the maintenance of those records. Other College staff are not allowed access to records without reason. Non-College personnel must have the student's written permission to review a student's record. (*Beaufort County Community College Faculty and Staff Manual E 24.*)

All records are generated in response to student needs. Students have access to their records upon written request. Records commonly maintained are in the student's permanent file, a financial aid file, and an admissions file. All are located in the Office of Student Services.

Students desiring a detailed explanation of the General Education Act, Section 438 should refer to the Federal Register Part II, published Monday, April 11, 1988. Copies are available in the library and the Office of Student Services.

Transfer to Senior Institutions

Beaufort County Community College offers college transfer programs and selected technical programs with transferability to senior institutions.

The student planning to transfer to a four-year college or university will receive assistance from his/her faculty advisor or counselor in planning a transfer program; however, it is the responsibility of the student to become acquainted with the courses and credits that will transfer to the receiving institution.

The acceptance of individual courses from Beaufort County Community College is determined solely by the institution to which the student plans to transfer. The Comprehensive Articulation Agreement (see page 26) addresses the transfer of students between institutions in the North Carolina Community College System and to constituent institutions of the University of North Carolina.

The student who wishes to transfer should follow these steps:

1. Make an early decision as to which institution to attend and contact the Admissions Office of that institution for recommendations concerning transferable courses.
2. Obtain a current copy of the catalog of the receiving institution and become familiar with the entrance requirements.
3. Meet with a faculty advisor and/or counselor at Beaufort County Community College to discuss transfer plans.
4. One or two semesters before time of transfer, check to see that all necessary steps are being taken to complete the transfer process.

By following these steps, the student should have little or no difficulty in completing the transfer process.

Transcripts

Students may obtain copies of their transcript upon written request to the Registrar's Office. Transcripts will be released to other colleges, agencies, or employers only with written authorization of the student **within 48 hours of request, excluding registration and end of semester processing.**

The first three (3) transcripts are free. Additional copies are \$2.00 each.

Grade Reports

A report of grades is sent to the student at his/her permanent home address as soon as they are determined at the end of each semester or summer term.

Student Support Services Project

Student Support Services (SSS) is a federally funded TRIO program. The program provides opportunities for academic development, assists with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

SSS helps to enrich the student's regular program of study with the following services:

- Counseling (academic, personal, and vocational)
- Assistance with basic skills
- Tutors (peer tutors and academic specialists)
- College transfer assistance
- Study skills and personal development workshops
- Cultural enrichment activities
- Leadership development
- Loaner program for educational assistance tools

These services are available at no cost to students who are accepted by the College and meet the eligibility requirements established by the U.S. Department of Education. Additional information and a program application may be obtained from the Student Support Services Department in the Learning Resources Building (Building 5).

Career Center

The Career Center assists students and graduates in finding meaningful employment within the service area of the College and throughout the state. In addition, the Career Center serves the local business and industrial community through a referral service for part-time and full-time positions.

All students are encouraged to seek guidance on problems of employment and career planning. There is no charge for any of the services of the Career Center. The Center is located in Building 9, Room 914 and the phone number is 252-940-6353.

Graduation Exercises

Graduation exercises are held once a year (see calendar). Students should be present at graduation. If it is impossible for a student to be present, the student should request (in writing) graduation in *absentia*. Such requests should be made to the Dean of Student Services at least ten days prior to graduation.

Housing

The College does not provide housing facilities for students. The Office of Student Services will provide a list of local apartment rental agencies.

Health

Beaufort County Community College provides no health services other than first aid. Emergency treatment is available at Beaufort County Hospital.

First Aid Stations are located in the following areas:

| | |
|-------------|---|
| Building 1 | Room 118 & switchboard |
| Building 2 | Room 103 (copier room) |
| Building 3 | Room 111 (copier room) |
| Building 4 | Room 101 |
| Building 5 | Learning Resources Center (main desk) |
| Building 6 | Maintenance Shop (non-academic and non-instructional) |
| Building 7 | Room 700 (wall to right of entrance door) |
| Building 8 | Room 804 |
| Building 8A | South Classroom |
| Building 9 | Room 918 |
| Building 10 | Room 18 (Breakroom) |
| Building 11 | Room 1105 (Conference Room) |

For additional sites or information, contact the Office of Student Services.

Communicable Disease Policy

- Persons infected with communicable diseases shall not be excluded from enrollment or employment, or restricted in their access to the college’s services or facilities unless medically-based judgments in individual cases establish that exclusion or restriction is necessary for the welfare of the individual or the welfare of other members of the institution.
- Persons who know that they are infected with a communicable disease are urged to share that information, on a confidential basis, with the Dean of Student Services, so that the institution can respond appropriately to their health and educational needs.
- Persons who know, or have reasonable basis for believing, that they are infected are expected to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in accordance with such knowledge, for the protection of other members of the community.
- Students in programs which require bodily contact when performing services must follow Standard Precautions. These programs include:

| | |
|-----|-------------------------------|
| ADN | Associate Degree Nursing |
| PN | Practical Nursing |
| MLT | Medical Laboratory Technology |
| NA | Nursing Assistant |

| | |
|-----|------------------------------|
| EMT | Emergency Medical Technician |
| COS | Cosmetology |

- Students in the above curriculums are required to receive the hepatitis vaccine series or sign a declination form which will be kept in the student’s record. **Additional communicable disease screening and vaccines are required for the ADN, PN, and MLT programs.**

Note – Communicable diseases may include, but are not limited to:

- Chicken Pox
- Hepatitis
- Measles
- Tuberculosis
- Meningitis
- Mononucleosis
- Whooping Cough
- AIDS (Acquired Immune Deficiency Syndrome)
- AIDS-Related Complex
- Sero-positive to AIDS and other sexually transmitted diseases

Student Center and Food Service

The Student Center is located in the Student Services/Science Building (Building 9). It offers TV and other activities. A food service facility is located in Building 5.

Awards

Each year at the Graduate Recognition Ceremony those students who have outstanding achievements in the areas of scholarship, service to the school and community, and extracurricular activities are recognized.

The following areas of achievement are recognized at the graduation ceremony.

- Highest academic average in a degree program,
- “Who’s Who Among Students in American Junior Colleges” National award for outstanding students,

All A’s and Dean’s List

Beaufort County Community College encourages academic excellence by publicly recognizing those students who excel in their curriculum requirements.

Full-time students who achieve a 4.00 grade point average for the semester are placed on the All A’s List for that semester. All full-time students who achieve between a 3.50 and 3.99 grade point average with no grade lower than a C are placed on the Dean’s List.

Students who receive an incomplete are not eligible for either the All A's List or the Dean's List. The All A's List and the Dean's List are mailed to area newspapers at the end of each semester.

Change of Name or Address

Students are responsible for notifying the Registrar's Office immediately of any change of name or address.

Guided Tours

Visitors are always welcome to the Beaufort County Community College campus. Tours are available Monday through Friday from 9 a.m. through 4 p.m. Interested persons should contact the Office of Admissions.

Information Service

Information pertaining to occupations, educational opportunities, and social issues is available in the library and the Office of Student Services.

Student Activities

Student Government Association

The Student Government Association provides an organized avenue of student involvement in the College. The SGA implements and plans activities that provide students with social and service projects, which interest them.

Each curriculum/club elects or selects senators to serve in the SGA. Officers are elected by the student body in a general election during spring semester. An advisor, appointed by the Dean of Student Services, serves as a representative of the administration and as a liaison for the SGA and the administration.

Beaufort County Community College Student Government Association Constitution

Preamble

We, the students of Beaufort County Community College, in order to foster a spirit of cooperation among students, staff, and faculty; to coordinate and regulate student activities; to maintain a high standard for the College by upholding high standards of personal conduct to promote and encourage activities for the best interests of the college; and to develop good citizens through experience in government; do hereby establish this constitution for the Student Government of Beaufort County Community College.

Article I — Name

This organization shall be named the Student Government Association of Beaufort County Community College. The membership shall consist of all enrolled students.

Article II — Purpose

The purpose of the Student Government Association shall be to promote good citizenship throughout the College. Also, to plan and initiate, with the advice of the SGA Advisor, activities sponsored by the Student Government Association. It shall be the purpose of this organization also, to stimulate interest in college life both on campus and in the community.

Article III — Membership

The Student Government Association shall be composed of seven executive council members, one senator and an alternate from each club/organization recognized or chartered by the SGA. One senator and an alternate from each curriculum are members, too. The faculty head from each curriculum shall submit the names of the senators to the SGA Advisor by the second full week of classes in the fall semester. It is up to the faculty head to notify the SGA Advisor of any changes.

The Student Government Association does not discriminate on the basis of race, color, sex, national origin, religion, or handicap concerning its purpose, membership, or activities.

Article IV — Membership Qualifications of the Student Government Association

Section I. Qualifications for all Executive Council Officers

In order for a student to hold an Executive Office in the SGA, he/she must maintain a 2.50 grade point average each semester and maintain full-time status.

Freshman senators must be full-time students and have a 2.00 overall grade point average at the end of fall semester.

Section II. Qualifications for Club or Curriculum Senators

Each club or curriculum senator who is a returning senator must have a minimum 2.00 grade point average, be a full-time student at the time of election, and maintain the GPA and full-time status during their tenure. Club senators who are freshmen must have a minimum 2.00 GPA after fall semester and must maintain that minimum GPA and full-time status.

Article V — Meetings

Meetings of the Student Government Association may be called by the President at any time or upon request of the student body or by two-thirds of the Student Government Association. The number of meetings is not hereby specified; however, they shall be

scheduled on the second and/or fourth Tuesdays of each month at 12:00 p.m.. The Student Government meeting shall be open to all students. Groups wishing to present business before the SGA should present a written notice of their business to the President or Parliamentarian. This to be done by Thursday of the week before the meeting they wish to attend. The Parliamentarian will then schedule said business on the agenda for the next meeting.

Article VI — Officers

Section I. Executive Council

The Officers of the Student Government Association shall be as follows:

| | | |
|-----------------------|------------------------|----------------------------|
| President | Treasurer | Special Populations |
| Vice President | Historian | Chairperson |
| Secretary | Parliamentarian | |

Section II.

The specific duties of the Executive Council officers shall be as follows:

A. President - It shall be the duty of the President to preside at all SGA meetings and to appoint chairpersons to various committees to provide cooperation between the student body and the SGA. The President shall have authority to schedule exact time, date, and place of all meetings and to cancel meetings. He/she also has authority to grant excused absences to students who are absent from meetings, to appoint the chairpersons of all standing committees, and to require reports from them.

B. Vice President - It shall be the duty of the Vice President to assume the duties of the President in his/her absence. He/she will supervise all elections and assist the President in fulfilling the executive functions of the SGA.

C. Secretary - It shall be the duty of the Secretary to attend all meetings and to keep accurate minutes. He/she shall serve as Recording Secretary and Corresponding Secretary. In addition, the secretary is required to have minutes typed and distributed to the executive officers and SGA advisor within four class days following each meeting.

D. Treasurer - It shall be the duty of the Treasurer to handle, with assistance of the SGA advisor, all financial affairs concerning the SGA. The Treasurer and SGA Advisor will sign all authorizations for the expenditures of SGA funds.

E. Parliamentarian - It shall be the duty of the Parliamentarian to maintain parliamentary order at the Student Government Association meetings. It shall be his/her responsibility to have a workable knowledge of Robert’s Rules of Order. He/she shall also be responsible for holding a parliamentary procedure workshop twice yearly.

F. Historian - It shall be the duty of the Historian to keep accurate records of all activities performed by the SGA.

G. Special Populations Chairperson - It shall be the duty of the Special Populations Chairperson to represent the needs and concerns of students who have special needs.

Section III. Absences

Any Executive Officer absent for two (2) or more consecutive meetings can be asked to resign. This decision will be made by the SGA Advisor and/or the Dean of Student Services.

Section IV. Election or Appointment of Senators

The chartered clubs and organizations shall elect their senators. The club advisor shall submit the names of the SGA senators by the second week of classes in fall semester. Senators will also be elected/selected by curriculum lead instructors to ensure representation from all students. These senators will meet the same qualifications.

Article VIII — Committees

Section I.

The chairperson of standing committees shall be appointed from the elected SGA senators by the President, with approval of the association. The committee members are appointed by the chairperson of each committee.

Section II.

The Committee chairperson and committee members shall be appointed at the beginning of fall semester but no later than the first week of November.

Article VIII — Temporary Appointments

Chairpersons of various temporary committees necessary for only a short time shall be appointed by the President of the SGA, subject to the association’s approval. Chairpersons of temporary committees shall appoint the members of their committee from SGA senators.

Article IX — Absences of Senators

Attendance at SGA meeting of designated senators is required. If an appointee does not attend, the absence will be credited to the SGA senator.

Any member absent for more than two (2) meetings per semester will be dismissed. The organization or curriculum advisor shall be notified of the dismissal within two (2) class days and a new senator shall be appointed.

Article X — Elections

Section I. Election Procedure

Elections for officers will take place the last Tuesday and Wednesday in April, spring semester. Requirements for office will be read at the March general meeting. Students from each club or curriculum will have an opportunity to run for SGA executive office. Students desiring to run must have been enrolled the previous semester and have earned a minimum 2.50 GPA from Beaufort County Community College. Letters of Intent to run for SGA office are turned in by the first Tuesday in April to the SGA Advisor.

Election of SGA Executive Council will take place by vote of the student body the last Tuesday and Wednesday in April. The Vice-president will be responsible for elections. New officers are installed at the May general meeting. Any offices not filled are filled by a majority vote of SGA senators and alternates at the first fall general meeting.

Section II. Procedures for Replacement

In the event the President, after being elected, cannot serve his/her term, the vice-president shall become the President and another vice-president shall be elected from the existing senators. Any other vacancy created in the Executive Council shall be filled by the senators electing from themselves a replacement for the position.

Section III. Procedures for replacement of any office in the Executive Council

If any office in the Executive Council shall become vacant, other than that of the President, the position shall be filled by the Executive Council by a unanimous vote. If a unanimous vote is not achieved, an election will be held among the active Student Government Association members electing from the body an active member to office during the next meeting of the Student Government Association.

Section IV. Temporary Replacements

If an office in the Executive Council becomes vacant, then the advisor reserves the right to appoint a temporary replacement to the office until the office can be filled by a permanent replacement.

Article XI — Tuition Assistance

The SGA President and the Vice-President will receive a tuition stipend at the end of each semester they serve as Executive Officers. Officers must maintain full-time status and meet the academic requirements as stated in Article IV, Section I.

Article XII — Amendments

Amendments to the constitution may be proposed by members of the SGA or by ten (10) members of the student body. The proposed amendment shall be read at two (2) meetings of the SGA, with copies distributed to all members in attendance. The amendment shall be voted on after the second reading and will be ratified, if approved by a two-thirds majority vote of the quorum present.

SGA Constitution revised Winter, 1996 — Adopted Spring, 1996

Publications

Student publications are encouraged and developed with assistance from advisors. *Life on the Pamlico*, a cultural journal, is published each semester as a part of HUM 120.

Organizations

Both the administration and the SGA encourage students to initiate and participate in any clubs which relate to their educational activities. Active clubs on campus are the following:

1. Student Government Association
2. Beaufort County Association of Nursing Students (BCANS).
3. Gamma Beta Phi
4. W.A.V.E.S.
5. HOPE Club
6. MLT Club

College Standing Committees

Standing committees recommend policies and procedures that affect the institution and the students we serve. The committees are composed of faculty, staff, and students. Any student interested in serving on one of these committees should contact the Dean of Student Services in Building 9. The standing committees include the following:

- | | |
|-------------------|-----------------|
| Admissions | Purpose Review |
| Evaluation | Student Appeals |
| Health and Safety | Technology |
| Marketing | |

In addition to student involvement in these committees, the Student Government Association president serves as a member of the Administrative Council and the Board of Trustees (nonvoting).

Social Life

Social, cultural, and educational enrichment is provided throughout the year in a number of activities. Students who pay the activity fee are eligible to participate in these activities.

Campus Watch

Campus Watch is a program designed to alert the campus community that a formal process for reporting crimes and safety hazards exists on campus. Individuals can report incidents to the Campus Police in person or by phone and remain anonymous if they desire.

College Colors

The official school colors are blue and white.

Campus Regulations

Conduct

Students enrolled in Beaufort County Community College (BCCC) are expected to conduct themselves as responsible adults. Failure to do so may result in expulsion. The campus police will make initial investigations of all non-academic breaches of proper conduct and violations of state, federal, and local law that jeopardize the academic mission of the College. All incidents will be referred to the Dean of Student Services for review and disposal. Sanctions will be imposed on the student by the Dean of Student Services if necessary. This does not exempt the student from facing criminal prosecution by the campus police for violations of law on campus property. The Dean of Student Services will conduct a thorough investigation of all matters referred by the campus police as a result of information obtained in the initial investigation. The campus police will make initial investigations of the following prohibited acts:

1. Interruption of or interference with normal operations of the College,
2. Destruction, damage, or misuse of College property,
3. Possession, use, or distribution of alcoholic beverages, illegal drugs, or weapons,
4. Physical abuse of another person,
5. Abusive language,
6. Theft of another's property, and
7. Any other violation of College rules, regulations, and policies pertaining to conduct issues; as well as any other violation of state, federal, and local law not listed above.

Individuals requiring assistance in personal matters should contact members of the counseling staff at 252-940-6217.

Student Incident Procedures

Faculty and staff members are reminded that it is their first responsibility to take such actions as are necessary to avoid or eliminate disruptive, aggravating, difficult, or dangerous

situations. Argumentative and threatening statements shall not be made. No action should be taken which is prejudicial to the rights of the student or which may restrict the course of action that may later be taken by the college. Procedures for the handling of student disciplinary matters are listed below.

I. Reporting Incidents

A Beaufort County Community College student who violates a college regulation or any other policy of Beaufort County Community College as listed under Students Rights, Responsibilities, and Regulations in the BCCC Catalog and Faculty Staff Policy Manual is subject to disciplinary action. Any Beaufort County Community College student, faculty, or administrator may submit a complaint against a student accused of infractions of rules applying to student behavior. The complaint should be written on an incident report form as soon as practical but no later than two (2) college working days following the incident. Incident report forms are available on BCCC's web page, and from the Administrative Assistant, Student Services. An incident reported within two (2) college working days may be investigated by the Dean of Student Services. The incident report form must also be submitted by the Dean of Student Services to the following individuals or their designees:

For all Continuing Ed. students:

Dean of Continuing Education

For all Curriculum students:

Dean of Student Services

The complainant shall submit an incident report form to the Dean of Student Services that shall include the name of the accused, the date and time of the incident, a specific description of the alleged behavior, witnesses to the incident, and the rules violated by the alleged behavior. The Dean of Student Services shall immediately schedule an appointment with the complainant and will decide with the complainant: (A) if the complaint can be resolved by a discussion between the complainant and the accused or (B) whether the complaint should be forwarded to the Student Appeal Committee. For complaints to be heard by the Student Appeal Committee, the complainant or the Dean of Student Services must notify in writing the appropriate Dean of the complaint and also request that the Student Appeal Committee be convened to hear the charges.

II. Sanctions

A. Reprimand: A BCCC student committing minor misconduct will be counseled and reprimanded by the Dean of Student Services. A copy of the incident report will be given to the student as an official written notice. The Dean of Student Services will place a copy of the incident report in a student discipline file.

***The incident report and the reprimand will be recorded on the same form that is placed in the student's discipline file.

B. Conditional Status: A BCCC student who has received a reprimand and then violates a college regulation may be placed on conditional status by the Dean of Student Services. A student who violates a college regulation as listed under Students Rights, Responsibilities, and Regulations may be placed on conditional status without having previously received a reprimand. Conditional status may include a restriction from an area or service a student has abused (e.g. computer access in the library) or from the college campus entirely. Conditional status may include other requirements such as specific academic, attendance, or behavioral standards. BCCC Campus Police will be notified of and will enforce the student's conditional status. The appropriate Division Chair and Dean of said program shall be notified as well. If any of the conditions of conditional status are violated, the student who is placed on conditional status may be subject to more severe sanctions up to and including dismissal.

C. Restitution: A student who damages, misuses, destroys, or loses college property will be required to pay for the replacement of such property. Campus Police will investigate initially and will complete an incident report. The fair market value of the property will be calculated by Campus Police. The report shall be turned over to the Dean of Student Services for proper recourse. Other disciplinary procedure and criminal charges may be applied in addition to restitution. Students with an outstanding monetary balance are not allowed to register at BCCC, receive transcripts, etc.

D. Withdrawal from Class or Program: Responsibility for classroom control and discipline rests with the instructor. Instructors are not expected to tolerate the continued presence of any student whose behavior adversely affects the progress of a class. An instructor who believes it is necessary to withdraw a student because of serious violation of college policy or other behavior which adversely influences the educational process should report the incident to the Division Chair. If both the Division Chair and the instructor decide that removal of the student from the class or program is necessary, the student will be informed and a withdrawal form will be completed and processed. The Division Chair will inform the Dean of Instruction of the student's withdrawal from class and advise the student of his/her right to appeal to said Dean or through the Student Appeals Procedure.

E. Suspension/Banning: A BCCC student who commits an act of misconduct which threatens the health or well being of any member of the academic community or causes serious disruption at the college will be suspended/banned immediately from the college for no less than one semester. Examples of these incidents include but are not limited to

- Possession of weapon
- Physical Assault
- Violation of court order
- Communication of threats (to campus employees or students whereby the perceived threat of physical harm is evidenced)

- Sexual Assault
- Non-affiliated loitering
- Possession/Consumption of alcohol
- Possession/Sale/Use/Consumption of illegal drugs

An incident report form shall be completed and submitted to the Dean of Student Services. The Dean of Student Services is responsible for investigating the incident and for implementing the suspension of a student from Beaufort County Community College's program under his/her respective purview. The student shall be notified of the suspension in writing immediately. Written notice shall be presented in person or by mail, providing the student with a list of the charges, the rules that were violated, the suspension decision, and Disciplinary Appeals Procedures. A student may be notified by phone of his/her suspension/banning but written notice must also be given.

III. Incident Appeals Procedures

- A. A student may appeal his/her withdrawal, suspension/banning, or dismissal to the Dean of Student Services.
1. This appeal must be made in writing to the Dean of Student Services. The written appeal must be delivered within (five) 5 working days of the incident.
 2. The Dean of Student Services will notify the Student Appeal Committee and convene members of the committee to hear the student appeal. The hearing shall be held within three college working days following receipt of the appeal from the student except in unusual circumstances or with the consent of the student. The Student Appeal Committee members hearing the appeal shall not have initiated or been involved in the action(s) leading to the disciplinary action taken against the student or any administrative appeals by the student. The purpose of the Student Appeal Committee is to hear the appeals of disciplinary actions and to uphold, modify, or reverse a disciplinary action against a BCCC student. This committee may also conduct hearings to investigate charges against a student made by any BCCC student, faculty, or administrator of infractions of rules applying to student behavior; to judge the guilt or innocence of students so charged; and to decide upon actions to be taken against students judged to be guilty of rules violations. The following process will be initiated after a written appeal is made or after a college official refers an incident to the Student Appeal Committee.
- B. The Dean of Student Services shall distribute copies of the appeal or complaint to Student Appeal Committee members. For an appeal, the Dean of Student Services will attempt to notify the college official who made the decision to

implement the disciplinary action that a letter of appeal has been received. A copy of the incident report and documented investigative reports relevant to the case will be made available to committee members. For a complaint, the Dean of Student Services will hand deliver or mail a copy of the complaint to the accused student. The Dean of Student Services will also notify the accused student by phone. The Dean of Student Services will request a written response to those charges to be submitted a minimum of three (3) days prior to the scheduled hearing.

- C. The Dean of Student Services will notify Student appeal Committee members, the student making the appeal, or the complainant and the accused of the hearing date and time. No more than three (3) college working days will elapse between the receipt of the complaint and the hearing except in unusual circumstances or with the consent of the student. The Dean of Student Services must be notified, in advance, if any party is unable to appear at the scheduled meeting for a valid reason. If this occurs, the hearing will be re-scheduled.
- D. If any party fails to appear at the scheduled hearing without valid reason, the committee may make its decision based upon any information received from parties of witnesses appearing at the hearing and/or the written documentation submitted prior to the hearing.
- E. No member of the committee who has an interest in the case shall sit in judgment. A temporary replacement shall be appointed by the Dean of Student Services except in the event of replacing the Student Government Association representative, whose replacement shall be another officer of the SGA. The president of the SGA cannot serve due to commitments with the Administrative Council.
- F. The Student Appeal Committee Moderator shall preside over the hearing and follow established procedures for the hearing including:
 - 1. Allowing the student to appear and be represented by counsel. The student or the student's counsel may introduce evidence and the testimony of witnesses, may present arguments, and may cross examine witnesses;
 - 2. Allowing any officer or employee of BCCC whose action or determination is being appealed, to appear and be represented by counsel, with the right to introduce evidence and the testimony of witnesses, to present arguments and to cross examine witnesses;
 - 3. Establishing the order in which the sides shall present their information and establishing time frames;
 - 4. Reportr the committee's decision; and
 - 5. Making a recording of the hearing, either tape or stenographic (other than the deliberations of the committee which shall be in private).

- G. Copies of the committee's case summary shall be kept permanently in the Dean of Student Services' Office. A copy shall be mailed by certified mail to the student or hand delivered to the student with a staff member witnessing the act.
- H. An appeal of a decision by the Student Appeal Committee may be made to the Administrative Council by writing the Dean of Student Services within three (3) college working days after the student has received notice of the decision of the committee.
 - 1. The Dean of Student Services will immediately notify the President of such appeal and provide a transcript of the former hearing to the President, together with any material introduced into evidence at the hearing.
 - 2. The President and Administrative Council members shall meet and review the transcript of the hearing and review the severity of the infraction or incident; the evidence submitted at the hearing; and whether proper procedures were followed.
 - 3. If the Council decides not to entertain the appeal, the Council shall notify the Dean of Student Services who shall immediately notify the student. In such an event the student by letter to the President within five (5) business days after receipt of notification request the Board of Trustees of the College to entertain such appeal. The President will immediately transmit such letter, together with a Notice of Appeal and transcript of the former hearing to the chairperson of the Board of Trustees of BCCC. The Board of Trustees of BCCC (the Board) shall decide whether to entertain such appeal within twenty (20) business days after receipt of the student's letter requesting Board review by the President. If the Board declines to hear such appeal, the President will immediately notify the student and the student's extrajudicial remedies shall have been exhausted. If the Board decides to hear such appeal, it will set a time, date, and place for such hearing (which shall be within the next twenty (20) business days), and the President will immediately notify the student and all other parties named in the Notice of Appeal.
 - 4. If the Administrative Council decides to entertain the student's appeal, the Council will set a time, date, and place for such hearing (which shall be within the next five (5) business days), and the President shall immediately notify the student and all other parties named in the Notice of Appeal.
 - 5. An appeal entertained by the Council shall be decided by majority vote (after private deliberation, i.e. closed session) of the members of the Council present at the hearing. The decision of the Council shall be made within two (2) business days after the hearing, and the President will immediately provide the student with a summary of such decision.
 - 6. A student may appeal an adverse decision of the Council to the Board of Trustees by giving "Notice of Appeal" to the President within five (5)

business days after notice to the decision of the Council. Thereafter, proceedings before the Board shall be as specified in Section 3 hereof. Upon the decision of the Board not to entertain a student’s appeal from the Council, or upon its adverse decision upon hearing such an appeal, the student’s extrajudicial remedies shall have been exhausted.

- 7. Any hearing of an appeal before the Council or the Board shall be upon the record of the former hearing(s) only. The student and BCCC or its appropriate employees or officers may be present and represented by counsel and may address arguments to the hearing body. No party to the appeal at such hearing may then introduce evidence or testimony unless the presiding members of the hearing body determines that such evidence or testimony was previously unavailable or could not have reasonably been produced at the hearing before Student Appeal Committee. In the event such evidence or testimony is admitted, the parties or their counsel shall have the right to examine and cross-examine witnesses only with regard to such new evidence or testimony and shall state the student’s desire to so appeal.

Terminology

- A “Notice of Appeal” shall contain a concise statement of the action or determination appealed and the reasons the student feels such action or determination was wrongful. It shall name all persons known to the student who participated in such action or determination and shall state the student’s desire to appeal.
- A “Notice of Appeal” from decisions of the Student Appeal Committee or Council shall identify the student appealing, the decision being appealed, and shall state the student’s desire to so appeal.
- “Transcript” is a written summarization of all evidence and testimony presented in hearing. Arguments of parties or their counsel shall not be a part of the “transcript” unless they are submitted to the hearing body appealed to in writing.
- A “business day” is any weekday, exclusive of legal holidays and days during which BCCC is not open for business, without regard to whether classes are actually in session. All notices herein provided to be given shall be in writing and are deemed to be given if delivered to the person entitled to notice personally, or mailed to the address as reflected in the records of BCCC.
- Moderator is chosen by the student appeals committee.
- Student Appeal Committee shall be comprised of:
 - i. Vice President of SGA or designee appointed by position

- ii. Representative of Student Services appointed by Dean of Student Services
- iii. Faculty (2) appointed by President of Faculty Senate
- iv. Staff Association (1) appointed by President of Staff Association
- v. Students (1) appointed by Dean of Student Services

In an effort to achieve fairness and diversity, the Committee members for hearings shall be chosen from:

- Pool of Faculty (8)
 - 1 appointed from each of the 4 division by President of Faculty Senate (4)
 - 1 appointed from chair of each of the 4 divisions (4)
- Pool of Staff (4)
 - 4 appointed by President of Staff Association (4)
- Pool of Student Services Staff
 - 2 appointed by Dean of Student Services (2)

***Members of the Student Appeal Committee may not serve more than two consecutive years. Individuals having questions may contact the Dean of Student Services at 252-940-6216.

Alcohol/Drug Abuse Policy

- Education Group:
 1. Information will be provided during the “Health” segment of ACA 115, ACA 118, and ACA 111.
 2. Workshops will be offered each semester.
- Individual: Information will be available through the counseling staff in the Student Services Office.

Weapons

The possession and concealment of weapons on College property is against North Carolina law and campus policy. The following items are classified as weapons: guns (to include shotguns and rifles), stun guns, most knives, bow and arrow, dagger, dirk, throwing star, air rifle and air pistol, slingshot, leaded cane, blackjack, brass knuckles, and crossbow. It is important to remember that possession in any form is illegal. Hunting rifles and shotguns in plain view or concealed are still illegal on College property. The concealed handgun law

that was passed in 1995 does not apply to college campuses or any educational institutions. Concealing a handgun under the legal provisions of this law but on educational property constitutes a felony.

Cheating and Plagiarism

Students enrolled at Beaufort County Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate cheating by any member of a class.

Cheating is an attempt to deceive the instructor in the effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, classwork, or required project (in part or in whole) and handing it in as one's own work; giving, receiving, offering, and/or soliciting information on a quiz, test, or exam; or plagiarism.

Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films, or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit and when one uses the ideas of another without giving proper credit. When three or more consecutive significant words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If upon investigation the instructor determines that a student is guilty of cheating or plagiarism, the following penalties will apply:

The student will receive a penalty of no less than zero on the work.

The instructor will submit a written report of the incident to the Dean of Student Services.

The Dean of Student Services will determine whether further disciplinary action will be taken.

All decisions may be appealed for review by the Appeals Committee.

Smoking, Eating, Drinking

Effective August 1, 2010, smoking and tobacco products are prohibited on campus grounds. Eating and drinking is prohibited in classrooms and labs with carpet or computers. Eating and drinking may be permitted in other classrooms, labs, and shops at the discretion of the instructor.

Enforcement of this policy for students shall include the provision of an oral warning for the first offense and a written warning for the second offense. The written warning shall be filed with the Dean of Student Services. The record shall be purged three years from the date of the last attendance. If a student is observed in violation of the policy a third

time, he/she may be disciplined by the Dean of Student Services as a violation of the student conduct code.

Phone Calls

In the case of *emergencies or urgent situations*, the Campus Police will contact the student and deliver the information. Students are asked to notify relatives and close friends that under such circumstances, they should contact the Campus Police and briefly state the nature of the emergency or urgent situation. The Campus Police will look up the student's schedule and contact him/her immediately. After 5 p.m., and on Saturdays, contact Campus Police at 252-940-6444 or 252-943-8721.

Lost and Found

The BCCC Campus Police retain lost and found items until they are claimed or returned to the proper owner.

Inclement Weather

A decision to close the College or to consider a delayed schedule will be announced by 6 a.m. on local radio and television stations. The decision to cancel evening classes will be made by 4 p.m. Students are urged not to call College administrators or other College officials to obtain this information. No mention of BCCC operating schedules by the media means that all classes will meet on the normal schedule.

All curriculum class time missed due to inclement weather must be made up during the term by means established and announced by the College administration.

Traffic Regulations

The student, faculty, or staff member in whose name a vehicle is registered will be held responsible and accountable for any liability or damage claims (including violation of campus traffic rules and regulations) arising in connection with the possession or operation of motor vehicles on campus. Any person violating these regulations shall be guilty of a violation of school administrative parking and traffic policy as well as the appropriate

law as stated in Chapter 20 of the General Statutes of North Carolina. The campus police officer has the option to charge an individual either on a campus citation or a uniform state citation. The following is a list of chargeable traffic offenses which are violations of both school policy and state law:

1. Driving wrong direction on one-way streets.
2. Blocking/impeding traffic.
3. Reckless driving.
4. Parking in fire lanes.

5. Unauthorized utilization of handicapped parking space.
6. Exceeding safe speed or exceeding posted speed limit (15 MPH).
7. Expired vehicle inspection.
8. Expired vehicle registration.
9. Failure to stop at a duly erected stop sign.
10. Seat belt violations.
11. Moving or removing barricades.
12. Failure to obey officer's signal.
13. Operating a motor vehicle without being properly licensed by the State of North Carolina.
14. Operating a motor vehicle while under the influence of an impairing substance.
15. Hit and run.

Please be aware that these are the most commonly charged offenses. All of the laws regarding traffic offenses in North Carolina (Chapter 20) will be enforced on campus. Offenses 13, 14, and 15 (above) can only be charged as a violation of law on a uniform state citation.

The regulations listed below are violations of the campus parking and traffic policy only:

1. Failure to display a valid BCCC parking decal.
2. Parking in the wrong parking lot.
3. Parking on the grass.
4. Parking on the shoulder of the road.
5. Parking in designated "No Parking Areas/Loading Zones."
6. Exceeding safe speed or exceeding posted speed limit (15 mph) (parking lots 5 mph).
7. Riding skateboards, roller skating, or in-line skating on any campus property (non-instructional or non-college sanctioned).

The fine for each offense is \$5.00 except for handicapped parking and moving violations which are \$15.00 per offense.

Emergency Evacuation

All academic buildings are equipped with an emergency overhead public address system. The following standardized message will be broadcast over this system if evacuation becomes necessary:

"May I have your attention please!
May I have your attention please!
We are now under emergency evacuation procedures!
We are now under emergency evacuation procedures!
Please leave the building now by the nearest exit!"

This entire message would be repeated in 30 seconds.

You would not re-enter any of the buildings until you were told to do so by a campus police officer.

If only specific buildings need to be evacuated, the following message will be broadcast:

"May I have your attention please!
May I have your attention please!
We are now under emergency evacuation procedures for (building *Number* / building *Numbers*)!
We are now under emergency evacuation procedures for (building *Number* / building *Numbers*)!
Please leave (the building / these buildings) now by the nearest exit!
All other buildings continue normal business!"

This entire message would be repeated in approximately 30 seconds.

You would not re-enter your particular building until you were told to do so by a campus police officer.

Student Rights and Due Process

Students of Beaufort County Community College have the right to appeal determinations affecting their grades, eligibility to take courses, and/or participation in curricula or extracurricular programs and events.

Grade Appeal Procedures

If a student is dissatisfied with the final grade in the course, he/she may appeal the grade no later than ten (10) business days after the end of the semester through the following steps. Procedures for the handling of grade appeals are listed below.

- A. Student must first appeal the final grade in a course to his/her instructor.
- B. If the student is not satisfied with the outcome of the meeting with the instructor the student will meet and discuss his/her concern with the Division Chair of said department.
- C. If the student is not satisfied with the outcome of the meeting with the Division Chair, the student should meet and discuss his/her concern with the Dean of Instruction.
- D. If the student is not satisfied with the outcome of the meeting with the Dean of Instruction, the student may appeal his/her grade to the Dean of Student Services.

1. This appeal must be made in writing to the Dean of Student Services. The written appeal must be delivered within five (5) working days of the meeting with the Dean of Instruction.
- 2.. The Dean of Student Services will notify the Student Appeals Committee and convene members of the Appeals Committee to hear the student appeal. The hearing shall be held within three (3) college working days following receipt of the appeal from the student except in unusual circumstances or with the consent of the student. The Student Appeals Committee members hearing the appeal shall not have initiated or been involved in the action(s) leading to the appeal by the student. The following process will be initiated after a written appeal is made to the Dean of Student Services.
3. The Dean of Student Services shall distribute copies of the appeal or complaint to Appeals Committee members. For an appeal, the Dean of Student Services will notify the faculty members who assigned the grade that a letter of appeal has been received. A copy of the incident report and documented investigative reports relevant to the case will be made available to committee members.
4. The Dean of Student Services will notify Appeals Committee members, the student make the appeal, and the instructor of the hearing date and time. No more than three (3) college working days will elapse between the receipt of the complaint and the hearing except in unusual circumstances or with the consent of the student. The Dean of Student Services must be notified, in advance, if any party is unable to appear at the scheduled meeting for a valid reason. If this occurs, the hearing will be re-scheduled.
5. If any party fails to appear at the scheduled hearing without valid reason, the Appeals Committee may make its decision based upon any information received from parties or witnesses appearing at the hearing and/or the written documentation submitted prior to the hearing.
6. No member of the Appeals Committee who has an interest in the case shall sit in judgment. A temporary replacement shall be appointed by the Dean of Student Services.
7. The Appeals Committee Moderator shall preside over the hearing and follow established procedures for the hearing including:
 - a. Allowing the student to appear and to be represented by counsel. The student or the student's counsel may introduce evidence and the testimony of witnesses, may present arguments, and may cross examine witnesses.

- b. Allowing the instructor of BCCC whose academic action is being appealed, to appear and to be represented by counsel, with the right to introduce evidence and the testimony of witnesses, to present arguments and to cross examine witnesses.
 - c. Establishing the order in which the sides shall present their information and establishing time frames.
 - d. Reporting, or selecting an Appeals Committee member to report, the Appeals Committee's decision.
 - e. Making a recording of the hearing, either tape or stenographic (other than the deliberations of the Appeals Committee which shall be in private). This recording will be accessible only to the members of the Appeals Committee participating in the hearing and the President of the College.
- E. Copies of the Appeals Committee's case summary shall be kept permanently in the following locations: Dean of Student Services' Office. A copy shall be mailed by certified mail to the student or hand delivered to the student with a staff member witnessing the act. A copy shall be given to the instructor whose academic action is appealed.
- F. A student or instructor may appeal the decision by the Student Appeals Committee. The appeal may be made to the Administrative Council by writing the Dean of Student Services (for student), and Dean of Instruction (for faculty) indicating the grounds for the appeal within three (3) college working days after receipt of notice of the decision of the Appeals Committee.
 1. The Dean of Student Services will immediately notify the President of such appeal and provide a transcript of the former hearing to the President, together with any material introduced into evidence at the hearing.
 2. The President and Administrative Council members shall meet and review the transcript of the hearing; the evidence submitted at the hearing; and whether proper procedures were followed.
 3. If the council decides not to entertain the appeal, the Council shall notify the Dean of Student Services or Dean of Instruction who shall immediately notify the student or faculty member. In such an event the student or faculty member, by "Notice of Appeal" to the President within five (5) business days after receipt of notification, must request in writing that the Board of Trustees of the College entertain such appeal. The President will immediately transmit such letter, together with notice of appeal and transcript of the former hearing to the chairperson of the Board of Trustees of BCCC. The Board of Trustees of BCCC (the Board) shall decide whether to entertain such appeal within twenty (20) business days after receipt of the letter requesting Board review by the President. If the Board declines to hear such appeal, the President will immediately notify the student or faculty member and the extrajudicial remedies shall have been exhausted. If the Board decides to hear such

appeal, it will set a time, date, and place for such hearing (which shall be within the next twenty (20) business days), and the President will immediately notify the student or faculty member and all other parties named in the Notice of Appeal.

4. If the Administrative Council decides to entertain the appeal, it will set a time, date, and place for such hearing (which shall be within the next five (5) business days), and the President shall immediately notify the student or faculty member and all other parties named in the Notice of Appeal.
5. An appeal entertained by the Administrative Council shall be decided by majority vote (after private deliberation) of the members of the Council present at the hearing. The decision of the Council shall be made within two (2) business days after the hearing, and the President will immediately provide the student or faculty member with a summary of such decision.
6. A student or faculty member may appeal an adverse decision of the Council to the Board of Trustees by giving a "Notice of Appeal" to the President within five (5) business days after notice of the decision of the Council. Thereafter, proceedings before the Board shall be as specified in Section 3 hereof. Upon the decision of the Board not to entertain a student's appeal from the Council, or upon its adverse decision upon hearing such an appeal, the extrajudicial remedies shall have been exhausted.
7. Any hearing of an appeal before the Council or the Board shall be upon the record of the former hearing(s) only. The student and BCCC or its appropriate instructors may be present and represented by counsel and may address arguments to the hearing body. No party to the appeal at such hearing may then introduce evidence or testimony unless the presiding member of the hearing body determines that such evidence or testimony was previously unavailable or could not have reasonably been produced at the hearing before the Student Appeals Committee. In the event such evidence or testimony is admitted, the parties or their counsel shall have the right to examine and cross-examine witnesses only with regard to such new evidence or testimony and shall state the student's desire to so appeal.

Terminology

- A "Notice of Appeal" from the student shall contain a concise statement of the action or determination appealed and the reasons the student feels such action or determination was wrongful. It shall name all persons known to the student who participated in such action or determination and shall state the student's desire to appeal.
- "Transcript" is a written summarization of all evidence and testimony presented in hearing. Arguments of parties or their counsel shall not be a part of the

"transcript" unless they are submitted to the hearing body appealed to in writing.

- A "business day" is any weekday, exclusive of legal holidays and days during which BCCC is not open for business, without regard to whether classes are actually in session. All notices herein provided to be given shall be in writing and are deemed to be given if delivered to the person entitled to notice personally, or mailed to the address as reflected in the records of BCCC.
 - Moderator is chosen by the student appeals committee.
 - Student Appeal Committee shall be comprised of:

| | |
|--|---|
| i. Vice President of SGA or designee | appointed by position |
| ii. Representative of Student Services | appointed by Dean of Student Services |
| iii. Faculty (2) | appointed by President of Faculty Senate |
| iv. Staff Association (1) | appointed by President of Staff Association |
| v. Students (1) | appointed by Dean of Student Services |

In an effort to achieve fairness and diversity, the Committee members for hearings shall be chosen from:

Pool of Faculty (8)

- 1 appointed from each of the 4 division by President of Faculty Senate (4)
- 1 appointed from chair of each of the 4 divisions (4)

Pool of Staff (4)

- 4 appointed by President of Staff Association (4)

Pool of Student Services Staff

- 2 appointed by Dean of Student Services (2)

***Members of the Student Appeal Committee may not serve more than two consecutive years.

Individuals having questions may contact the Dean of Student Services at 252-940-6216.

Financial Aid

Beaufort County Community College (BCCC) provides assistance to students who are in need of financial aid to meet their educational expenses. The financial aid program consists of three major types of aid: grants, scholarships, and student employment. An eligible student may receive one or more of these types of financial aid. Interested students should contact the Financial Aid Office.

In making award decisions, the Financial Aid Officer first determines the student’s financial need for college attendance. The need is the difference between the resources of the student (and his or her parents if a dependent) and the costs of attending the school. Any student who has completed the financial aid application procedure is considered for all types of financial aid without regard to the student’s sex, race, age, religion, national origin, or handicap. In all financial aid awards, the student has the right to accept, reject, or appeal the aid offered.

To receive financial aid, a student must be enrolled as a regular student in an eligible program. Federal financial aid will not pay for courses that are not program requirements as listed in the College Catalog. Students must have a high school diploma or G.E.D. certificate, be a U.S. citizen or an eligible non-citizen, show need, be making satisfactory progress in the course of study, not be in default on an educational loan, not owe a refund on a federal grant, and be registered with the selective service if required to do so. The student must certify that he/she will use the money only for expenses related to attending school.

Applying for Financial Aid

Students should first apply for admission to BCCC. Then, to be considered for all need-based aid, including institutionally administered scholarships, students must complete the Free Application for Federal Student Aid (FAFSA) on the internet at www.fafsa.ed.gov. The FAFSA requires listing an institutional code for the school that the student plans to attend. BCCC’s school code is 008558. The application process is completed when the Financial Aid Office receives a Student Aid Report (SAR) for the student. Electronic SARs are transmitted to the Financial Aid Office from the Federal processor for students who list BCCC on their aid application.

Because of the time involved in processing applications, a student must have a completed file in the Financial Aid Office by August 1 to be assured of receiving financial aid by the beginning of Fall Semester. Awards for students starting in the spring, require a completed file by December 1.

Special Circumstances

If a student has experienced a change in financial circumstances since completing a financial aid application an appeal may be made to BCCC’s Financial Aid Office. The student must submit a written request for reconsideration explaining the circumstances affecting the student and/or family’s contribution towards college expenses for the current academic year. The student’s application will be reevaluated and additional aid awarded if the Financial Aid Office deems the circumstances warrant additional aid.

Verification Process

Federal Regulations stipulate that certain SARs as selected by the Pell Processing Center be verified. BCCC verifies only the required Pell SARs (and corrected SARs if necessary) as per the Department of Education verification regulations.

Applicants are responsible for providing requested documentation within two weeks of notification. Should information on an application need correcting, the corrections are made electronically by the Financial Aid Office.

Students are notified with a revised award letter if an award changes due to verification. No financial aid awards are made until all verification procedures required by federal guidelines are met.

Award Decisions

In developing a financial aid program for a student who has a completed application on file, the financial aid officer will derive the financial need of the student by:

1. Selecting a reasonable budget for the student;
2. Subtracting the expected family contribution;
3. Subtracting assistance awarded to the applicant by other agencies, organizations, and private donors.

This procedure will generate a financial need picture for the student, and the financial aid officer will make every effort to help meet that need by utilizing the various aid programs for which the applicant qualifies.

The table below lists approximate budgets that have been established by the Financial Aid Office as reasonable budgets for typical students. When the financial aid officer deems it necessary to make adjustments, a budget will be established on an individual basis.

Campus-Based Student Financial Aid Budgets 2009 - 2010

| | Dependent Without dependents living with parents | Dependent Not living at home |
|----------------|--|-------------------------------------|
| | <i>or</i> | <i>or</i> |
| | Independent Without dependents living with parents | Independent Other |
| Tuition & Fees | \$1408 | \$1408 |
| Books | 1200 | 1200 |
| Room & Board | 2270 | 7265 |

| | | |
|----------------|---------------|----------------|
| Transportation | 2225 | 2225 |
| Misc. Expenses | 2247 | 2247 |
| | \$9350 | \$14345 |

Students will be notified of the award soon after the SAR is received by the Financial Aid Office if:

1. The College has received its official allocation from the U.S. Department of Education.
2. The Payment Schedule, from which the size of the award is determined, has been published by the U.S. Department of Education.

Award Disbursements & Book Purchases

After registering for classes, the student’s Federal and/or State grants should appear on the Beaufort County Community College Cashier’s Office computer records. Tuition and fees will be deducted from the student aid account.

Books and supplies may be charged in the Bookstore the first week of classes after registration day. Bookstore vouchers may be obtained from the financial aid office and may be used only once. Therefore, we suggest that students attend the first day of classes before charging books.

If purchasing books from an alternative source is more convenient, the College offers a service allowing students to buy books and supplies with grant money at off-campus locations. However, the student is limited to one vendor each semester (i.e., the student will not be allowed to purchase books and supplies at the BCCC Bookstore and an off-campus location). The following conditions apply:

- The student must notify the Financial Aid Office in writing one week prior to the first day of class if grant monies are to be used at an off-campus location.
- The student must provide the Financial Aid Office with a written statement (on letterhead) from the off-campus vendor that indicates that the vendor will (1) allow the student to make a charge against the student’s grant account, and (2) will bill the College within the seven-day period after the first day of the semester.

After tuition/fees and bookstore purchases, checks for any award balance will be disbursed to students. Check release dates are listed in the student’s award package.

Students who are participating in the College Work-Study Program will be paid the last working day of the month. The checks will cover the hours the students worked during the respective pay period.

NOTE: Any delay in the receipt of award letters or of financial aid checks to students because of an incorrect address is not the responsibility of the Financial Aid Office. The student is responsible for completing the Change of Address form with the Office of Registrar.

Withdrawals, Refunds, and Repayments

All Federal Financial Aid recipients must attend classes to remain eligible for assistance. Students never attending, withdrawing from school, or dropping to a part-time schedule during the Drop/Add period, will have their award adjusted accordingly. As a result, students may be required to repay some or all of their financial aid.

If a student **never attends** any classes, the full amount of the tuition and fees charged to the Title IV (Pell, SEOG) funds will be refunded to the appropriate account. All bookstore charges and cash payments to the student must be repaid to the College to be returned to the appropriate Title IV account.

When a student recipient of Title IV aid **stops attending class** prior to the 60% point of the semester, the institution must determine if the student received an overpayment of any cash disbursements from such funds. These amounts are calculated according to a federal formula provided by the U. S. Department of Education. Failure to repay an overpayment will result in the loss of future aid eligibility.

Grants

Pell Grant

The Pell Grant is a federal aid program providing funds for qualified students enrolling in an eligible program in an eligible institution of higher education. The law requires that financial need for Pell Grants be assessed by a formula, which is reviewed by Congress each year and is applied uniformly to all applicants. This formula takes into account such indicators of family financial strength as income, assets, family size, and family educational expenses. The maximum grant is approximately \$5300 per year. Students with bachelor’s degrees are not eligible.

Federal Supplementary Educational Opportunity Grant (SEOG)

The Supplemental Educational Opportunity Grant Program is designed specifically for students with exceptional financial need. Priority is given to Pell Grant recipients. Selection is based on financial need and application date. The program is federally funded, and the institution is responsible for selecting eligible students.

Academic Competitiveness Grant (ACG)

The Academic Competitiveness Grant Program (ACG) awards grants to eligible financially needy students who complete a rigorous secondary school program of study, as determined by the state or local education agency and recognized by the Secretary of Education. An ACG is available during a student's first and second academic years of undergraduate education in a eligible undergraduate program. Applicants must be a US citizen, be enrolled full-time, have maintained a cumulative GPA of at least 3.0, if second year student, and be Pell eligible. Awards are in addition to Pell Grant.

North Carolina Student Incentive Grant

This grant is offered to legal residents of North Carolina who are full-time undergraduate students (12 credit hours or more) and who have demonstrated need. The size of the grant will vary depending on need. The maximum value of the grant is \$700 a year for community college students. Recipients are selected by College Foundation; Inc. based on the federal student aid application.

North Carolina Community College Grant

The North Carolina Legislature has established a need-based grant to help meet the educational costs of North Carolina residents attending a community college. Annual awards will vary based on financial need and enrollment status. To be eligible, students must meet the following criteria: (a) be admitted to a curriculum program and be enrolled for at least six credit hours per semester; (b) be a North Carolina resident; (c) have completed and submitted the Free Application for Federal Student Aid (FAFSA). (d) qualify for the grants based upon a valid Expected Family Contribution (EFC) calculation under Federal Methodology and the program's recognized "required educational expenses" for attending a North Carolina community college; and (e) meet all other eligibility requirements for Federal Pell Grant.

Scholarships

North Carolina Education Lottery Scholarship (NCELS)

The North Carolina Education Lottery Scholarship (NCELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state of North Carolina. Applicants must be a North Carolina resident for tuition purposes, enroll for a least six credit hours per semester in an undergraduate curriculum program, meet the Satisfactory Academic Progress requirements of the institution. Eligibility is determined based on the same criteria as the federal Pell Grant with one exception; students not eligible for the Federal Pell Grant with an estimated family contribution of \$5000 or less will be eligible for an Education Lottery Scholarship. Students who have earned baccalaureate (four-year) college degrees are ineligible. Applicants must complete the Free Application for Federal Student Aid (FAFSA).

EARN Scholarship

In 2007, the North Carolina General Assembly established the Education Access Rewards North Carolina Scholars fund (E.A.R.N.). This fund provides scholarships for eligible students enabling them to obtain an education beyond the high school level without incurring student loans during the first two years of their postsecondary education. Students enrolling for the first time are eligible for a maximum award of \$4000 per academic year, to be used for North Carolina community college and university enrollment. The E.A.R.N. scholarship will be available for the 2008-09 academic year. Students must qualify as a legal resident of the United States and must qualify as a North Carolina resident for tuition purposes. The student must enroll in college for the first time, exclusive of any college credits earned while in high school, at a North Carolina public university or a community college within seven months of high school graduation or obtaining a GED. Students must be full-time, classified as "dependent" for Federal Title IV programs, demonstrate a total family income not exceeding 200% of the applicable federal poverty guideline, and meet all other eligibility requirements for the federal Pell Grant. In order to retain eligibility for the scholarship for a second year, the student must meet the satisfactory academic progress standards established by the eligible college or university in which the student is enrolled.

***Nurse Education
Scholarship Loan
(NESLP)***

NESLP awards are funded by the North Carolina General assembly and are available to students pursuing a degree or diploma in Practical Nursing (PN) or Associate Degree Nursing (ADN). Awards are based upon financial need and other factors such as academic performance and are valued at approximately \$2000. Repayment may be made in practice service in North Carolina or in cash. Students have up to seven years to repay the loan. Applications are available online at www.cfnc.org.

***Nursing Scholars
Program (NSP)***

The NSP is a competitive scholarship loan program initiated by the N.C. General Assembly for ADN students. Financial need is not a criterion. An eleven-member Nursing Scholars Commission was created to develop the selection criteria, method of selection, and to select recipients on a statewide basis. Scholarships are valued at \$3000. Students must be enrolled full-time. Applications must be received by the Commission by May 1 and be obtained online at www.cfnc.org.

***North Carolina
Student Loan
Program for Health,
Science and
Mathematics***

Legal residents of North Carolina accepted as full-time students in accredited programs leading to an associate degree are eligible for this program. Studies must be in Nursing, Medical Technology, Computer and Information Sciences, Engineering and Engineering Related Technologies, Computer Technology, Electrical Technology and Electronic Technology. Award recipients are chosen according to major, academic capabilities, and financial need. Maximum loans are \$3000 a year. Loans are renewable annually based on satisfactory academic progress. Loans must be supported by a promissory note with notarized signatures from the recipient and two sureties. Cash repayment on an installment basis begins 90 days or less after completion of coursework or training. Under specified conditions, certain loan recipients in qualifying disciplines may have their loans canceled through practice service in North Carolina. Applications are available online at www.cfnc.org.

***Prospective
Teachers
Scholarship Loans***

Any resident of N.C. who is interested in preparing to teach in the public schools of the state is eligible to apply. The criteria for awarding scholarship loans are measures of academic performance and recommendations of guidance counselors. A minimum cumulative grade point average of 3.0 is required of applicants. Applications may be obtained in November of each year from high school principals and guidance counselors of public and private schools of N.C. and from financial aid officers at public and private postsecondary schools in N.C.

Students may receive a maximum of \$900 per academic year when enrolled full-time in a teacher education program at BCCC. Recipients must execute a promissory note provided by the State Board of Education. One year will be forgiven for each full year the recipient teaches in a N.C. public school. Applications are available online at www.cfnc.org.

***Wachovia Technical
Scholarship***

Wachovia Bank has made available to students enrolled at BCCC two scholarships annually in the amount of \$500 each. To qualify as a candidate for these scholarships, a person would have to meet the following criteria: be a full-time student enrolled in the second year of an associate in applied science program, demonstrate financial need, demonstrate scholastic promise, and use the scholarship to pay for books, tuition, and transportation.

***BCCC
Scholarships***

Many students are assisted each year with funds contributed to the College by friends, corporations, and organizations and the BCCC Foundation. Awards are usually based on academics and financial need. Some scholarships are restricted to students meeting certain criteria (residence, field of study, etc.) A scholarship selection committee selects recipients. Additional information may be obtained from the BCCC web site at www.beaufortccc.edu. To be considered, students must complete a BCCC Foundation Scholarship Application in addition to the Free Application for Federal Student Aid. The deadline for receipt of scholarship applications is July 1 preceding the award year.

Loans

Beaufort County Community College does not participate in the Federal Student Loan programs.

Student Employment

Part-time jobs on campus are available for students who wish to earn money for part of their college expenses. Employment includes jobs in the library, laboratories, supply room, and offices. Funds for these student jobs are provided by the federal government through its College Work-Study Program and the rate of pay is regulated by the federal minimum wage law. The average student job requires about 12 hours per week, and average yearly earnings are approximately \$2300. Priority is given to students with the greatest financial need and jobs are awarded according to application date. Students should consider academic responsibilities before assuming the obligation of part-time work.

Workforce Investment Act (WIA)

Services offered by the enactment of the Workforce Investment Act (WIA) 1998 are being implemented through JobLink, a One-Stop Career Center, located at 1385 John Small Avenue. Beaufort County Community College is a partner agency with JobLink. Financial assistance for specialized training may be obtained provided eligibility factors are met. All services through the JobLink are free to the public. Individuals seeking WIA services should report to the JobLink or call 252-946-3116 to speak to a representative.

Vocational Rehabilitation

In order to qualify, a student must have mental or physical disability, which is a handicap to employment. There must also be a reasonable expectation that as a result of vocational rehabilitation services, the person may become gainfully employed. Each program is designed individually with the student. The amount of the award is based on need and the type of program in which the individual is enrolled. It generally pays for tuition and fees and for some books and supplies, and in some cases, for supportive services such as interpreter services, attendant services, and transportation.

Additional information may be obtained by contacting the Vocational Rehabilitation Office nearest the student's home, or contact the NC Division of Vocational Rehabilitation Services, P.O. Box 26053, 805 Ruggles Drive, Raleigh, NC 27611-6053 or call 919-733-3364.

North Carolina Division of Services for the Blind

Services may be provided for those who are legally blind or have a progressive eye condition, which may lead to blindness. The amount of the grant varies according to need, but may contribute to tuition, fees, reader service, and, in some cases, room and board. Eligibility is determined by an interview with a rehabilitation counselor.

Additional information may be obtained by writing to Visually Handicapped, Deputy Chief of Rehabilitation, Division of Services for the Blind, 309 Ashe Avenue, Raleigh, NC 27602.

Financial Aid Satisfactory Progress Standards Policy

Eligibility for financial aid is based on the maintenance of satisfactory progress in a course of study and **is not** affected by whether or not the student previously received such aid. In order to initially receive or to continue to receive aid, all financial aid recipients are required to maintain satisfactory progress toward completing a degree, diploma, or certificate. The following standards are applicable to all financial aid programs including the federally sponsored Title IV programs.

A probationary period of one semester (with financial aid) is given to students that reenter the college if their only period of enrollment was prior to the effective date of the policy (August, 2006). A probationary period of one semester may also be granted to Huskins Bill and dual enrolled students.

Grade Point Average

Students must maintain the required cumulative grade point average of 2.0 in order to be eligible to receive assistance.

Completion Rate

Students must show progress toward completion of their degree requirements to continue financial aid eligibility. Every financial aid recipient must pass at least 67% of credit hours attempted. The cumulative number of hours completed will be evaluated at the end of each semester. Completed credit hours include: A, B, C, D, P (passing), CE (credit by exam). Grades with W (withdrawal), I (incomplete), AU (audit), R (re-enroll) and IP (in progress) are **not** considered a successful completion of coursework. Federal regulations also require completion of a program of study within a maximum time frame not to exceed 150% of the published length of the program. For example, if your degree requires 64 credit hours to graduate, you are eligible to receive financial assistance until you have attempted 98 credit hours. Additional time needed to complete the degree beyond the maximum stipulated must be entirely at the student's expense.

The time frame for determining a student's completion rate begins when the student first attends the college and continues until that student successfully completes a program of study regardless of the number of years that may elapse between enrollment periods. Since the time frame is cumulative, students may lose financial aid eligibility by switching programs before successfully completing the initial program. Once a student completes a program successfully, the student becomes eligible for a new time frame if he/she plans to pursue a second certificate, diploma, or degree. The hours attempted for the completed program are counted toward the time frame for a new course of study.

Credit hours for course incompletes, withdrawals or repeated courses and transfer credits will be counted as hours attempted toward the time frame. The student is responsible for planning class schedules carefully with the guidance of the student's academic advisor. **Registering for more courses than a student is capable of completing, having to**

withdraw from classes, registering for courses for which the student has already received credit, taking courses in error, etc., all impact the time frame and could result in losing financial aid eligibility before completing a program of study. Developmental coursework as determined by placement testing is not counted toward the maximum time frame. **However, developmental coursework in excess of 30 semester hours cannot be paid with Federal Student Aid funds according to the Department of Education regulations.**

Probation & Suspension

At the end of each semester the Financial Aid Office will determine whether students receiving financial aid are making satisfactory academic progress. Both grade point average and rate of completion are measured.

Financial aid recipients will be granted a one semester probationary period following their first semester of failure to make satisfactory progress. During the probationary period, students can continue to receive financial aid provided they are otherwise eligible. Students have this period to re-establish satisfactory academic progress. If, at the end of the financial aid probation period, the student is able to re-establish satisfactory academic progress, the probation is lifted.

Students who fail to make satisfactory progress during the probationary semester will become ineligible for aid until their progress is again satisfactory.

A student who does not meet the academic requirements for aid eligibility at the end of the probationary period may attend the next semester(s), without financial aid in order to make up the deficiencies (grade-point average and/or hours).

Appeal Process

Students with mitigating circumstances are encouraged to use the appeals process. The circumstances being appealed must be properly documented and will be evaluated by the Director of Financial Aid. The Director of Financial Aid shall inform the student in writing of financial aid termination.

If the student desires to appeal the termination of financial aid, a written request must be submitted to the Director of Financial Aid within ten (10) school days of the date of the letter informing the student of the termination. The student must give the reasons why he/she did not make satisfactory progress and why financial aid should not be terminated (examples: extended illness, hospitalization, accident, death of immediate family member). Documentation to support the appeal is required.

A student wishing to appeal the decision of the Director of Financial Aid may do so by writing to the Financial Aid Committee, c/o the Financial Aid Office within five (5) school days of receipt of the decision. Subsequent appeals may be made to the Dean of Student Services and finally through the Student Due Process Procedure.

Also certain scholarships and aid programs may have academic requirements in addition to the above. These standards are published and distributed to students upon entry into those programs. It is the student's responsibility to become familiar with written policy.

Student Rights

1. You have the right to know what financial aid programs are available at Beaufort County Community College.
2. You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
3. You have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
4. You have the right to know how your financial need was determined. This includes how costs for tuition, fees, room, board, transportation, books, supplies, and personal and miscellaneous expenses are considered in your budget.
5. You have the right to know what resources such as parental contribution; other financial aid, your assets, etc. were considered in the calculation of your need.
6. You have the right to know how much of your financial need as determined by the Financial Aid Office has been met.
7. You have the right to request an explanation of various programs in your student aid package.
8. You have the right to know what portion of the financial aid you received must be repaid and the payment procedures.
9. You have the right to know the refund policy of the College.
10. You have the right to know how the Financial Aid Office determines whether or not you are making satisfactory progress and what happens if you are not.

Student Responsibilities

1. You must complete all application forms accurately and submit them on time to the right place.
2. You must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense, which could result in indictment under the U.S. Criminal Code.
3. You must return all additional documentation, verifications, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
4. You are responsible for reading and understanding all forms that you are asked to sign and for keeping copies of them.
5. You must accept responsibility for all agreements that you sign.
6. You must perform the work that is agreed upon in accepting College Work-Study assignments.

7. You must be aware of and comply with the deadline for application for aid.
8. You should be aware of the College's refund policy.
9. All schools must provide information to prospective students about the school's program and performance. You should consider this information carefully before deciding to attend a school.

Veteran Affairs

The Veterans Administration provides assistance to veterans discharged under conditions other than dishonorable in any branch of the United States Armed Forces. General information on current education benefits is provided below. To obtain more information on these benefits please visit the Department of Veterans Affairs website at <http://www.gibill.va.gov>.

When a veteran enrolls in a program approved for training, he/she must pursue the exact curriculum outlined in the College catalog. Veterans will not be certified until all academic transcripts have been received and evaluated. The veteran must maintain satisfactory academic progress. Records of progress are kept by the College on both veteran and non-veteran students. Progress records are furnished to all students at the end of each scheduled college term.

Veterans Educational Programs

**Chapter 35:
Eligible Dependent
Benefits**

The purpose of this program is to provide educational assistance for the eligible dependents of veterans with VA established disability of 100%, or less than a 100% but totally disabled for work purposes, or due to service-connected deaths, or death after release or discharge from active duty of service connected disability, or having been listed as missing in action, captured, detained or interred in line of duty by a foreign government or power for more than 90 days. Eligibility and period of eligibility will be determined by the VA Regional Office.

**Chapter 30:
Montgomery GI Bill**

The Montgomery GI Bill, Chapter 30, (which also provides for an educational entitlement program for members of the Selected Reserves, Chapter 1606 Title 10, United States codes) provides Educational Assistance Benefits to individuals who just became members of the Armed Forces or first entered on active duty after June 30, 1985. Eligibility will be determined with the Veterans Administration. The VA will determine entitlement and amounts of educational assistance to be paid.

**Chapter 1606: Educa-
tional Assistance for
Members of Selected
Reserve and
National Guard Units**

The purpose of Chapter 1606 is to provide educational assistance and to encourage membership in selected Reserve and National Guard Units. The Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, Army National Guard, and Air National Guard are included. Eligible reservists are entitled to 36 months of educational assistance based upon full-time training.

**Chapter 1607: Educa-
tional Assistance for
Members of Selected
Reserve and National
Guard Units (REAP)**

The purpose of Chapter 1607 is to provide educational assistance for National Guard and Reservists called or ordered to active duty in response to a war or national emergency as declared by the President or Congress. This program makes certain those activated for at least 90 days after September 11, 2001 are either eligible for education benefits or eligible for increased benefits (based on time deployed).

**North Carolina Na-
tional Guard Tuition
Assistance Program**

Active North Carolina National Guard members may be eligible for tuition assistance. Persons desiring information or applications for this assistance should contact their unit representative.

**Scholarships for
Children of Certain
Deceased, Disabled,
or POW/MIA
Veterans**

The North Carolina Division of Veterans Affairs provides scholarships for the children of certain categories of deceased or severely disabled war veterans. For additional information and an application, write to N.C. Division of Veterans Affairs, 1315 Mail Service Center, Raleigh, NC 27699-1315.

**Chapter 33:
Post-9/11 GI Bill**

The purpose of the Post-9/11 GI Bill is to provide educational assistance for individuals who served on active duty after 9/10/01. To be eligible, the individual must have either served on active duty for an aggregate period of at least 90 days or served at least 30 continuous days and received a service-connected disability discharge.

Curriculum Programs

Associate in Arts A10100

The **Associate in Arts (AA)** is part of the Comprehensive Articulation Agreement (CAA) developed by the North Carolina Community College System and the University of North Carolina System to address the transfer needs of students between systems. All courses in the programs of study leading to the AA are courses drawn from the CAA approved course list.

The **Associate in Arts** degree is the degree appropriate for those students who wish to transfer to senior institutions to become teachers, social workers, accountants, lawyers, and professionals in a number of other areas.

In addition to the sixteen public universities in North Carolina, numerous private colleges and universities honor the Comprehensive Articulation Agreement. Completion of the AA degree prepares the student to transfer from Beaufort County Community College with junior standing to a baccalaureate program at a four-year college or university; however, transfer requirements for senior colleges or universities vary.

The transfer courses in the model shown below should be regarded only as suggested courses. Each student is responsible for planning a program of study to meet the requirements of the senior college or university to which the student expects to transfer. A student planning to transfer the first two years from BCCC to a senior college or university should obtain a copy of that institution's catalog.

Course and Hour Requirements

| | |
|--|----|
| General Education Requirements ¹ | |
| English Composition | 6 |
| ENG 111 Expository Writing (required) | |
| ENG 112 Argument-Based Research or ENG 113 Literature-Based Research or ENG 114 Professional Research and Reporting | |
| Humanities/Fine Arts (Select three from at least three prefix areas) | 12 |
| ART (Art) 111, 114, 115; COM (Communication) 231; DRA (Drama) 111, ENG (English) 131, 231, 232, 241, 242; HUM (Humanities) 115, 120, 121, 122, 150, 160; MUS (Music) 110, 210; REL (Religion) 110, 211, 212; SPA (Spanish) 111, 112, 211, 212. | |

At least one course must be literature (ENG 131, 231, 232, 241, 242).

| | |
|--|----|
| Social/Behavioral Sciences (Select three from at least three prefix areas) | 12 |
| ANT (Anthropology) 210, ECO (Economics) 151, 251, 252; 111; HIS (History) 111, 112, 131, 132; 221, 230, 230A; POL (Political Science) 110, 120, 220; PSY (Psychology) 150, 239, 241, 281; SOC (Sociology) 210, 213, 220, 225, 240. | |

Curriculum Programs

At least one course must be history (HIS 111, 112, 131, 132).

| | |
|--|------|
| Mathematics | 6 |
| Choose one course from MAT (Mathematics) 161+161A, 171+171A, 175+175A Another course may be chosen from MAT 155+155A, 172+172A, 263+263A, 271, 272, 273, CIS (Computer Science) 110 or CIS 115. | |
| Natural Sciences | 8 |
| Choose two courses including accompanying laboratory work, from AST (Astronomy) 111+111A, 151+151A, 152+152A, BIO (Biology) 110, 111, 112, 120, 130, 140+140A, CHM (Chemistry) 131+131A, 132, 151+152, PHY (Physics) 110+110A, 151, 152 | |
| | (44) |

Students may apply to receive a College Transfer Core Diploma upon completion of the forty-four hour general education core requirements.

Electives and Other Required Courses

| | |
|--|----|
| Electives | 16 |
| Choose from ACC (Accounting) 120, 121; BIO (Biology) 146, 163, 165, 166, 168, 169, 173, 175; 243, 250, 275; BUS (Business) 110, 115; CHM (Chemistry) 115; CSC (Computer Science) 134, 151, 250, 271, 275; ENG (English) 125, 132, 272, 273; HIS (History) 117, 162, 164, 221, 225, 226, 236; POL (Political Science) 130; PSY (Psychology) 211, 243; SOC (Sociology) 245, SPA (Spanish) 141, 161, 221. | |

In addition to the electives listed above, other electives may also be chosen from general education courses that were not taken to fulfill the 44 hour general education requirement.

| | |
|--|---|
| Health and Physical Education | 4 |
| HEA (Health) 110 required; choose from PED (Physical Education) 111, 113, 117, 125, 128, 130, 131, 143, 144, 145, 147, 148, 152, 153, 154, 155, 156, 181, 187, 257, 260. | |
| Academic Related | 1 |
| ACA 111 College Student Success or ACA 118 College Study Skills required ² (21) | |

Total Credit Hours Required for AA Degree 65

¹ All of the courses listed under General Education Requirements have been approved to satisfy areas of the Comprehensive Articulation Agreement general education core requirement of 44 hours. Students must meet the receiving university's foreign language requirements, if applicable, prior to or after transfer to the senior institution.

³ may not transfer

Associate in General Education A10300

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

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

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

Course and Hour Requirements

GENERAL EDUCATION CORE (15 SHC)

The general education core includes study in the areas of English/communications, humanities and fine arts, social and behavioral science, and natural sciences and mathematics.

English Composition (6 SHC)

Humanities/Fine Arts (3 SHC)

Select courses from the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion.

Social/Behavioral Sciences (3 SHC)

Select from the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.

Natural Sciences/Mathematics (3 SHC)

Mathematics

Select from the following discipline areas: college algebra, trigonometry, calculus, computer science, and statistics.

or

Natural Sciences

Select courses from the following discipline areas: astronomy, biology, chemistry, earth sciences, physics, and/or general science.

OTHER REQUIRED HOURS (49-50 SHC)

Other required hours include additional general education and professional courses. A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included as other required hours. ACA 111, ACA 115, or ACA 118 required.

TOTAL CREDIT HOURS REQUIRED FOR AGE DEGREE **65**

Associate in Science A10400

The Associate in Science (AS) degree is part of the Comprehensive Articulation Agreement (CAA) developed by the North Carolina Community College System and the University of North Carolina System to address the transfer needs of students between systems. All courses in the program of study leading to the AS are courses drawn from the CAA approved course list.

The Associate in Science degree is the degree appropriate for those students who wish to transfer to senior institutions to become scientists, engineers, doctors, pharmacists, etc.

In addition to the sixteen public universities in North Carolina, numerous private colleges and universities honor the Comprehensive Articulation Agreement. Completion of the AS degree prepares the student to transfer from Beaufort County Community College with junior standing to a baccalaureate program at a four-year college or university; however, transfer requirements for senior colleges or universities vary.

The transfer courses in the model shown below should be regarded only as suggested courses. Each student is responsible for planning a program of study to meet the requirements of the senior college or university to which the student expects to transfer. A student planning to transfer the first two years from BCCC to a senior college or university should obtain a copy of that institution's catalog.

Course and Hour Requirements

General Education Requirements¹

| | |
|--|---|
| English Composition | 6 |
| ENG 111 Expository Writing (required) | |
| ENG 112 Argument-Based Research or ENG 113 Literature-Based Research or ENG 114 Professional Research and Reporting | |
| Humanities/Fine Arts (Select three from at least three prefix areas) | 9 |
| ART (Art) 111, 114, 115; COM (Communication) 231; DRA (Drama) 111, ENG (English) 131, 231, 232, 241, 242; HUM (Humanities) 115, 120, 121, 122, 150, 160; MUS (Music) 110, 210; REL (Religion) 110, 211, 212; SPA (Spanish) 111, 112, 211, 212. | |
| At least one course must be literature (ENG 131, 231, 232, 241, 242). | |

| | |
|--|---|
| Social/Behavioral Sciences (Select three from at least three prefix areas) | 9 |
| ANT (Anthropology) 210, 221, 230, 230A, ECO (Economics) 151, 251, 252; 111; HIS (History) 111, 112, 131, 132; POL (Political Science) 110, 120; 220; PSY (Psychology) 150, 241, 239, 281; SOC (Sociology) 210, 213, 220, 225, 240. | |

At least one course must be history (HIS 111, 112, 131, 132).

Natural Sciences/Mathematics: 20

Mathematics (6 SHC minimum)

One course in mathematics at the precalculus algebra level or above is required; the other course may be a high level mathematics course or may be selected from among other quantitative subjects, such as computer science and statistics.

Choose one course from

MAT (Mathematics) 171+171A, 175+175A

Another course may be chosen from

MAT 155+155A, 172+172A, 271, 272, 273, CIS (Computer Science) 110 or CIS 115.

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

Natural Sciences (8 SHC minimum)

A two-course sequence in general biology, general chemistry, or general physics is required.

BIO (Biology) 111,+112, CHM (Chemistry) 151+152; or PHY (Physics) 151+ 152.
(44)

Students may apply to receive a College Transfer Core Diploma upon completion of the forty-four hour general education core requirements.

Electives and Other Required Courses

Electives 16

A minimum of 14 SHC of college transfer courses in mathematics, natural sciences, computer sciences, and or other pre-major is required. The remaining hours may be selected from general education, pre-major, or elective courses.

Health and Physical Education 4

HEA (Health) 110 required; choose from PED (Physical Education) 111, 113, 117, 125, 128, 130, 131, 143, 144, 145, 147, 148, 152, 153, 154, 155, 156, 181, 187, 257, 260.

Academic Related 1

ACA 111 College Student Success or ACA 118 College Study Skills required²
(21)

Students must demonstrate competence in the basic use of computers.

Total Credit Hours Required for AS Degree 65

¹ All of the courses listed under General Education Requirements have been approved to satisfy areas of the Comprehensive Articulation Agreement general education core requirement of 44 hours. Students must meet the receiving university's foreign language requirements, if applicable, prior to or after transfer to the senior institution.

² may not transfer

Accounting

Associate in Applied Science Degree A25100

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

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

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

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology ¹ | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ² | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |
| <i>Major Courses</i> | | | | | |
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 4 |
| ACC 121 | Principles of Managerial Acct. | 3 | 2 | 0 | 4 |
| ACC 122 | Principles of Financial Accounting II | 3 | 0 | 0 | 3 |
| ACC 129 | Individual Income Taxes | 2 | 2 | 0 | 3 |
| ACC 130 | Business Income Taxes | 2 | 2 | 0 | 3 |
| ACC 140 | Payroll Accounting | 1 | 2 | 0 | 2 |
| ACC 149 | Introduction to Accounting Spread-sheets | 1 | 2 | 0 | 2 |

Curriculum Programs

| | | | | | |
|---------|---|----|----|---|----|
| ACC 150 | Accounting Software Applications | 1 | 2 | 0 | 2 |
| ACC 220 | Intermediate Accounting I | 3 | 2 | 0 | 4 |
| ACC 225 | Cost Accounting | 3 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 3 |
| BUS 116 | Business Law II | 3 | 0 | 0 | 3 |
| BUS 137 | Principles of Management | 3 | 0 | 0 | 3 |
| BUS 225 | Business Finance | 2 | 2 | 0 | 3 |
| BUS 260 | Business Communication | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy ³ | 1 | 2 | 0 | 2 |
| CTS 130 | Spreadsheets | 2 | 2 | 0 | 3 |
| ECO 252 | Principles of Macroeconomics ⁴ | 3 | 0 | 0 | 3 |
| OST 130 | Comprehensive Keyboarding ⁵ | 2 | 2 | 0 | 3 |
| | <i>Totals:</i> | 44 | 24 | 0 | 56 |

Total Credit Hours Required for AAS Degree 71-72

¹ PSY 150 may be substituted.

² ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

³ CIS 110 may be substituted.

⁴ ECO 151 or ECO 251 may be substituted.

⁵ BUS 251 may be substituted.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Federal Income Tax Certificate
C25100A**

The Federal Income Tax certificate is designed to provide students with the basic knowledge and skills necessary to prepare federal income tax returns.

In addition to course work in accounting principles, theories and practices, students will complete two courses in federal income taxation and a course in payroll taxes.

All courses in this certificate program may be applied toward the completion of the Associate of Applied Science degree in Accounting.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--------------------------------|-------------------------------|--------------|------------|---------------------------|---------------|
| ACC 120 | Principles of Financial Acct | 3 | 2 | 0 | 4 |
| ACC 121 | Principles of Managerial Acct | 3 | 2 | 0 | 4 |
| ACC 129 | Individual Income Taxes | 2 | 2 | 0 | 3 |
| ACC 130 | Business Income Taxes | 2 | 2 | 0 | 3 |
| ACC 140 | Payroll Accounting | 1 | 2 | 0 | 2 |
| | <i>Totals:</i> | 11 | 10 | 0 | 16 |

Total Credit Hours Required for Certificate 16

**General Accounting Certificate
C25100B**

The General Accounting certificate is designed to provide students with the basic knowledge and skills necessary to record accounting transactions using general ledger accounting software or a manual accounting system. The student will also gain experience with general computer application software.

All courses in this certificate program may be applied toward the completion of the Associate of Applied Science degree in Accounting.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--|--------------------------------|--------------|------------|---------------------------|---------------|
| ACC 120 | Principles of Financial Acct | 3 | 2 | 0 | 4 |
| ACC 121 | Principles of Managerial Acct | 3 | 2 | 0 | 4 |
| ACC 129 | Individual Income Taxes | 2 | 2 | 0 | 3 |
| ACC 140 | Payroll Accounting | 1 | 2 | 0 | 2 |
| ACC 150 | Accounting Software Appl | 1 | 2 | 0 | 2 |
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| Totals | | 11 | 12 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ CIS 110 may be substituted.

Associate Degree Nursing

**(Registered Nursing)
Associate in Applied Science Degree
A45110**

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

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

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

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| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------------|--|--------------|------------|---------------------------|---------------|
| General Education Courses | | | | | |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 112 | Argument Based Research ¹ | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| | Mathematics Elective (Select One) ² | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| Totals: | | 15 | 0 | 0 | 15 |

Major Courses

| | | | | | |
|---------|------------------------------|---|---|---|---|
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 0 | 4 |
| CIS 113 | Computer Basics ⁴ | 0 | 2 | 0 | 1 |
| NUR 111 | Intro to Health Concepts | 4 | 6 | 6 | 8 |
| NUR 112 | Health Illness Concepts | 3 | 0 | 6 | 5 |
| NUR 113 | Family Health Concepts | 3 | 0 | 6 | 5 |
| NUR 114 | Holistic Health Concepts | 3 | 0 | 6 | 5 |
| NUR 117 | Pharmacology | 1 | 3 | 0 | 2 |

Curriculum Programs

| | | | | | |
|----------------|--------------------------|----|----|----|----|
| NUR 211 | Health Care Concepts | 3 | 0 | 6 | 5 |
| NUR 212 | Health System Concepts | 3 | 0 | 6 | 5 |
| NUR 213 | Complex Health Concepts | 4 | 3 | 15 | 10 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 33 | 20 | 51 | 57 |

Total Credit Hours Required for AAS Degree 72

Students in nursing programs must achieve a “C” or above in all curriculum courses. This includes all nursing and non-nursing courses in the Associate Degree Nursing and Practical Nursing curriculums.

- ¹ ENG 113 or ENG 114 may be substituted
- ² MAT 110, MAT 115, MAT 121, MAT 141, MAT 155, MAT 161, MAT 171
- ³ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, PHI 215, REL 110, REL 211, REL 212
- ⁴ CIS 110 or CIS 111 may be substituted.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Automotive Systems Technology
Associate in Applied Science Degree
A60160**

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

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

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

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|---|--------------|------------|----------------------|---------------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ¹ | 3 | 0 | 0 | 3 |
| | Social/Behavioral Science Elective ² | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|----------|-------------------------------------|---|---|---|---|
| AUT 113 | Automotive Servicing 1 ³ | 0 | 6 | 0 | 2 |
| AUT 116 | Engine Repair | 2 | 3 | 0 | 3 |
| AUT 116A | Engine Repair Lab | 0 | 3 | 0 | 1 |
| AUT 141 | Suspension & Steering System | 2 | 3 | 0 | 3 |
| AUT 141A | Suspension & Steering Syst. Lab | 0 | 3 | 0 | 1 |
| AUT 151 | Brake Systems | 2 | 3 | 0 | 3 |
| AUT 151A | Brake Systems Lab | 0 | 3 | 0 | 1 |
| AUT 161 | Basic Automotive Electricity | 4 | 3 | 0 | 5 |
| AUT 163 | Adv. Auto Electricity/Electronics | 2 | 3 | 0 | 3 |

Curriculum Programs

| | | | | | |
|----------|---------------------------------------|----|----|---|----|
| AUT 163A | Adv. Auto Electricity/Electronics Lab | 0 | 3 | 0 | 1 |
| AUT 171 | Automotive Climate Control | 2 | 4 | 0 | 4 |
| AUT 181 | Engine Performance 1 | 2 | 3 | 0 | 3 |
| AUT 181A | Engine Performance 1 Lab | 0 | 3 | 0 | 1 |
| AUT 183 | Engine Performance 2 | 2 | 6 | 0 | 4 |
| AUT 211 | Automotive Manhining | 2 | 6 | 0 | 4 |
| AUT 212 | Auto Shop Management ⁴ | 3 | 0 | 0 | 3 |
| AUT 213 | Automotive Servicing 2 ⁵ | 1 | 3 | 0 | 2 |
| AUT 221 | Auto Transmission/Transaxles | 2 | 3 | 0 | 3 |
| AUT 221A | Auto Transmission/Transaxles Lab | 0 | 3 | 0 | 1 |
| AUT 231 | Manual Trans/Transaxles & Drivetrains | 2 | 3 | 0 | 3 |
| AUT 231A | Man. Trans/Transaxle & Drivetrain Lab | 0 | 3 | 0 | 1 |
| AUT 281 | Advance Engine Performance | 2 | 2 | 0 | 3 |
| CIS 113 | Computer Basics ⁶ | 0 | 2 | 0 | 1 |
| | <i>Totals:</i> | 30 | 74 | 0 | 56 |

Total Credit Hours Required for AAS Degree 72

¹ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

² ANT 210, ANT 221, ECO 151, ECO 251, ECO 252, GEO 111, HIS 111, HIS 112, HIS 131, HIS 132, POL 110, POL 120, POL 220, PSY 118, PSY 150, PSY 241, PSY 281, SOC 210, SOC 213, SOC 220, SOC 225, SOC 240

³ COE 122 may be substituted

⁴ COE 111 and COE 212 may be substituted

⁵ COE 132 or COE 212 may be substituted

⁶ CIS 110 or CIS 111 may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Automotive Technology Diploma
D60160**

The Automotive Technology diploma provides individuals with the training to prepare them for entry-level employment as automotive technicians. Emphasis is placed on theory and application in areas such as suspensions, brakes, engine performance, drive trains, and advanced electronic diagnosis.

Upon completion of this diploma, students should be prepared to begin work in automotive dealerships and repair shops.

All courses in this diploma program may be applied toward the completion of the Associate of Applied Science degree in Automotive Systems Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|--|--------------|------------|----------------------|---------------|
| AUT 116 | Engine Repair | 2 | 3 | 0 | 3 |
| AUT 116A | Engine Repair Lab | 0 | 3 | 0 | 1 |
| AUT 141 | Suspension & Steering System | 2 | 3 | 0 | 3 |
| AUT 141A | Suspension & Steering System Lab | 0 | 3 | 0 | 1 |
| AUT 151 | Brake Systems | 2 | 2 | 0 | 3 |
| AUT 151A | Brake Systems Lab | 0 | 3 | 0 | 1 |
| AUT 161 | Basic Automotive Electricity | 4 | 3 | 0 | 5 |
| AUT 163 | Adv. Auto Electricity/Electronics | 2 | 3 | 0 | 3 |
| AUT 163A | Adv. Auto Electricity/Electronics Lab | 0 | 3 | 0 | 1 |
| AUT 171 | Automotive Climate Control | 2 | 4 | 0 | 4 |
| AUT 181 | Engine Performance 1 | 2 | 3 | 0 | 3 |
| AUT 181A | Engine Performance 1 Lab | 0 | 3 | 0 | 1 |
| AUT 183 | Engine Performance 2 | 2 | 6 | 0 | 4 |
| AUT 231 | Man Trans/Transaxles & Drivetrains | 2 | 3 | 0 | 3 |
| AUT 231A | Man Trans/Transaxles & Drivetrains Lab | 0 | 3 | 0 | 1 |
| ENG 102 | Applied Communications I ¹ | 2 | 2 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| | <i>Totals:</i> | 24 | 50 | 0 | 43 |

Total Credit Hours Required for Diploma 43

¹ Students planning to pursue the Associate in Applied Science Degree should enroll in ENG 111 Expository Writing.

**Automotive Technology Certificate
C60160**

The Automotive Technology certificate program is designed to train individuals in the basics of engines, brakes, and automotive electrical and electronic systems.

Upon completion of the certificate program, students should be able to perform basic troubleshooting of automotive systems.

All courses in this certificate program may be applied toward completion of the Automotive Technology diploma and the Associate of Applied Science degree in Automotive System Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|---------------------------------------|-------|-----|---------------|--------|
| AUT 116 | Engine Repair | 2 | 3 | 0 | 3 |
| AUR 116A | Engine Repair Lab | 0 | 3 | 0 | 1 |
| AUT 151 | Brake Systems | 2 | 2 | 0 | 3 |
| AUT 151A | Brake Systems Lab | 0 | 3 | 0 | 1 |
| AUT 161 | Basic Automotive Electricity | 4 | 3 | 0 | 5 |
| AUT 163 | Adv. Auto Electricity/Electronics | 2 | 3 | 0 | 3 |
| AUT 163A | Adv. Auto Electricity/Electronics Lab | 0 | 3 | 0 | 1 |
| <i>Totals:</i> | | 10 | 20 | 0 | 17 |

Total Credit Hours Required for Certificate 17

**Automotive Technology
Engines and Brakes Certificate
C60160A**

The Engines and Brakes certificate program is designed to train students to troubleshoot and repair automotive engines and brakes.

Graduates should qualify for entry level employment in the automotive equipment industry.

All courses in this certificate program may be applied toward the completion of the Automotive Technology diploma and the Associate of Applied Science degree in Automotive Systems Technology.

This certificate may be completed in one semester plus one extra course in the Spring semester.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|--------------------------|-------|-----|---------------|--------|
| AUT 116 | Engine Repair | 2 | 3 | 0 | 3 |
| AUT 116A | Engine Repair Lab | 0 | 3 | 0 | 1 |
| AUT 151 | Brake Systems | 2 | 2 | 0 | 3 |
| AUT 151A | Brake Systems Lab | 0 | 3 | 0 | 1 |
| AUT 181 | Engine Performance 1 | 2 | 3 | 0 | 3 |
| AUT 181A | Engine Performance 1 Lab | 0 | 3 | 0 | 1 |
| <i>Totals:</i> | | 6 | 17 | 0 | 12 |

Total Credit Hours Required for Certificate 12

Basic Law Enforcement Training

Certificate Program C55120

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.

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

| Prefix & Number | Description | Clinical/ | | | Credit |
|-----------------|--------------------------------|-----------|-----|------|--------|
| | | Class | Lab | Shop | |
| CJC 100 | Basic Law Enforcement Training | 9 | 30 | 0 | 19 |

Total Credit Hours Required for Certificate **19**

Biotechnology

Associate in Applied Science A20100

In collaboration with Pitt Community College

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

The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist; laboratory technicians/instrumentation technician; and quality control/quality assurance technician. Graduates may find employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

The Biotechnology degree is awarded by Pitt Community College in a collaborative agreement with Beaufort County Community College. Students may complete a significant portion of their courses at BCCC and the remaining courses at Pitt Community College. The following Courses may be completed at Beaufort County Community or Pitt Community College.

| Prefix & Number | Description | Credit |
|----------------------------------|---|--------|
| <i>General Education Courses</i> | | |
| ACA 111 | College Student Success | 1 |
| ENG 111 | Expository Writing | 3 |
| | Communication Elective ¹ | 3 |
| | Humanities/Fine Arts Elective ² | 3 |
| | Mathmatics Elective ³ | 3-4 |
| | Social/Behavioral Science Elective ⁴ | 3 |
| | <i>Totals:</i> | 16-17 |

Major Courses

| | | |
|---------|--------------------|---|
| BIO 111 | General Biology I | 4 |
| BIO 112 | General Biology II | 4 |

Curriculum Programs

| | | |
|---------|---------------------------------|----|
| BIO 275 | Microbiology | 4 |
| BTC 181 | Basic Lab Techniques | 4 |
| BTC 250 | Principles of Genetics | 3 |
| | or | |
| BIO 250 | Genetics | |
| CHM 132 | Organic and Biochemistry | 4 |
| CIS 110 | Introduction to Computers | 3 |
| | Chemistry Elective ⁵ | 4 |
| | Science Electives ⁶ | 8 |
| | <i>Totals</i> | 38 |

Total Credit Hours Required for AAS Degree 54-55

¹ ENG 112 or ENG 113 or ENG 114

² HUM 115 or MUS 110 or ART 111

³ MAT 110 or MAT 115 or MAT 161/161A or MAT 175/175A

⁴ PSY 150 or POL 120 or SOC 210 or SOC 213

⁵ CHM 131 and CHM 131A or CHM 151

⁶ Consult with Biotechnology Advisory, Ana McClanahan, for elective options

The following courses must be completed at Pitt Community College.

| | | |
|---------|-----------------------|---|
| BTC270 | Recombinant DNA Tech | 4 |
| BTC 281 | Bioprocess Techniques | 4 |
| BTC 285 | Cell Culture | 3 |

Curriculum Programs

Business Administration

**Associate in Applied Science Degree
A25120**

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.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|--------------|------------|----------------------|---------------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ¹ | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology ² | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|-------------------------------------|---|---|---|---|
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 4 |
| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 4 |
| ACC 129 | Individual Income Tax | 2 | 2 | 0 | 3 |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 3 |
| BUS 116 | Business Law II | 3 | 0 | 0 | 3 |
| BUS 121 | Business Math | 2 | 2 | 0 | 3 |
| BUS 137 | Principles of Management | 3 | 0 | 0 | 3 |

Curriculum Programs

| | | | | | |
|----------------|---|----|----|---|----|
| BUS 147 | Business Insurance | 3 | 0 | 0 | 3 |
| BUS 225 | Business Finance | 2 | 2 | 0 | 3 |
| BUS 260 | Business Communication | 3 | 0 | 0 | 3 |
| BUS 285 | Business Management Issues | 2 | 2 | 0 | 3 |
| CIS 111 | Basic PC Literacy ⁴ | 1 | 2 | 0 | 2 |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |
| ECO 252 | Principles of Macroeconomics ⁵ | 3 | 0 | 0 | 3 |
| MKT 120 | Principles of Marketing | 3 | 0 | 0 | 3 |
| MKT 220 | Advertising and Sales Promotion | 3 | 0 | 0 | 3 |
| OST 130 | Comprehensive Keyboarding ⁶ | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 46 | 18 | 0 | 55 |

Total Credit Hours Required for AAS Degree 70-71

¹ MAT 161 may be substituted.

² PSY 150 may be substituted.

³ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 110 may be substituted.

⁵ ECO 151 or ECO 251 may be substituted.

⁶ BUS 251 may be substituted.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Business Administration
Certificate
C25120**

The Business Administration certificate is designed to introduce students to the basic principles and practices of contemporary business.

All courses in this certificate program may be applied toward the completion of the Associate of Applied Science degree in Business Administration.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|------------------------------------|--------------|------------|----------------------|---------------|
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 4 |
| ACC 129 | Individual Income Tax | 2 | 2 | 0 | 3 |
| BUS 137 | Principles of Management | 3 | 0 | 0 | 3 |
| BUS 147 | Business Insurance | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| MKT 120 | Principles of Marketing | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 6 | 0 | 18 |

Total Credit Hours Required for Certificate 18

¹ CIS 110 may be substituted

Community Spanish Facilitator

Certificate C55370

The Community Spanish Facilitator curriculum prepares individuals to work as entry-level professionals in basic Spanish communication skills who will provide communication access in interview and interaction settings. In addition, this curriculum provides educational training for working professionals who want to acquire Spanish language skills for education, social settings, and the workplace.

Courses work includes the acquisition of Spanish: grammar, structure, and sociolinguistic properties, cognitive processes associated with interpretation between Spanish and English; the structure and character of the Hispanic community, particularly that of Latin America; and acquisition of communication skills.

Graduates should qualify for entry-level jobs as para-professional employees with Spanish communications skills in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/freelance positions, or apply language skills to other human service related areas.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|---------------------------------------|-------|-----|---------------|--------|
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish I | 3 | 0 | 0 | 3 |
| SPA 141 | Culture and Civilization ¹ | 3 | 0 | 0 | 3 |
| SPA 221 | Spanish Conversation ² | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 18 | 0 | 0 | 18 |

Total Credit Hours Required for Certificate 18

¹ SPA 161 may be substituted

² SPA 113 may be substituted.

Computer Information Technology

Associate in Applied Science Degree A25260

The Information Systems 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 includes computer systems terminology and operations, logic, operating systems, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems.

Graduates should qualify for a wide variety of computer-related, entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ECO 252 | Principles of Macroeconomics ¹ | 3 | 0 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ² | 2 | 2 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|------------------------------------|---|---|---|---|
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 4 |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy ⁴ | 1 | 2 | 0 | 2 |
| CIS 115 | Intro to Prog & Logic | 2 | 3 | 0 | 3 |
| CSC 139 | Visual BASIC Prog ⁵ | 2 | 3 | 0 | 3 |
| CTS 120 | Hardware/Software Support | 2 | 3 | 0 | 3 |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |

Curriculum Programs

| | | | | | |
|----------------|-------------------------------------|----|----|---|----|
| CTS 285 | System Analysis & Design | 3 | 0 | 0 | 3 |
| CTS 289 | System Support Project | 1 | 4 | 0 | 3 |
| DBA 110 | Database Concepts | 2 | 3 | 0 | 3 |
| NET 125 | Networking Basics | 1 | 4 | 0 | 3 |
| NET 126 | Routing Basics | 1 | 4 | 0 | 3 |
| NOS 110 | Operating System Concepts | 2 | 3 | 0 | 3 |
| NOS 120 | Linux/UNIX Single User ⁶ | 2 | 2 | 0 | 3 |
| NOS 130 | Windows Single User | 2 | 2 | 0 | 3 |
| NOS 230 | Windows Admin I | 2 | 2 | 0 | 3 |
| SEC 110 | Security Concepts | 3 | 0 | 0 | 3 |
| WEB 110 | Internet/Web Fundamentals | 2 | 2 | 0 | 3 |
| WEB 115 | Web Markup and Scripting | 2 | 2 | 0 | 3 |
| WEB 140 | Web Development Tools ⁷ | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 40 | 45 | 0 | 60 |

Total Credit Hours Required for AAS Degree 76

¹ ECO 151 or ECO 251 may be substituted.

² MAT 161 may be substituted.

³ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 110 may be substituted.

⁵ CSC 134 may be substituted.

⁶ NET 225 may be substituted.

⁷ NET 226 may be substituted.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Web Development and Design Certificate
C25260**

This Web Development and Design Certificate is designed for individuals interested in acquiring advanced technical skills and knowledge in Web Design including creating web pages, using Internet protocols, search engines, programming for the Web, and creating databases.

All courses in this certificate program may be applied toward completion of the Applied Science degree in Computer Information Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--------------------------------|--------------|------------|----------------------|---------------|
| <i>General Education Courses</i> | | | | | |
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| CIS 115 | Introduction to Prog & Logic | 2 | 3 | 0 | 3 |
| WEB 110 | Internet/Web Fundamentals | 2 | 2 | 0 | 3 |
| WEB 115 | Web Markup & Scripting | 2 | 2 | 0 | 3 |
| WEB 140 | Web Development tools | 2 | 2 | 0 | 3 |
| DBA 110 | Database Concepts | 2 | 3 | 0 | 3 |
| <i>Totals</i> | | 11 | 14 | 0 | 17 |

Total Credit Hours Required for Certificate 17

¹ CIS 110 may be substituted.

**Computer Hardware Repair & Troubleshooting Certificate
C25340A**

This Computer Hardware Repair & Troubleshooting certificate is designed for individuals interested in acquiring advanced technical skills and knowledge to maintain and repair personal computers. Students gain skills in buying parts, upgrading, building, and configuring personal computers. Major hands-on topics include documentation, troubleshooting techniques, PC architectures, disk drives and controller cards, memory management, add-on boards, and communications devices.

Completion of this certificate provides comprehensive preparation for the A+ Certification examinations offered through the Computer Technology Industry Association (CompTIA).

All courses in this certificate program may be applied toward completion of the Associate of Applied Science Degree in Computer Information Technology or Computer Programming.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|--------------------------------|-------|-----|---------------|-----------|
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| CTS 120 | Hardware/Software Support | 2 | 3 | 0 | 3 |
| NET 125 | Networking Basics | 1 | 4 | 0 | 3 |
| NOS 110 | Operating System Concepts | 2 | 3 | 0 | 3 |
| NOS 120 | Linux/UNIX Single User | 2 | 2 | 0 | 3 |
| NOS 130 | Windows Single User | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 10 | 16 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ CIS 110 may be substituted.

**Networking Support Certificate
C25340B**

This Networking Support certificate is designed to prepare students for positions in networking and computer-related fields. The curriculum is structured entirely around the OSI model. Selected topics include cabling, network topologies and design, IP addressing, router configuration and protocols, switching theory, virtual LANS, WANS, and threaded case studies.

This certificate prepares a student to test for CompTIA Net+ certification and provides a foundation for continued studies for Cisco CCNA certification.

All courses in this certificate program may be applied toward completion of the Associate of Applied Science degree in Computer Information Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|--------------------------------|-------|-----|---------------|-----------|
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| NET 125 | Networking Basics | 1 | 4 | 0 | 3 |
| NET 126 | Routing Basics | 1 | 4 | 0 | 3 |
| NET 225 | Routing & Switching I | 1 | 4 | 0 | 3 |
| NET 226 | Routing & Switching II | 1 | 4 | 0 | 3 |
| SEC 110 | Security Concepts | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 8 | 18 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ CIS 110 may be substituted.

Computer Programming**Associate in Applied Science Degree
A25130**

The Computer Programming curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations.

Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve.

Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems managers.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------------|--|-------|-----|-------------------|--------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ECO 252 | Principles of Macroeconomics ¹ | 3 | 0 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Prof Research & Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ² | 2 | 2 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|------------------------------------|---|---|---|---|
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 4 |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy ⁴ | 1 | 2 | 0 | 2 |
| CIS 115 | Intro to Prog & Logic | 2 | 3 | 0 | 3 |
| CSC 134 | C++ Programming | 2 | 3 | 0 | 3 |
| CSC 139 | Visual BASIC Prog | 2 | 3 | 0 | 3 |
| CSC 151 | JAVA Programming | 2 | 3 | 0 | 3 |

| | | | | | |
|---------|------------------------------|----|----|---|----|
| CSC 234 | Advanced C++ Programming | 2 | 3 | 0 | 3 |
| CSC 239 | Advanced Visual BASIC Progr. | 2 | 3 | 0 | 3 |
| CSC 289 | Programming Capstone Proj | 1 | 4 | 0 | 3 |
| CTS 120 | Hardware/Software Support | 2 | 3 | 0 | 3 |
| CTS 285 | System Analysis & Design | 3 | 0 | 0 | 3 |
| DBA 110 | Database Concepts | 2 | 3 | 0 | 3 |
| NET 125 | Networking Basics | 1 | 4 | 0 | 3 |
| NOS 110 | Operating Systems Concepts | 2 | 3 | 0 | 3 |
| NOS 120 | Linux/UNIX Single User | 2 | 2 | 0 | 3 |
| NOS 130 | Windows Single User | 2 | 2 | 0 | 3 |
| SEC 110 | Security Concepts | 3 | 0 | 0 | 3 |
| WEB 110 | Internet/Web Fundamentals | 2 | 2 | 0 | 3 |
| WEB 115 | Web Markup and Scripting | 2 | 2 | 0 | 3 |
| | <i>Totals:</i> | 41 | 47 | 0 | 60 |

Total Credit Hours Required for AAS Degree**76**

¹ ECO 151 or ECO 251 may be substituted.

² MAT 161 may be substituted.

³ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 110 may be substituted.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

**C++ Programming Certificate
C25130A**

This C++ Programming certificate is designed to provide the student with the programming skills necessary to create and implement C++ programs by developing proficiency in an object-oriented programming language. Instruction in C++ programming includes techniques for storing and manipulating data internally and externally, and includes object-oriented programming topics (classes, inheritance, and polymorphism) as well as procedural programming topics (data types, control structures, functions, arrays, pointers and strings).

All courses in this certificate program may be applied toward completion of the Associate of Applied Science degree in Computer Programming.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|--------------------------------|--------------|------------|----------------------|---------------|
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| CIS 115 | Introduction to Prog & Logic | 2 | 3 | 0 | 3 |
| CSC 134 | C++ Programming | 2 | 3 | 0 | 3 |
| CSC 151 | JAVA Programming | 2 | 3 | 0 | 3 |
| CSC 234 | Adv C++ Programming | 2 | 3 | 0 | 3 |
| <i>Totals:</i> | | 9 | 14 | 0 | 14 |
| Total Credit Hours Required for Certificate | | | | | 14 |

¹ CIS 110 may be substituted.

**Visual Basic Programming Certificate
C25130B**

This Visual Basic Programming certificate offers programming skills necessary to design and implement Visual BASIC programs. The student will learn how to design Visual BASIC programs using event-driven programming techniques, implement current interface design standards, create reusable code, and manipulate records in both a file-based system and a database system. Emphasis is placed on proper program design techniques.

All courses in this certificate program may be applied toward completion of the Associate of Applied Science degree in Computer Programming.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|--------------------------------|--------------|------------|----------------------|---------------|
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| CIS 115 | Introduction to Prog & Logic | 2 | 3 | 0 | 3 |
| CSC 139 | Visual BASIC Prog | 2 | 3 | 0 | 3 |
| CSC 151 | JAVA Programming | 2 | 3 | 0 | 3 |
| CSC 239 | Advanced Visual Basic | 2 | 3 | 0 | 3 |
| <i>Totals:</i> | | 9 | 14 | 0 | 14 |
| Total Credit Hours Required for Certificate | | | | | 14 |

¹ CIS 110 may be substituted.

Cosmetology**Diploma Program
D55140**

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

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

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

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|---------------------------|--------------|------------|----------------------|---------------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 102 | Applied Communications II | 3 | 0 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 7 | 0 | 0 | 7 |

Major Courses

| | | | | | |
|----------------|--------------------------|----|----|---|----|
| COS 111 | Cosmetology Concepts I | 4 | 0 | 0 | 4 |
| COS 112 | Salon I | 0 | 24 | 0 | 8 |
| COS 113 | Cosmetology Concepts II | 4 | 0 | 0 | 4 |
| COS 114 | Salon II | 0 | 24 | 0 | 8 |
| COS 115 | Cosmetology Concepts III | 4 | 0 | 0 | 4 |
| COS 116 | Salon III | 0 | 12 | 0 | 4 |
| COS 117 | Cosmetology Concepts IV | 2 | 0 | 0 | 2 |
| COS 118 | Salon IV | 0 | 21 | 0 | 7 |
| <i>Totals:</i> | | 14 | 81 | 0 | 41 |

Total Credit Hours Required for Diploma 48

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

**Cosmetology Instructor
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 State Board of Cosmetic Arts Examiners

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

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

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|-------------------------|--------------|------------|----------------------|---------------|
| COS 271 | Instructor Concepts I | 5 | 0 | 0 | 5 |
| COS 272 | Instructor Practicum I | 0 | 21 | 0 | 7 |
| COS 273 | Instructor Concepts II | 5 | 0 | 0 | 5 |
| COS 274 | Instructor Practicum II | 0 | 21 | 0 | 7 |
| <i>Totals:</i> | | 10 | 42 | 0 | 24 |

Total Credit Hours Required for Certificate

24

**Esthetics Technology Certificate
C55230**

The Esthetics Technology curriculum provides competency-based knowledge, scientific/artistic principles and hands-on fundamentals associated with the art of skin care. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional Esthetics Technology, business/human relations, product knowledge, and other related topics.

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

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|-----------------------|-------|-----|---------------|--------|
| COS 119 | Esthetics Concepts I | 2 | 0 | 0 | 2 |
| COS 120 | Esthetics Salon I | 0 | 18 | 0 | 6 |
| COS 125 | Esthetics Concepts II | 2 | 0 | 0 | 2 |
| COS 126 | Esthetics Salon II | 0 | 18 | 0 | 6 |
| <i>Totals:</i> | | 4 | 36 | 0 | 16 |

Total Credit Hours Required for Certificate 16

**Manicuring/Nail Technology Certificate
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 professional nail technology, business/computer principles, product knowledge, and other related topics.

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

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|-----------------------------|-------|-----|---------------|--------|
| COS 121 | Manicure/Nail Technology I | 4 | 6 | 0 | 6 |
| COS 222 | Manicure/Nail Technology II | 4 | 6 | 0 | 6 |
| <i>Totals:</i> | | 8 | 12 | 0 | 12 |

Total Credit Hours Required for Certificate 12

Criminal Justice Technology**Associate in Applied Science Degree
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.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ¹ | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology ² | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|----------------------------------|---|---|---|---|
| CIS 111 | Basic PC Literacy ⁴ | 1 | 2 | 0 | 2 |
| CJC 111 | Introduction to Criminal Justice | 3 | 0 | 0 | 3 |
| CJC 112 | Criminology | 3 | 0 | 0 | 3 |
| CJC 113 | Juvenile Justice | 3 | 0 | 0 | 3 |
| CJC 131 | Criminal Law | 3 | 0 | 0 | 3 |
| CJC 132 | Court Procedure and Evidence | 3 | 0 | 0 | 3 |

| | | | | | |
|--|---------------------------------|----|---|---|----|
| CJC 141 | Corrections | 3 | 0 | 0 | 3 |
| CJC 212 | Ethics and Community Relations | 3 | 0 | 0 | 3 |
| CJC 213 | Substance Abuse | 3 | 0 | 0 | 3 |
| CJC 221 | Investigative Principles | 3 | 2 | 0 | 4 |
| CJC 222 | Criminalistics | 3 | 0 | 0 | 3 |
| CJC 231 | Constitutional Law | 3 | 0 | 0 | 3 |
| CJC 255 | Issues in Criminal Justice | 3 | 0 | 0 | 3 |
| HEA 110 | Personal Health & Wellness | 3 | 0 | 0 | 3 |
| POL 130 | State and Local Government | 3 | 0 | 0 | 3 |
| <i>Choose two of the following three</i> | | | | | |
| CJC 122 | Community Policing | 3 | 0 | 0 | 3 |
| CJC 215 | Organization and Administration | 3 | 0 | 0 | 3 |
| CJC 233 | Correctional Law | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 49 | 4 | 0 | 51 |

Total Credit Hours Required for AAS Degree 67

¹ MAT 161 may be substituted

² PSY 150 or SPA 111 may be substituted

³ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 110 may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Dental Assisting**Diploma Program
D45240****Beaufort County Community College/Martin Community College**

The following courses can be taken at BCCC and transferred into the Dental Program at Martin Community College.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|---------------------------|--------------|------------|----------------------|---------------|
| General Education Courses | | | | | |
| ACA 115 | Success and Study Skills | 0 | 2 | 0 | 1 |
| CIS 111 | Basic PC Literacy | 1 | 2 | 0 | 2 |
| ENG 102 | Applied Communications II | 3 | 0 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| | Items | 7 | 4 | 0 | 9 |
| Total Credit Hours Required for Diploma | | | | | 9 |

Students may enroll in BIO 163, Basic Anatomy and Physiology and BIO 175, General Microbiology at BCCC in lieu of BIO 106, Introduction to Anatomy/Physiology/Microbiology.

RED 090, ENG 090, and MAT 070 which are prerequisites to all DEN courses, may be taken at BCCC.

Martin Community College (MCC) agrees to accept two students from Beaufort County Community College (BCCC) who meet the admission requirements of MCC as well as BCCC. Applicants from BCCC should submit applications along with official transcripts to MCC by March 1 each year.

For more information on the Dental Assisting Program, contact Martin Community College.

Early Childhood Education**Associate in Applied Science Degree
A55220**

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.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|--------------|------------|----------------------|---------------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success ¹ | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ² | 2 | 2 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|------------------------------------|---|---|---|---|
| CIS 111 | Basic PC Literacy ⁴ | 1 | 2 | 0 | 2 |
| EDU 119 | Intro to Early Childhood Education | 4 | 0 | 0 | 4 |
| EDU 131 | Children, Family, & Community | 3 | 0 | 0 | 3 |
| EDU 144 | Child Development I | 3 | 0 | 0 | 3 |
| EDU 145 | Child Development II | 3 | 0 | 0 | 3 |
| EDU 146 | Child Guidance | 3 | 0 | 0 | 3 |

Curriculum Programs

| | | | | | |
|---------|---|----|----|---|----|
| EDU 151 | Creative Activities | 3 | 0 | 0 | 3 |
| EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 0 | 3 |
| EDU 221 | Children With Exceptionalities | 3 | 0 | 0 | 3 |
| EDU 234 | Infants, Toddlers, & Twos | 3 | 0 | 0 | 3 |
| EDU 235 | School-Age Dev & Program | 3 | 0 | 0 | 3 |
| EDU 252 | Math & Science Activities ⁵ | 3 | 0 | 0 | 3 |
| EDU 259 | Curriculum Planning | 3 | 0 | 0 | 3 |
| EDU 261 | Early Childhood Administration I | 3 | 0 | 0 | 3 |
| EDU 271 | Educational Technology | 2 | 2 | 0 | 3 |
| EDU 280 | Language & Literacy Experiences | 3 | 0 | 0 | 3 |
| EDU 284 | Early Child Capstone Practicum | 1 | 9 | 0 | 4 |
| | Other Major Hours Elective ⁶ | 3 | 0 | 0 | 3 |
| | <i>Totals</i> | 50 | 13 | 0 | 55 |

Total Credit Hours Required for AAS Degree 71

¹ ACA 118 may be substituted

² MAT 161 and MAT161A may be substituted

³ ART 111, ART 114, ART 115, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 110 may be substituted

⁵ BIO 110 or BIO 111 may be substituted

⁶ COM 231, DRA 111, EDU 184, EDU 216, EDU 262, HEA 110, SOC 210, SOC 213, SOC 225, SPA 111

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Students planning to transfer into a four year university, need to contact their advisor for specific courses.

Curriculum Programs

**Early Childhood Diploma
D55220**

The Early Childhood Diploma prepares individuals to work in licensed child care settings, regulated home day care settings, child development centers, church play schools, after-school settings, camps, and recreational centers. Diploma graduates will have the necessary credential to be an administrator/director in a childcare setting. This diploma provides instruction in child development, behavior management, lesson planning, health and safety issues, and working with special needs children.

All courses in this diploma program may be applied toward completion of the Associate of Applied Science degree in Early Childhood Education.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|------------------------------------|--------------|------------|----------------------|---------------|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| EDU 119 | Intro to Early Childhood Education | 4 | 0 | 0 | 4 |
| EDU 131 | Child, Family, & Community | 3 | 0 | 0 | 3 |
| EDU 144 | Child Development I | 3 | 0 | 0 | 3 |
| EDU 145 | Child Development II | 3 | 0 | 0 | 3 |
| EDU 146 | Child Guidance | 3 | 0 | 0 | 3 |
| EDU 151 | Creative Activities | 3 | 0 | 0 | 3 |
| EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 0 | 3 |
| EDU 184 | Early Child Intro Pract | 1 | 3 | 0 | 2 |
| EDU 221 | Children with Exceptionalities | 3 | 0 | 0 | 3 |
| EDU 259 | Curriculum Planning | 3 | 0 | 0 | 3 |
| EDU 261 | Early Childhood Administration I | 3 | 0 | 0 | 3 |
| EDU 262 | Early Childhood Administration II | 3 | 0 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| PSY 150 | Introduction to Psychology | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 42 | 3 | 10 | 43 |

Total Credit Hours Required for Diploma 43

**Early Childhood Certificate
C55220**

The Early Childhood Certificate prepares individuals to work entry-level employment in licensed child care centers, regulated home day care settings, child development centers, church play schools, camps, and recreational centers. This certificate provides instruction in basic issues relating to preschool children and their families, such as child development and health and safety guidelines.

All courses in this certificate program may be applied toward a diploma in Early Childhood or the Associate of Applied Science degree in Early Childhood Education.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|---|-------|-----|---------------|-----------|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| EDU 119 | Intro to Early Childhood Education | 4 | 0 | 0 | 4 |
| EDU 131 | Child, Family, & Community ¹ | 3 | 0 | 0 | 3 |
| EDU 144 | Child Development I | 3 | 0 | 0 | 3 |
| EDU 145 | Child Development II | 3 | 0 | 0 | 3 |
| EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 17 | 0 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ EDU 146 may be substituted

**Special Education Certificate
C55220A**

The Special Education Certificate prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Employment opportunities include child care programs, regulated home day care settings, child development centers, church play schools, camps, and recreational centers.

All courses in this certificate may be applied toward a diploma in Early Childhood or the Associate of Applied Science degree in Early Childhood Education.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|---|-------|-----|---------------|-----------|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| EDU 119 | Intro to Early Childhood Education | 4 | 0 | 0 | 4 |
| EDU 131 | Child, Family, & Community ¹ | 3 | 0 | 0 | 3 |
| EDU 144 | Child Development I | 3 | 0 | 0 | 3 |
| EDU 145 | Child Development II | 3 | 0 | 0 | 3 |
| EDU 221 | Children with Special Needs | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 17 | 0 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ EDU 146 or EDU 153 may be substituted.

**Infant and Toddler Certificate
C55220B**

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

Course work includes infant/toddler growth and development; physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

All courses with the exception of EDU 234 in this certificat may be applied toward the diploma in Early Childhood Education. All courses may be applied to the Associate of Applied Science degree in Early Childhood Education.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|------------------------------------|--------------|------------|----------------------|---------------|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| EDU 119 | Intro to Early Childhood Education | 4 | 0 | 0 | 4 |
| EDU 131 | Child, Family, & Community | 3 | 0 | 0 | 3 |
| EDU 144 | Child Development I | 3 | 0 | 0 | 3 |
| EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 0 | 3 |
| EDU 234 | Infants, Toddlers & Twos | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 17 | 0 | 0 | 17 |

Total Credit Hours Required for Certificate 17

**School Age Certificate
C55220C**

The School Age Certificate prepares individuals to work with the school-age child. Course work includes growth and development: physical/nutritional needs of school-age children; safety issues in the care of school-age children; care and guidance; communication skills with parents and children; design and implementation of appropriate curriculum; and other related topics.

Employment opportunities include child care programs, private and public after-school programs, camps, and recreational programs.

All courses with the exception of EDU 235 in this certificate may be applied toward the diploma in Early Childhood Education. All of the courses may be applied to the Associate of Applied Science degree in Early Childhood Education.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|---|--------------|------------|----------------------|---------------|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| EDU 119 | Intro to Early Childhood Education ¹ | 4 | 0 | 0 | 4 |
| EDU 145 | Child Development II | 3 | 0 | 0 | 3 |
| EDU 146 | Child Guidance | 3 | 0 | 0 | 3 |
| EDU 153 | Health, Safety and Nutrition | 3 | 0 | 0 | 3 |
| EDU 235 | School-Age Dev & Program | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 17 | 0 | 0 | 17 |

Total Credit Hours Required for Certificate 17

**Early Childhood Administration Certificate
C55220D**

The Early Childhood Administration Certificate prepares individuals to manage early childhood programs. Course work covers policies, procedures, financial management, marketing, hiring, supervision, guidance strategies and professional development responsibilities for the management of early childhood education programs.

Employment opportunities include licensed child care settings, regulated home child care settings, child development centers, church play schools, after-school programs, camps, and recreational centers.

All courses in this certificate may be applied to a diploma or Associate of Applied Science degree in Early Childhood Education.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--|--|--------------|------------|---------------------------|---------------|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| EDU 119 | Intro to Early Childhood Education | 4 | 0 | 0 | 4 |
| EDU 131 | Child, Family & Community ¹ | 3 | 0 | 0 | 3 |
| EDU 146 | Child Guidance | 3 | 0 | 0 | 3 |
| EDU 261 | Early Childhood Administration I | 3 | 0 | 0 | 3 |
| EDU 262 | Early Childhood Administration II | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 17 | 0 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ EDU 259 may be substituted

School-Age Education

**Associate in Applied Science Degree
A55440**

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------------|--|--------------|------------|---------------------------|---------------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success ¹ | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ² | 2 | 2 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|--|---|---|---|---|
| CIS 110 | Introduction to Computers ⁴ | 2 | 2 | 0 | 3 |
| EDU 118 | Practice & Prin. of the Instruct. Assist | 3 | 0 | 0 | 3 |
| EDU 131 | Child, Family, & Community | 3 | 0 | 0 | 3 |
| EDU 144 | Child Development I | 3 | 0 | 0 | 3 |
| EDU 145 | Child Development II | 3 | 0 | 0 | 3 |
| EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 0 | 3 |

Curriculum Programs

| | | | | | |
|---------|--|----|----|---|----|
| EDU 163 | Classroom Mgt & Instruction | 3 | 0 | 0 | 3 |
| EDU 221 | Children With Exceptionalities | 3 | 0 | 0 | 3 |
| EDU 235 | School-Age Dev & Program | 3 | 0 | 0 | 3 |
| EDU 257 | Instructional Strategies in Math | 2 | 2 | 0 | 3 |
| EDU 271 | Educational Technology | 2 | 2 | 0 | 3 |
| EDU 275 | Effective Teaching Training | 2 | 0 | 0 | 2 |
| EDU 281 | Inst. Strat. in Reading & Writing | 2 | 2 | 0 | 3 |
| EDU 285 | Internship Experiences-School Age | 1 | 9 | 0 | 4 |
| EDU 289 | Adv. Issues/School Age Populations | 2 | 0 | 0 | 1 |
| | EDU Electives (select minimum 9 SHC) ⁵ | 9 | 0 | 0 | 9 |
| | Other Major Hours Elective (select one) ⁶ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 49 | 17 | 0 | 56 |

Total Credit Hours Required for AAS degree 72

¹ ACA 118 may be substituted

² MAT 161 and 161A may be substituted

³ ART 111, ART 114, ART 115, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 111 may be substituted

⁵ EDU119, EDU 216, EDU 256, EDU 258, EDU 282

⁶ AST 111 and AST 111A, AST 151 and 151A, BIO 110, BIO 111, COM 231, DRA 111, GEO 110, HEA 110, SOC 210, SOC 213, SOC 225, SPA 111.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Students planning to transfer into a four year university, need to contact their advisor for specific courses.

Curriculum Programs

Electrical Engineering Technology

**Associate in Applied Science Degree
A40180**

The Electrical Engineering Technology curriculum is designed to provide training for entry-level technicians desiring a career in electrical maintenance and management or in the design, planning, construction, development, and installation of electrical systems, machines, and power generating equipment.

Beginning with electrical fundamentals, course work progressively introduces electronics, electrical machines and controls, and electrical power systems. Other course work includes the study of various fields associated with the electrical/electronic industry.

Graduates may seek employment as technicians, engineering assistants, technical managers, or salespersons in electrical generation/distribution, industrial maintenance, electronic repair, or other fields requiring a broad-based knowledge of electrical and electronic concepts.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|---|--------------|------------|----------------------|---------------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 3 |
| | Social/Behavioral Science (Select One) ¹ | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ² | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|------------------------|---|---|---|---|
| ELC 113 | Basic Wiring I | 2 | 6 | 0 | 4 |
| ELC 114 | Basic Wiring II | 2 | 6 | 0 | 4 |
| ELC 115 | Industrial Wiring | 2 | 6 | 0 | 4 |
| ELC 128 | Intro to PLC | 2 | 3 | 0 | 3 |
| ELC 131 | DC/AC Circuit Analysis | 4 | 3 | 0 | 5 |
| ELC 132 | Electrical Drawings | 1 | 3 | 0 | 2 |
| ELC 135 | Electrical Machines I | 2 | 2 | 0 | 3 |

Curriculum Programs

| | | | | | |
|---------|--|----|----|---|----|
| ELC 136 | Electrical Machines II | 3 | 3 | 0 | 4 |
| ELC 192 | Selected Topics in Electrical Eng Tech | 0 | 6 | 0 | 2 |
| ELC 231 | Electric Power Systems | 3 | 2 | 0 | 4 |
| ELN 131 | Semiconductor Applications | 3 | 3 | 0 | 4 |
| ELN 133 | Digital Electronics | 3 | 3 | 0 | 4 |
| MAT 122 | Algebra/Trigonometry II | 2 | 2 | 0 | 3 |
| PCI 162 | Instrumentation Controls ³ | 2 | 3 | 0 | 3 |
| PHY 131 | Physics-Mechanics | 3 | 2 | 0 | 4 |
| PHY 133 | Physics-Sound & Light | 3 | 2 | 0 | 4 |
| | <i>Totals:</i> | 37 | 55 | 0 | 57 |

Total Credit Hours Required for AAS Degree 73

¹ ANT 210, ANT 221, ECO 151, ECO 251, ECO 252, GEO 111, HIS 111, HIS 112, HIS 131, HIS 132, POL 110, POL 120, POL 220, PSY 118, PSY 150, PSY 241, PSY 281, SOC 210, SOC 213, SOC 220, SOC 225, SOC 240

² ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

³ COE 113 may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Applied Electrical Principles Diploma
D40180**

The Applied Electrical Principles Diploma is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential and commercial facilities.

Training, most of which is hands-on, will include such topics as wiring practices, motors and controls, the National Electrical Code and other subjects as local needs require.

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

All courses in this diploma program may be applied toward completion of the Associate of Applied Science degree in Electrical Engineering Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|----------------------------|--------------|------------|----------------------|---------------|
| ELC 113 | Basic Wiring I | 2 | 6 | 0 | 4 |
| ELC 114 | Basic Wiring II | 2 | 6 | 0 | 4 |
| ELC 115 | Industrial Wiring | 2 | 6 | 0 | 4 |
| ELC 128 | Intro. To PLC | 2 | 3 | 0 | 3 |
| ELC 131 | DC/AC Circuit Analysis | 4 | 3 | 0 | 5 |
| ELC135 | Electrical Machines I | 2 | 2 | 0 | 3 |
| ELC 136 | Electrical Machines II | 3 | 3 | 0 | 4 |
| ELC 231 | Electrical Power Systems | 3 | 2 | 0 | 4 |
| ELN 131 | Semiconductor Applications | 3 | 3 | 0 | 4 |
| ELN 133 | Digital Electronics | 3 | 3 | 0 | 4 |
| ENG 102 | Applied Communications II* | 3 | 0 | 0 | 3 |
| MAT 121 | Algebra and Trigonometry | 2 | 2 | 0 | 3 |
| PCI 162 | Instrumentation Controls | 2 | 3 | 0 | 3 |
| | <i>Totals:</i> | 33 | 42 | 0 | 48 |

Total Credit Hours Required for Diploma 48

* Students planning to pursue the Associate in Applied Science Degree should enroll in ENG 111.

Basic Electrical Wiring Methods Certificate C40180

The Basic Electrical Wiring Methods Certificate is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential and industrial facilities.

Training, most of which is hands-on, will include such topics as basic residential wiring practices, the National Electrical Code and other subjects as local needs require.

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

All courses in this certificate program may be applied toward completion of the Associate of Applied Science degree in Electrical Engineering Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|-----------------------|-------|-----|---------------|-----------|
| ELC 113 | Basic Wiring I | 2 | 6 | 0 | 4 |
| ELC 114 | Basic Wiring II | 2 | 6 | 0 | 4 |
| ELC 115 | Industrial Wiring | 2 | 6 | 0 | 4 |
| ELC 132 | Electrical Drawing | 1 | 3 | 0 | 2 |
| ELC135 | Electrical Machines I | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 9 | 23 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

Electronics Engineering Technology

Associate in Applied Science Degree 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 such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|---|-------|-----|---------------|--------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 3 |
| | Social/Behavioral Science (Select One) ¹ | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ² | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|----------------------------|---|---|---|---|
| EGR 285 | Design Project | 0 | 4 | 0 | 2 |
| ELC 128 | Intro to PLC | 2 | 3 | 0 | 3 |
| ELC 131 | DC/AC Circuit Analysis | 4 | 3 | 0 | 5 |
| ELC 132 | Electrical Drawings | 1 | 3 | 0 | 2 |
| ELN 131 | Semiconductor Applications | 3 | 3 | 0 | 4 |
| ELN 132 | Linear IC Applications | 3 | 3 | 0 | 4 |

Curriculum Programs

| | | | | | |
|---------|---|----|----|---|----|
| ELN 133 | Digital Electronics | 3 | 3 | 0 | 4 |
| ELN 192 | Selected Topics in Electronics Eng, Tech | 0 | 6 | 0 | 2 |
| ELN 232 | Intro to Microprocessors | 3 | 3 | 0 | 4 |
| ELN 233 | Microprocessor Systems | 3 | 3 | 0 | 4 |
| ELN 234 | Communication Systems | 3 | 3 | 0 | 4 |
| ELN 236 | Fiber Optics and Lasers | 3 | 2 | 0 | 4 |
| MAT 122 | Algebra/Trigonometry II | 2 | 2 | 0 | 3 |
| PCI 162 | Instrumentation Controls ³ | 2 | 3 | 0 | 3 |
| PHY 131 | Physics-Mechanics | 3 | 2 | 0 | 4 |
| PHY 133 | Physics-Sound & Light | 3 | 2 | 0 | 4 |
| | <i>Totals:</i> | 38 | 48 | 0 | 56 |

Total Credit Hours Required for AAS Degree 72

¹¹ ANT 210, ANT 221, ECO 151, ECO 251, ECO 252, GEO 111, HIS 111, HIS 112, HIS 131, HIS 132, POL 110, POL 120, POL 220, PSY 118, PSY 150, PSY 241, PSY 281, SOC 210, SOC 213, SOC 220, SOC 225, SOC 240

² ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

³COE 113 may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Applied Electronic Principles Diploma
D40200**

The Applied Electronics Principles diploma provides the student with a program of study necessary for developing basic electronic skills. The student will gain an understanding of DC/AC basic circuits, digital circuits and basic electronic devices. Graduates should qualify for a variety of jobs in the electronics field as an on-the-job trainee or apprentice.

All courses in this diploma may be applied to the Associate in Applied Science degree in Electronics Engineering Technology.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--------------------|----------------------------|-------|-----|-------------------|--------|
| EGR 285 | Design Project | 0 | 4 | 0 | 2 |
| ELC 128 | Intro to PLC | 2 | 3 | 0 | 3 |
| ELC 131 | DC/AC Circuit Analysis | 4 | 3 | 0 | 5 |
| ELC 132 | Electrical Drawings | 1 | 3 | 0 | 2 |
| ELN 131 | Semiconductor Applications | 3 | 3 | 0 | 4 |
| ELN 132 | Linear IC Applications | 3 | 3 | 0 | 4 |
| ELN 133 | Digital Electronics | 3 | 3 | 0 | 4 |
| ELN 192 | Selected Topics in EET | 0 | 6 | 0 | 2 |
| ELN 232 | Intro. to Microprocessors | 3 | 3 | 0 | 4 |
| ELN 233 | Microprocessor System | 3 | 3 | 0 | 4 |
| ELN 236 | Fiber Optics and Lasers | 3 | 2 | 0 | 4 |
| ENG 102 | Applied Communications II* | 3 | 0 | 0 | 3 |
| MAT 121 | Algebra and Trigonometry | 2 | 2 | 0 | 3 |
| PCI 162 | Instrumentation Controls | 2 | 3 | 0 | 3 |
| | <i>Totals:</i> | 32 | 41 | 0 | 47 |

Total Credit Hours Required for Diploma 47

* Students planning to pursue the Associate in Applied Science Degree should enroll in ENG 111.

**Basic Electronics Certificate
C40200**

The Basic Electronics certificate provides the student with a program of study necessary for developing the basic electronic skills. The student will gain an understanding of DA/AC basic circuits, digital circuits and basic electronics devices. Graduates should qualify for a variety of jobs in the electronics field as an on-the-job trainee or apprentice.

All courses in this certificate program may be applied toward a diploma in Applied Electronic Principles or the Associate in Applied Science degree in Electronics Engineering Technology.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--------------------|----------------------------|-------|-----|-------------------|--------|
| ELC 131 | DC/AC Circuit Analysis | 4 | 3 | 0 | 5 |
| ELC 132 | Electrical Drawings | 1 | 3 | 0 | 2 |
| ELN 131 | Semiconductor Applications | 3 | 3 | 0 | 4 |
| ELN 133 | Digital Electronics | 3 | 3 | 0 | 4 |
| MAT 121 | Algebra and Trigonometry | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 13 | 14 | 0 | 18 |

Total Credit Hours Required for Certificate 18

General Occupational Technology

**Associate in Applied Science Degree
A55280**

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

The curriculum content will be customized for students according to occupational interests and needs. A program of study for each student will be selected from any non-developmental 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.

Course and Hour Requirements

General Education Courses

Students take a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences; natural sciences/mathematics; and a minimum of 6 semester hours of communications.

Major Courses

Select 18 SHC from a combination of core courses for curriculums approved to be offered by the College.

Select from prefixes for major courses for curriculums approved to be offered by the College.

Minimum General Education Hours 15
Minimum Major Course Hours..... 49

ACA 111 College Student Success 1

Total Hours for AAS Degree65-76

Co-op Option: Qualified students may elect to take up to eight (8) credit hours of Cooperative Education provided they acquire approval from their advisor and the Co-op Coordinator.

Heavy Equipment and Transport Technology/Construction Equipment

Associate in Applied Science Degree A6024B

Construction Equipment Systems is a concentration under the curriculum title of Heavy Equipment and Transport Technology. This curriculum is designed to provide individuals with the knowledge and skills needed to troubleshoot and repair construction equipment systems. Construction equipment includes dozers, scrapers, loaders, and forklifts.

The core course work includes the theory of operations, troubleshooting techniques, and repair procedures for engines and electrical and hydraulics systems. The concentration courses will include transmissions, brakes, undercarriage, and equipment repair. Other related courses will be required.

Graduates of the curriculum should qualify for entry-level employment opportunities at businesses which repair construction equipment. Entry and advancement levels depend on the amount of training completed, knowledge and ability levels, work performance, and ethics.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ¹ | 3 | 0 | 0 | 3 |
| | <i>Totals</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|-----------------------------------|---|---|----|---|
| CIS 111 | Basic PC Literacy | 1 | 2 | 0 | 2 |
| COE 122 | Co-op Work Experience II | 0 | 0 | 20 | 2 |
| HET 110 | Diesel Engines | 3 | 9 | 0 | 6 |
| HET 112 | Diesel Electrical Systems | 3 | 6 | 0 | 5 |
| HET 114 | Power Trains | 3 | 6 | 0 | 5 |
| HET 116 | Air Conditioning/Diesel Equipment | 1 | 2 | 0 | 2 |

| | | | | | |
|---------|-------------------------------|----|----|----|-------|
| HET 127 | Shop Rules and Regulations | 1 | 0 | 0 | 1 |
| HYD 110 | Hydraulics/Pneumatics I | 2 | 3 | 0 | 3 |
| HYD 134 | Hydraulic/Hydrostatic Const. | 2 | 4 | 0 | 4 |
| HYD 210 | Advanced Hydraulics | 1 | 3 | 0 | 2 |
| MEC 111 | Machine Process I | 1 | 4 | 0 | 3 |
| PME 113 | Construction Equipment Repair | 1 | 2 | 0 | 2 |
| PME 117 | Equipment Braking Systems | 2 | 3 | 0 | 3 |
| PME 118 | Undercarriage Components | 1 | 2 | 0 | 2 |
| PME 211 | Advanced Equipment Repair | 2 | 6 | 0 | 4 |
| WLD 112 | Basic Welding Processes | 1 | 3 | 0 | 2 |
| | Major Electives ² | | | | 2-4 |
| | <i>Totals:</i> | 25 | 55 | 40 | 50-52 |

Total Credit Hours Required for AAS Degree

66-68

¹ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

² AUT 116, AUT 212, AUT 231, COE 112

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

**Construction Equipment Systems Diploma
D6024B**

The Construction Equipment Systems diploma program is designed to provide individuals with knowledge and skills needed to troubleshoot and repair equipment in the construction industry.

Coursework includes diesel engine systems, power trains, air-conditioning on diesel equipment, mobile hydraulics systems, and construction equipment repair on most types of construction equipment.

Graduates should qualify for entry-level employment or advancement in the construction equipment industry.

All courses* in this diploma program may be applied toward completion of the Associate of Applied Science degree in Heavy Equipment and Transport technology/Construction Equipment Systems.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|-------------------------------|--------------|------------|----------------------|---------------|
| ENG 102 | Applied Communications II* | 3 | 0 | 0 | 3 |
| HET 110 | Diesel Engines | 3 | 9 | 0 | 6 |
| HET 112 | Diesel Electrical Systems | 3 | 6 | 0 | 5 |
| HET 114 | Power Trains | 3 | 6 | 0 | 5 |
| HET 116 | A/C Diesel Equipment | 1 | 2 | 0 | 2 |
| HYD 110 | Hydraulics/Pneumatics | 2 | 3 | 0 | 3 |
| HYD 210 | Advanced Hydraulics | 1 | 3 | 0 | 2 |
| PME 113 | Construction Equipment Repair | 1 | 2 | 0 | 2 |
| PME 117 | Equipment Braking systems | 2 | 3 | 0 | 3 |
| PME 118 | Undercarriage Components | 1 | 2 | 0 | 2 |
| | Select One ¹ | 3 | 0 | 0 | 3 |
| | <i>Totals</i> | 23 | 36 | 0 | 36 |

Total Credit Hours Required for Diploma 36

¹ ART 111, ART 114, ART 115, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, REL 110, REL 211, REL 212

*Students planning to pursue the Associate in Applied Science Degree should enroll in ENG 111

**Construction Equipment Systems Certificate
C6024B**

The Construction Equipment Systems certificate program is designed to train students to troubleshoot and repair diesel engines systems, air-conditioning systems, and construction equipment repair on construction equipment.

Graduates should qualify for entry-level employment in the construction equipment industry.

All courses in this certificate program may be applied toward completion of the Construction Equipment Systems diploma and the Associate of applied Science degree in Heavy Equipment and Transport Technology/Construction Equipment Systems.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|-------------------------------|--------------|------------|----------------------|---------------|
| HET 110 | Diesel Engines | 3 | 9 | 0 | 6 |
| HET 114 | Power Trains | 3 | 6 | 0 | 5 |
| HET 116 | A/C Diesel Equipment | 1 | 2 | 0 | 2 |
| PME 113 | Construction Equipment Repair | 1 | 2 | 0 | 2 |
| | <i>Totals</i> | 8 | 19 | 0 | 15 |

Total Credit Hours Required for Certificate 15

Human Services Technology**Associate in Applied Science Degree
A45380**

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institution

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------------|-------------------------------------|-------|-----|-------------------|--------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| HIS | History Elective ¹ | 3 | 0 | 0 | 3 |
| HUM 122 | Southern Culture ² | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|--------------------------------|---|---|----|---|
| CIS 111 | Basic PC Literacy ³ | 1 | 2 | 0 | 2 |
| COE 111 | Co-op Work Experience I | 0 | 0 | 10 | 1 |
| COE 115 | Work Experience Seminar I | 1 | 0 | 0 | 1 |
| HSE 110 | Introduction to Human Service | 2 | 2 | 0 | 3 |
| HSE 112 | Group Process I | 1 | 2 | 0 | 2 |

| | | | | | |
|----------------|--------------------------------------|----|----|----|----|
| HSE 123 | Interviewing Techniques | 2 | 2 | 0 | 3 |
| HSE 125 | Counseling | 2 | 2 | 0 | 3 |
| HSE 210 | Human Services Issues | 2 | 0 | 0 | 2 |
| HSE 220 | Case Management | 2 | 2 | 0 | 3 |
| HSE 225 | Crisis Intervention | 3 | 0 | 0 | 3 |
| HSE 240 | Issues In Client Services | 3 | 0 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family ⁴ | 3 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 3 |
| SWK 113 | Working With Diversity | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 43 | 12 | 10 | 50 |

Total Credit Hours Required for AAS Degree**66**

¹ Any History may be substituted

² Any Humanities may be substituted

³ CIS 110 may be substituted

⁴ Any Social Science may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

**Human Services Technology Diploma
D45380**

The Human Services Technology diploma program is designed to provide entry-level employment training. The program requires thirty-seven semester credit hours and can usually be completed by a full-time student within two semesters and one summer session.

All courses within this diploma program may be applied toward completion of the Associate of Applied Science degree in Human Services Technology.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|-----------------|--------------------------------------|-------|-----|-------------------|--------|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| CIS 111 | Basic PC Literacy ² | 1 | 2 | 0 | 2 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| HSE 110 | Introduction to Human Service | 2 | 2 | 0 | 3 |
| HSE 112 | Group Process I | 1 | 2 | 0 | 2 |
| HSE 210 | Human Services Issues | 2 | 0 | 0 | 2 |
| HSE 220 | Case Management | 2 | 2 | 0 | 3 |
| HSE 225 | Crisis Intervention | 3 | 0 | 0 | 3 |
| HUM 122 | Southern Culture ¹ | 3 | 0 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family ³ | 3 | 0 | 0 | 3 |
| SWK 113 | Working With Diversity | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 33 | 8 | 0 | 37 |

Total Credit Hours Required for Diploma 37

¹ Any Humanities may be substituted

² CIS 110 may be substituted

³ Any Social Science course may be substituted.

**Human Services Technology Certificate
C45380**

The Human Services Technology certificate program is designed to provide short-term focused entry-level employment training. The program requires twelve semester credit hours and can usually be completed in two semesters by a full-time student.

All courses in this certificate program may be applied toward a diploma in Human Services Technology or the Associate of Applied Science degree in Human Services Technology.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|-----------------|-------------------------------|-------|-----|-------------------|--------|
| HSE 110 | Introduction to Human Service | 2 | 2 | 0 | 3 |
| HSE 225 | Crisis Intervention | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| SWK 113 | Working With Diversity | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 11 | 2 | 0 | 12 |

Total Credit Hours Required for Certificate 12

Mechanical Engineering Technology

Associate in Applied Science Degree A40320

The Mechanical Engineering Technology curriculum prepares graduates for employment as mechanical technicians. Typical assignments would include assisting in the design, development, testing, and construction of mechanical equipment. Emphasis is placed on the integration of theory and mechanical principles.

Course work includes applied mechanics, manufacturing materials methods and processes, computer usage, computer-aided drafting, mathematics, physics, and oral and written communications. The courses will stress critical thinking, planning, and problem solving.

Graduates of the curriculum will find employment opportunities in the diversified branches of the mechanical field. Mechanical engineering technicians are employed in many types of manufacturing, fabrication, research and development, and government and service industries.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ¹ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|----------|--------------------------|---|---|---|---|
| CIS 113 | Computer Basics | 0 | 2 | 0 | 1 |
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| DFT 152 | CAD II | 2 | 3 | 0 | 3 |
| HYD 110 | Hydraulics/Pneumatics I | 2 | 3 | 0 | 3 |

| | | | | | |
|---------|---------------------------------------|----|----|---|----|
| MAC 111 | Machining Technology I | 2 | 12 | 0 | 6 |
| MAC 112 | Machining Technology II | 2 | 12 | 0 | 6 |
| MAC 113 | Machining Technology III ² | 2 | 12 | 0 | 6 |
| MAC 121 | Introduction to CNC | 2 | 0 | 0 | 2 |
| MAT 122 | Algebra/Trigonometry II | 2 | 2 | 0 | 3 |
| MEC 128 | CNC Machining Process ³ | 2 | 4 | 0 | 4 |
| MEC 180 | Engineering Materials I | 2 | 3 | 0 | 3 |
| MEC 231 | Comp. Aided Manufacturing I | 1 | 4 | 0 | 3 |
| MEC 250 | Statics & Strength of Materials | 4 | 3 | 0 | 5 |
| PHY 131 | Physics - Mechanics | 3 | 2 | 0 | 4 |
| | <i>Totals:</i> | 29 | 71 | 0 | 55 |

Total Credit Hours Required for AAS Degree 71

¹ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

² Students may substitute 6 hours Co-op Work Experience

³ Students may substitute 4 hours Co-op Work Experience

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

**Machinist Diploma
D40320**

The Machinist diploma is designed to develop skills in the safe use of hand tools, power machinery, computerized equipment, and precision measuring instruments.

Students will learn to interpret blueprints, set-up manual and computer numerical controlled machining equipment, perform basic machining operations, and to ensure product quality is maintained.

Student should gain necessary skills to obtain entry-level employment in manufacturing industries, government agencies, and specialty machine shops.

All courses in this diploma program may be applied toward completion of the Associate of Applied Science degree in Mechanical Engineering Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|---------------------------|-------|-----|---------------|--------|
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| ENG 102 | Applied Communications I* | 3 | 0 | 0 | 3 |
| MAC 111 | Machining Technology I | 2 | 12 | 0 | 6 |
| MAC 112 | Machining Technology II | 2 | 12 | 0 | 6 |
| MAC 113 | Machining Technology III | 2 | 12 | 0 | 6 |
| MAC 121 | Introduction to CNC | 2 | 0 | 0 | 2 |
| MAT 115 | Mathematical Models* | 2 | 2 | 0 | 3 |
| MEC 128 | CNC Machining Process | 2 | 4 | 0 | 4 |
| MEC 231 | Comp. Aided Manufacturing | 1 | 4 | 0 | 3 |
| <i>Totals:</i> | | 19 | 55 | 0 | 39 |

Total Credit Hours Required for Diploma 39

* Students planning to pursue the Associate in Applied Science Degree should enroll in ENG 111 Expository Writing and MAT 121 Algebra/Trigonometry I.

**Machinist Certificate
C40320**

The Machinist certificate is designed to develop basic skills in the safe use of hand tools, machine tools, and precision measuring instruments.

Students will gain basic knowledge in blueprint reading, technical drafting, engine lathe and milling machine operations, precision grinding, and precision measuring.

Student should gain necessary skills to obtain entry-level jobs in manufacturing industries and specialty machine shops.

All courses in this certificate program may be applied toward completion of the Machinists diploma and the Associate of Applied Science degree in Mechanical Engineering Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|--------------------------|-------|-----|---------------|--------|
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| MAC 111 | Machining Technology I | 2 | 12 | 0 | 6 |
| MAC 112 | Machining Technology II | 2 | 12 | 0 | 6 |
| <i>Totals:</i> | | 5 | 30 | 0 | 15 |

Total Credit Hours Required for Certificate 15

**Machinist
Advanced Certificate
C40320B**

The Machinist Advanced certificate is designed to develop basic skills in the safe use of machine tools both conventional and computer numerical control. This certificate incorporates skills learned in a design project selected by the student and approved by the instructor.

Students should gain necessary skills to obtain entry-level employment in manufacturing and machining industries.

All courses in this certificate program may be applied toward completion of the Machinists diploma and the Associate of Applied Science degree in Mechanical Engineering Technology.

NOTE: The Machinist certificate must be completed before enrolling in the Machinist Advanced certificate.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--|--------------------------|--------------|------------|---------------------------|---------------|
| MAC 113 | Machining Technology III | 2 | 12 | 0 | 6 |
| MAC 121 | Introduction to CNC | 2 | 0 | 0 | 2 |
| MEC 128 | CNC Machining Process | 2 | 4 | 0 | 4 |
| MEC 180 | Engineering Materials | 2 | 3 | 0 | 3 |
| <i>Totals:</i> | | 8 | 19 | 0 | 15 |
| Total Credit Hours Required for Certificate | | | | | 15 |

**Industrial Technology
Certificate
C40320C**

The Industrial Technology certificate is designed to develop basic skills in the safe use of hand tools, machine tools, and precision measuring instruments.

Students will gain basic knowledge in blueprint reading, technical drafting, engine lathe and milling machine operations, materials selection and computer aided drafting. Students should gain necessary skills to obtain entry-level jobs in manufacturing industries.

All courses in this certificate program may be applied toward completion of the Machinist diploma and the Associate of Applied Science degree in Mechanical Engineering Technology.

This certificate may be completed in one semester.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--|--------------------------|--------------|------------|---------------------------|---------------|
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| MAC 111 | Machining Technology I | 2 | 12 | 0 | 6 |
| MEC 180 | Engineering Materials | 2 | 3 | 0 | 3 |
| <i>Totals:</i> | | 7 | 24 | 0 | 15 |
| Total Credit Hours Required for Certificate | | | | | 15 |

Mechanical Engineering Technology/Drafting and Design

Associate in Applied Science Degree A4032A

The Drafting and Design curriculum is a concentration under the curriculum title of Mechanical Engineering Technology. This curriculum prepares graduates to draft and/or design machine parts, mechanisms, and mechanical systems. Computer-aided drafting (CAD) will be emphasized as the primary method of producing drawings/documentation.

Course work includes manual and computer-aided drafting equipment, materials, statics, manufacturing materials methods and processes, mathematics, physics, and written and oral communications. Students should acquire skills such as thinking and planning with the emphasis on drafting and design skills.

Graduates of this curriculum will qualify to work in many fields of drafting. Drafting and design technicians are employed in manufacturing, research and development, engineering and service firms, government agencies, and related specialties.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ¹ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|----------|--------------------------------|---|---|---|---|
| DDF 211 | Design Process I ² | 1 | 6 | 0 | 4 |
| DDF 212 | Design Process II ² | 1 | 6 | 0 | 4 |
| DDF 213 | Design Process III | 1 | 6 | 0 | 4 |
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 112 | Technical Drafting II | 1 | 3 | 0 | 2 |
| DFT 112A | Technical Drafting II Lab | 0 | 3 | 0 | 1 |

| | | | | | |
|---------|-----------------------------------|----|----|---|----|
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| DFT 152 | CAD II | 2 | 3 | 0 | 3 |
| DFT 154 | Intro to Solid Modeling | 2 | 3 | 0 | 3 |
| HYD 110 | Hydraulics/Pneumatics I | 2 | 3 | 0 | 3 |
| MAT 122 | Algebra/Trigonometry II | 2 | 2 | 0 | 3 |
| MEC 111 | Machine Processes I | 1 | 4 | 0 | 3 |
| MEC 112 | Machine Processes II ³ | 2 | 3 | 0 | 3 |
| MEC 180 | Engineering Materials I | 2 | 3 | 0 | 3 |
| MEC 231 | Comp. Aided Manufacturing I | 1 | 4 | 0 | 3 |
| MEC 250 | Statics & Strength of Materials | 4 | 3 | 0 | 5 |
| PHY 131 | Physics - Mechanics | 3 | 2 | 0 | 4 |
| | <i>Totals:</i> | 28 | 63 | 0 | 54 |

Total Credit Hours Required for AAS Degree 70

¹ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

² Student may substitute 4 hours Co-op Work Experience

³ Student may substitute 3 hours Co-op Work Experience

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

**Mechanical Drafting and Design Diploma
D4032A**

The Mechanical Drafting and Design diploma curriculum prepares technicians to produce drawings of mechanical parts and components of mechanical systems. CAD and the importance of technically correct drawings are based on current standards.

Course work includes mechanical drafting, proper drawing documentation, CAD, and machine processes. The use of proper dimensioning and tolerancing techniques and GD &T are stressed.

Graduates should qualify for employment in mechanical areas such as manufacturing, fabrication, and service industries requiring entry-level drafting and CAD Skills.

All courses in this diploma program may be applied toward the completion of the Associate of Applied Science degree in Mechanical Engineering Technology/Drafting and Design.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|-----------------|----------------------------|-------|-----|-------------------|--------|
| DDF 211 | Design Process I | 1 | 6 | 0 | 4 |
| DDF 212 | Design Process II | 1 | 6 | 0 | 4 |
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 112 | Technical Drafting II | 1 | 3 | 0 | 2 |
| DFT 112A | Technical Drafting II Lab | 0 | 3 | 0 | 1 |
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| DFT 152 | CAD II | 2 | 3 | 0 | 3 |
| DFT 154 | Intro Solid Modeling | 2 | 3 | 0 | 3 |
| ENG 102 | Applied Communications II* | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models* | 2 | 2 | 0 | 3 |
| MEC 111 | Machine Processes I | 1 | 4 | 0 | 3 |
| MEC 112 | Machine Processes II | 2 | 3 | 0 | 3 |
| MEC 180 | Engineering Materials | 2 | 3 | 0 | 3 |
| <i>Totals:</i> | | 20 | 45 | 0 | 38 |

Total Credit Hours Required for Diploma 38

* Students planning to pursue the Associate in Applied Science Degree should enroll in ENG 111 Expository Writing and MAT 121 Algebra/Trigonometry I.

**Mechanical Drafting and Design Certificate
C4032AA**

The Mechanical Drafting and Design certificate program prepares technicians to produce drawings of mechanical parts, components of mechanical systems. CAD and the importance of technically correct drawings and designs based on current standards are emphasized.

Course work includes mechanical drafting, CAD, design, machine processes, and manufacturing materials. Concepts such as machine shop processes and basic materials selection as they relate to the design process are also included. The use of proper dimensioning and tolerancing techniques and GD&T is stressed.

Graduates should qualify for employment in mechanical areas such as manufacturing, fabrication, research and development, and service industries.

All courses in this certificate program may be applied toward the completion of the Mechanical Drafting and Design diploma and the Associate of Applied Science degree in Mechanical Engineering Technology/Drafting and Design.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|-----------------|---------------------------|-------|-----|-------------------|--------|
| DDF 211 | Design Process I | 1 | 6 | 0 | 4 |
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 112 | Technical Drafting II | 1 | 3 | 0 | 2 |
| DFT 112A | Technical Drafting II Lab | 0 | 3 | 0 | 1 |
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| DFT 152 | CAD II | 2 | 3 | 0 | 3 |
| <i>Totals:</i> | | 7 | 24 | 0 | 16 |

Total Credit Hours Required for Certificate 16

**CAD Operator Certificate
C4032AB**

The CAD Operator certificate program prepares technicians to produce CAD drawings of mechanical parts, working drawings, CAM operations, and parametric design.

Course work includes mechanical drafting, CAD, CAD/CAM, and parametric design. Proper drawing documentation is stressed.

Graduates should qualify for employment in areas where CAD is used in manufacturing, fabrication, research and development, and service industries requiring CAD skills.

All courses in this certificate program may be applied toward the completion of the Associate of Applied Science degree in Mechanical Engineering Technology/Drafting and Design.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------|----------------------------|--------------|------------|---------------------------|---------------|
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 112 | Technical Drafting II | 1 | 3 | 0 | 2 |
| DFT 112A | Technical Drafting II Lab | 0 | 3 | 0 | 1 |
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| DFT 152 | CAD II | 2 | 3 | 0 | 3 |
| DFT 154 | Intro Solid Modeling | 2 | 3 | 0 | 3 |
| MEC 231 | Comp-Aided Manufacturing I | 1 | 4 | 0 | 3 |
| <i>Totals:</i> | | 9 | 25 | 0 | 18 |

Total Credit Hours Required for Certificate 18

**Basic Drafting Technology Certificate
C4032AC**

The Basic Drafting Technology certificate prepares the student to produce drawings and components in the mechanical field.

Course work includes mechanical drafting, CAD, machine processes, and manufacturing materials. Concepts such as machine shop processes and basic materials selection as they relate to the design process are also included.

Graduates should qualify for employment in mechanical areas such as manufacturing, fabrication, research and development, and service industries.

All courses in this certificate program may be applied toward the completion of the Mechanical Drafting and Design diploma and Associate of Applied Science degree in Mechanical Engineering Technology/Drafting and Design.

This certificate may be completed in one semester.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------|--------------------------|--------------|------------|---------------------------|---------------|
| DFT 111 | Technical Drafting I | 1 | 3 | 0 | 2 |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 0 | 1 |
| DFT 151 | CAD I | 2 | 3 | 0 | 3 |
| MEC 111 | Machine Processes I | 1 | 4 | 0 | 3 |
| MEC 180 | Engineering Materials | 2 | 3 | 0 | 3 |
| <i>Totals:</i> | | 6 | 16 | 0 | 12 |

Total Credit Hours Required for Certificate 12

Medical Laboratory Technology

Associate in Applied Science Degree A45420

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease.

Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance, and reporting/recording and interpreting findings involving tissues, blood, and body fluids.

Graduates may be eligible to take examinations given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists or the Certifying Agency. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ¹ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|------------------------------|---|---|---|---|
| BIO 163 | Basic Anatomy & Physiology | 4 | 2 | 0 | 5 |
| BIO 175 | General Microbiology | 2 | 2 | 0 | 3 |
| CHM 151 | General Chemistry I | 3 | 3 | 0 | 4 |
| CHM 152 | General Chemistry II | 3 | 3 | 0 | 4 |
| CIS 113 | Computer Basics ² | 0 | 2 | 0 | 1 |
| MLT 110 | Intro to Medical Lab Tech | 2 | 3 | 0 | 2 |
| MLT 111 | Urinalysis/Body Fluids | 1 | 3 | 0 | 2 |
| MLT 115 | Laboratory Calculations | 2 | 0 | 0 | 2 |

| | | | | | |
|---------|---|----|----|----|----|
| MLT 120 | Hematology/Hemostasis I | 3 | 3 | 0 | 4 |
| MLT 126 | Immunology and Serology | 1 | 2 | 0 | 2 |
| MLT 127 | Transfusion Medicine | 2 | 3 | 0 | 3 |
| MLT 130 | Clinical Chemistry I | 3 | 3 | 0 | 4 |
| MLT 141 | General Clinical Micro | 2 | 2 | 0 | 3 |
| MLT 191 | Select Topics in Medical Lab Technology | 0 | 2 | 0 | 1 |
| MLT 215 | Professional Issues | 1 | 0 | 0 | 1 |
| MLT 262 | MLT Practicum II | 0 | 6 | 0 | 2 |
| MLT 283 | MLT Practicum I | 0 | 0 | 39 | 13 |
| | <i>Totals:</i> | 29 | 39 | 39 | 57 |

Total Credit Hours Required for AAS Degree 73

¹ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

² CIS 110 or CIS 111 may be substituted

Students in Medical Laboratory Technology program must achieve a "C" or above in all curriculum courses. This includes all MLT and non-MLT courses in the Associate Degree Medical Laboratory Technology curriculum.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Medical Office Administration**Associate in Applied Science Degree
A25310**

This curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| General Education Courses | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ¹ | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology ² | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| | <i>Totals:</i> | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|-----------------------------------|---|---|---|---|
| BIO 161 | Introduction to Human Biology | 3 | 0 | 0 | 3 |
| BUS 121 | Business Math | 2 | 2 | 0 | 3 |
| BUS 260 | Business Communication | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy ⁴ | 1 | 2 | 0 | 2 |
| OST 130 | Comprehensive Keyboarding | 2 | 2 | 0 | 3 |
| OST 134 | Text Entry & Formatting | 2 | 2 | 0 | 3 |
| OST 136 | Word Processing | 2 | 2 | 0 | 3 |
| OST 141 | Medical Terms I - Medical Office | 3 | 0 | 0 | 3 |
| OST 142 | Medical Terms II - Medical Office | 3 | 0 | 0 | 3 |

| | | | | | |
|---------|--------------------------------------|----|----|---|----|
| OST 148 | Medical Coding Billing & Insurance | 3 | 0 | 0 | 3 |
| OST 149 | Medical Legal Issues | 3 | 0 | 0 | 3 |
| OST 164 | Text Editing Applications | 3 | 0 | 0 | 3 |
| OST 181 | Intro to Office Systems | 2 | 2 | 0 | 3 |
| OST 184 | Records Management | 2 | 2 | 0 | 3 |
| OST 236 | Advanced Word/Information Processing | 2 | 2 | 0 | 3 |
| OST 241 | Medical Office Transcription I | 1 | 2 | 0 | 2 |
| OST 242 | Medical Office Transcription II | 1 | 2 | 0 | 2 |
| OST 243 | Medical Office Simulation | 2 | 2 | 0 | 3 |
| OST 248 | Diagnostic Coding | 1 | 2 | 0 | 2 |
| OST 289 | Administrative Office Management | 2 | 2 | 0 | 3 |
| | <i>Totals:</i> | 43 | 26 | 0 | 56 |

Total Credit Hours Required for AAS Degree 72

¹ MAT 161 may be substituted

² PSY 150 may be substituted

³ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 110 may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

**Basic Medical Office Certificate
C25310**

The Basic Medical Office certificate gives students the basic knowledge necessary for entry-level employment in the medical office. The certificate program covers medical terminology, legal and ethical issues, medical billing and insurance, keyboarding, and document formatting.

All courses in this certificate program may be applied toward completion of the Associate of Applied Science degree in Medical Office Administration. Graduates should qualify for employment in entry-level positions in medical and other health-care related offices.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--|------------------------------------|--------------|------------|---------------------------|---------------|
| OST 130 | Comprehensive Keyboarding | 2 | 2 | 0 | 3 |
| OST 134 | Text Entry & Formatting | 2 | 2 | 0 | 3 |
| OST 141 | Medical Terms I - Medical Office | 3 | 0 | 0 | 3 |
| OST 142 | Medical Terms II - Medical Office | 3 | 0 | 0 | 3 |
| OST 148 | Medical Coding Billing & Insurance | 3 | 0 | 0 | 3 |
| OST 149 | Medical Legal Issues | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 16 | 4 | 0 | 18 |
| Total Credit Hours Required for Certificate | | | | | 18 |

Office Administration

**Associate in Applied Science Degree
A25370**

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|---|--|--------------|------------|---------------------------|---------------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models ¹ | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology ² | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ³ | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |

Major Courses

| | | | | | |
|---------|------------------------------------|---|---|---|---|
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 4 |
| BUS 121 | Business Math | 2 | 2 | 0 | 3 |
| BUS 260 | Business Communication | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy ⁴ | 1 | 2 | 0 | 2 |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |
| DBA 110 | Database Concepts | 2 | 3 | 0 | 3 |
| OST 130 | Comprehensive Keyboarding | 2 | 2 | 0 | 3 |
| OST 134 | Text Entry & Formatting | 2 | 2 | 0 | 3 |

Curriculum Programs

| | | | | | |
|---------|--------------------------------------|----|----|---|----|
| OST 135 | Adv. Text Entry & Formatting | 3 | 2 | 0 | 4 |
| OST 136 | Word Processing | 2 | 2 | 0 | 3 |
| OST 153 | Office Finance Solutions | 1 | 2 | 0 | 2 |
| OST 164 | Text Editing Applications | 3 | 0 | 0 | 3 |
| OST 181 | Intro to Office Systems | 2 | 2 | 0 | 3 |
| OST 184 | Records Management | 2 | 2 | 0 | 3 |
| OST 223 | Admin. Office Transcript I | 2 | 2 | 0 | 3 |
| OST 233 | Office Publications Design | 2 | 2 | 0 | 3 |
| OST 236 | Advanced Word/Information Processing | 2 | 2 | 0 | 3 |
| OST 289 | Administrative Office Management | 2 | 2 | 0 | 3 |
| WEB 110 | Internet/Web Fundamentals | 2 | 2 | 0 | 3 |
| | <i>Totals:</i> | 40 | 35 | 0 | 57 |

Total Credit Hours Required for AAS Degree 73

¹ MAT 161 may be substituted

² PSY 150 may be substituted

³ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

⁴ CIS 110 may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Basic Office Skills Certificate
C25370A**

The Basic Office Skills certificate gives students the basic skills necessary for general office support in entry-level employment in today's modern office. Students will gain basic skills in keyboarding, computer applications, document formatting, document editing, records management, and interpersonal relations.

The courses in this certificate can be applied toward the Associate of Applied Science degree in Office Administration. Graduates should qualify for employment in entry-level positions in business, government, and industry.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|--|--------------|------------|----------------------|---------------|
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| OST 130 | Comprehensive Keyboarding | 2 | 2 | 0 | 3 |
| OST 134 | Text Entry & Formatting | 2 | 2 | 0 | 3 |
| OST 136 | Word Processing | 2 | 2 | 0 | 3 |
| OST 164 | Text Editing Applications ² | 3 | 0 | 0 | 3 |
| OST 184 | Records Management | 2 | 2 | 0 | 3 |
| | <i>Totals:</i> | 12 | 10 | 0 | 17 |

Total Credit Hours Required for Certificate 17

¹ CIS 110 may be substituted.

² Students need to take the English placement exam before taking this course.

**Word Processing Specialist Certificate
C25370B**

The Word Processing Specialist certificate is designed for persons interested in acquiring knowledge and skills in word processing. Students in this program learn basic document formatting and editing skills. Upon completion of this certificate, students will be able to use word processing software to prepare business correspondence, reports, memorandums, and publications.

The courses in this certificate program may be applied toward completion of the Associate of Applied Science degree in Office Administration. Graduates should qualify for employment in entry-level positions in business, government, and industry.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|--|-------|-----|---------------|-----------|
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| OST 130 | Comprehensive Keyboarding | 2 | 2 | 0 | 3 |
| OST 134 | Text Entry & Formatting | 2 | 2 | 0 | 3 |
| OST 136 | Word Processing | 2 | 2 | 0 | 3 |
| OST 164 | Text Editing Applications ² | 3 | 0 | 0 | 3 |
| OST 236 | Advanced Word/Information Processing | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 12 | 10 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ CIS 110 may be substituted

² Students must take the English placement exam before taking this course.

**Software Applications Specialist Certificate
C25370C**

The Software Applications Specialist certificate provides students with the basic knowledge of computer software usage to enable them to function effectively in an office environment using the touch keying system. Students will have skills in word processing, database, spreadsheet, and electronic mail applications.

All courses in this certificate program may be applied toward completion of the Associate of Applied Science degree in Office Administration. Graduates should qualify for employment in entry-level positions in business, government, and industry.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|--|--------------------------------------|-------|-----|---------------|-----------|
| CIS 111 | Basic PC Literacy ¹ | 1 | 2 | 0 | 2 |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |
| DBA 110 | Database Concepts | 2 | 3 | 0 | 3 |
| OST 130 | Comprehensive Keyboarding | 2 | 2 | 0 | 3 |
| OST 136 | Word Processing | 2 | 2 | 0 | 3 |
| OST 236 | Advanced Word/Information Processing | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 11 | 13 | 0 | 17 |
| Total Credit Hours Required for Certificate | | | | | 17 |

¹ CIS 110 may be substituted

Practical Nursing

Diploma Program D45660

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|----------------------------|-------|-----|---------------|--------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| PSY 110 | Life Span Development | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 7 | 2 | 0 | 7 |
| <i>Major Courses</i> | | | | | |
| BIO 163 | Basic Anatomy & Physiology | 4 | 2 | 0 | 5 |
| MAT 110 | Mathematical Measurement | 2 | 2 | 0 | 3 |
| NUR 101 | Practical Nursing I | 7 | 6 | 6 | 11 |
| NUR 102 | Practical Nursing II | 8 | 0 | 12 | 12 |
| NUR 103 | Practical Nursing III | 6 | 0 | 12 | 10 |
| <i>Totals:</i> | | 27 | 10 | 30 | 41 |

Total Credit Hours Required for Diploma 48

Students in nursing programs must achieve a "C" or above in all curriculum courses. This includes all nursing and non-nursing courses in the Associate Degree Nursing and Practical Nursing curriculums.

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Welding Technology

Associate in Applied Science Degree A50420

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

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

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

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------------|--|-------|-----|---------------|--------|
| <i>General Education Courses</i> | | | | | |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| PSY 118 | Interpersonal Psychology | 3 | 0 | 0 | 3 |
| | Humanities/Fine Arts (Select One) ¹ | 3 | 0 | 0 | 3 |
| <i>Totals:</i> | | 15 | 2 | 0 | 16 |
| <i>Major Courses</i> | | | | | |
| CIS 113 | Computer Basics ² | 0 | 2 | 0 | 1 |
| ISC 112 | Industrial Safety ³ | 2 | 0 | 0 | 2 |
| MEC 111 | Machine Processes I | 1 | 4 | 0 | 3 |
| MEC 231 | Computer-Aided Manufacturing I | 1 | 4 | 0 | 3 |
| WLD 110 | Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 | SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 116 | SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 4 |

Curriculum Programs

| | | | | | |
|---------|------------------------------------|----|----|---|----|
| WLD 121 | GMAW (Mig) FCAW/Plate | 2 | 6 | 0 | 4 |
| WLD 131 | GTAW (Tig) Plate | 2 | 6 | 0 | 4 |
| WLD 132 | GTAW (Tig) Plate/Pipe ⁴ | 1 | 6 | 0 | 3 |
| WLD 141 | Symbols and Specifications | 2 | 2 | 0 | 3 |
| WLD 151 | Fabrication I | 2 | 6 | 0 | 4 |
| WLD 212 | Inert Gas Welding ⁵ | 1 | 3 | 0 | 2 |
| WLD 251 | Fabrication II | 1 | 6 | 0 | 3 |
| WDL 262 | Inspection and Testing | 2 | 2 | 0 | 3 |
| WDL 265 | Automated Welding/Cutting | 2 | 6 | 0 | 4 |
| | <i>Totals:</i> | 23 | 74 | 0 | 50 |

Total Credit Hours Required for AAS Degree 66

¹ ART 111, ART 114, ART 115, DRA 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 120, HUM 121, HUM 122, HUM 150, HUM 160, MUS 110, MUS 210, REL 110, REL 211, REL 212

² CIS 110 or CIS 111 may be substituted

³ COE 112 may be substituted

⁴ COE 113 may be substituted

⁵ COE 122 may be substituted

For detailed suggested curriculum by semester go to our web page www.beaufortccc.edu

Curriculum Programs

**Welding Technology Diploma
D50420**

The Welding Technology diploma is designed to train or upgrade individuals in the theories and application of the major welding and testing procedures in the metal welding industry.

Students will learn technical skills in areas such as inspection and testing, cutting processes, plate and pipe welding in Stick, MIG, and TIG welding applications.

Upon completion of this diploma, students should have the skills to gain entry-level employment in the welding industry.

All courses in this diploma program may be applied toward completion of the Associate of Applied Science degree in Welding Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|----------------------------|------------------------------------|--------------|------------|----------------------|---------------|
| ENG 102 | Applied Communications I* | 3 | 0 | 0 | 3 |
| ISC 112 | Industrial Safety | 2 | 0 | 0 | 2 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| WLD 110 | Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 | SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 116 | SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 4 |
| WLD 121 | GMAW (Mig) FCAW/Plate | 2 | 6 | 0 | 4 |
| WLD 131 | GTAW (Tig) Plate | 2 | 6 | 0 | 4 |
| WLD 132 | GTAW (Tig) Plate/Pipe ⁴ | 1 | 6 | 0 | 3 |
| WLD 141 | Symbols and Specifications | 2 | 2 | 0 | 3 |
| WDL 262 | Inspection and Testing | 2 | 2 | 0 | 3 |
| | <i>Totals:</i> | 20 | 45 | 0 | 36 |

Total Credit Hours Required for Diploma 36

* Students planning to pursue the Associate in Applied Science Degree should enroll in ENG 111 Expository Writing.

**Welding Technology Certificate
C50420**

The Welding Technology certificate provides students with a basic knowledge and skill of standard welding procedures.

Students will learn basic cutting processes, plate welding processes in Stick, MIG, and TIG welding applications.

Upon completion, students should qualify for entry-level employment in metal welding industries.

All courses in this certificate program may be applied toward completion of the Associate of the welding Technology diploma and the Applied Science degree in Welding Technology.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--|----------------------------|-------|-----|-------------------|-----------|
| WLD 110 | Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 | SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 121 | GMAW (Mig) FCAW/Plate | 2 | 6 | 0 | 4 |
| WLD 131 | GTAW (Tig) Plate | 2 | 6 | 0 | 4 |
| WLD 141 | Symbols and Specifications | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 9 | 26 | 0 | 18 |
| Total Credit Hours Required for Certificate | | | | | 18 |

**Basic MIG/TIG Welding Certificate
Plate
C50420A**

The Basic MIG/TIG Welding certificate provides students with a basic knowledge and skill of standard welding procedures.

Students will learn basic cutting processes and plate welding processes in MIG and TIG welding applications.

Upon completion students should qualify for entry-level employment in metal welding industries.

All courses in this certificate program may be applied toward completion of the Welding Technology diploma and the Associate of Applied Science degree in Welding Technology.

This certificate may be completed in one semester plus one extra course in the Spring semester.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|--|----------------------------|-------|-----|-------------------|-----------|
| ISC 112 | Industrial Safety | 2 | 0 | 0 | 2 |
| WLD 110 | Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 121 | GMAW (Mig) FCAW/Plate | 2 | 6 | 0 | 4 |
| WLD 131 | GTAW (Tig) Plate | 2 | 6 | 0 | 4 |
| WLD 141 | Symbols and Specifications | 2 | 2 | 0 | 3 |
| <i>Totals:</i> | | 9 | 17 | 0 | 15 |
| Total Credit Hours Required for Certificate | | | | | 15 |

**GTAW TIG Welding Certificate
Plate/Pipe
C50420B**

The GTAW TIG Welding certificate provides students with a basic knowledge and skill of standard welding procedures.

Students will learn plate and pipe welding processes in TIG (GTAW) welding applications. They will also study symbols and specifications, and basic fabrication techniques.

Upon completion students should qualify for entry-level employment in metal welding industries.

All courses in this certificate program may be applied toward completion of the Welding Technology diploma and the Associate of Applied Science degree in Welding Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|----------------------------|-------|-----|---------------|--------|
| ISC 112 | Industrial Safety | 2 | 0 | 0 | 2 |
| WLD 131 | GTAW (Tig) Plate | 2 | 6 | 0 | 4 |
| WDL 132 | GTAW (Tig) Plate/Pipe | 1 | 6 | 0 | 3 |
| WLD 141 | Symbols and Specifications | 2 | 2 | 0 | 3 |
| WLD 151 | Fabrication I | 2 | 6 | 0 | 4 |
| <i>Totals:</i> | | 9 | 20 | 0 | 16 |

Total Credit Hours Required for Certificate 16

**Basic Pipe Welding Certificate
C50420C**

The Basic Pipe Welding certificate provides students with a basic knowledge and skill of standard welding procedures.

Students will learn plate and pipe welding processes in Stick (SMAW) and TIG (GTAW) welding applications.

Upon completion students should qualify for entry-level employment in metal welding industries.

All courses in this certificate program may be applied toward completion of the Welding Technology diploma and the Associate of Applied Science degree in Welding Technology.

| Prefix & Number | Description | Class | Lab | Clinical/Shop | Credit |
|-----------------|-------------------------|-------|-----|---------------|--------|
| ISC 112 | Industrial Safety | 2 | 0 | 0 | 2 |
| WLD 115 | SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 116 | SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 4 |
| WLD 132 | GTAW (Tig) Plate/Pipe4 | 1 | 6 | 0 | 3 |
| <i>Totals:</i> | | 6 | 24 | 0 | 14 |

Total Credit Hours for Required Certificate 14

**Basic Welding Certificate
Stick and MIG
C50420D**

The Basic Welding certificate provides students with a basic knowledge and skill of standard welding procedures.

Coursework will include basic cutting processes, Stick(SMAW) welding on both plate and pipe, and MIG welding on plate.

Upon completion students should qualify for entry-level employment in metal welding industries.

All courses in this certificate program may be applied toward completion of the Welding Technology diploma and the Associate of Applied Science degree in Welding Technology.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------|-------------------------|--------------|------------|---------------------------|---------------|
| ISC 112 | Industrial Safety | 2 | 0 | 0 | 2 |
| WLD 110 | Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 | SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 116 | SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 4 |
| WLD 121 | GMAW (Mig) FCAW/Plate | 2 | 6 | 0 | 4 |
| <i>Totals:</i> | | 8 | 27 | 0 | 17 |

Total Credit Hours Required for Certificate 17

**SMAW (Stick) Certificate
Plate/Pipe
C50420E**

The SMAW (Stick) certificate provides students with a basic knowledge and skill of standard welding procedures.

Students will learn basic cutting processes and plate and pipe welding processes in Stick (SMAW) welding applications and beginning fabrication techniques.

Upon completion students should qualify for entry-level employment in metal welding industries.

All courses in this certificate program may be applied toward completion of the Welding Technology diploma and the Associate of Applied Science degree in Welding Technology.

| Prefix & Number | Description | Class | Lab | Clinical/ Shop | Credit |
|----------------------------|-------------------------|--------------|------------|---------------------------|---------------|
| ISC 112 | Industrial Safety | 2 | 0 | 0 | 2 |
| WLD 110 | Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 | SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 116 | SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 4 |
| WLD 151 | Fabrication I | 2 | 6 | 0 | 4 |
| <i>Totals:</i> | | 8 | 27 | 0 | 17 |

Total Credit Hours Required for Certificate 17

Continuing Education Division

General Information

The basic philosophy underlying Beaufort County Community College's Continuing Education programs is that education is a lifelong process - education does not stop with the completion of formal schooling at an early age, but continues throughout life. Rapid changes in our modern society have necessitated a continuing education program. The needs of the adult population help determine the scope of the program.

Programs offered by the College provide occupational retraining and upgrading in vocational and professional areas, help raise the educational levels of adults, and make available instruction in home and family education and leisure activities.

Nature of Courses

The continuing development of adult programs is based upon the community's particular and varied needs in areas of formal academic learning, cultural advancement, vocational improvement, and creative personal interest. Adult education may vary in length and setting. Workshops, programmed instruction, lab or shop experience, and lecture demonstrations reflect the scope of instruction. Appropriate courses may be offered to an adult group provided a qualified instructor is available, necessary equipment is available, and sufficient number of students register for the course.

Online Classes

These courses are designed to meet student's needs and interests by enabling learners to take classes in the comfort of their own homes. Study at a time that is most convenient for them, without the need for attending classes on campus. Students not having the necessary equipment for online courses and live in the Beaufort County Community College service area, may use Brown Library in Washington, Pettigrew Library in Plymouth and Tyrrell County Library in Columbia as well as BCCC library to take these courses. BCCC's Project PLACE (Public Library Access to College Education), provides internet ready equipment available for accessing online classes.

Classes are available in a wide variety of subject areas that meet requirements for teacher recertification, employment requirements for continuing education, computer applications or general interest courses. There are non-curriculum courses available online that meet the requirements for students to sit for national certification exams in many career training programs. For additional information on continuing online education programs check out our website at www.beaufortccc.edu and go to the drop down box on the left, select Distance Learning, then Education to Go.

Admission Requirements

Persons who wish to enter any general adult extension or noncurriculum course must meet the following requirements:

1. Persons must be eighteen years of age or older or their high school class must have graduated. (For exceptions to admission requirements see page 4, Exceptions to Requirements for General Admission.)
2. In some instances, individual classes will have a specific entrance requirement. In this case, the requirement will be stated in the class publicity.

Class Locations

The College has a definite commitment to extend its services into the local community, business, and industry. Although classes are offered continually on campus, they have been offered on a regular basis in Aurora, Bath, Belhaven, Columbia, Engelhard, Pantego, Plymouth, and Swan Quarter. Every effort will be made to make courses easily accessible. Classes may be offered in any geographic area whenever a sufficient number of citizens indicate an interest in having a class brought to a particular location. Interested persons or parties should contact the Continuing Education Division.

Registration

Interested persons are invited to register for any Continuing Education class and be added to the class roster when they pay the registration fee. Students may register in person, by mail, or by phone at 252-940-6375. Cash, checks, and credit cards (MasterCard and Visa) are accepted. Any persons not paying the registration fee will not be added to the class roster.

Attendance

Classes may meet at any time convenient for interested persons. Classes generally meet once or twice on weekday evenings for two or three hours. Classes may also be organized to meet in the morning hours. Adults are encouraged to maintain a regular class attendance. Students must register prior to the 10% point of the class. (see Refund Policy)

Conduct

Students enrolled in Beaufort County Community College are expected to conduct themselves as responsible adults. Failure to do so may result in expulsion. The campus police will make initial investigations of all breaches of proper conduct and violations of state, federal, and local laws that jeopardize the academic mission of the college. All incidents will be referred to the Dean of Student Services for review and disposal. Sanctions will be imposed on the student by the Dean of Student Services if necessary. This does not exempt the student from facing criminal prosecution by the campus police for violations of law

on campus property. The Dean of Student Services will conduct a thorough investigation of all matters referred by the campus police as a result of information obtained in the initial investigation. The campus police will make initial investigations of the following prohibited acts:

1. Interruption of or interference with normal operations of the College.
2. Destruction, damage, or misuse of college property.
3. Possession, use, or distribution of alcoholic beverages, illegal drugs, or weapons.
4. Physical abuse of another person.
5. Abusive language.
6. Theft of another's property.
7. Any other violation of college rules, regulations, and policies pertaining to conduct issues, as well as any other violation of state, federal, and local law not listed above.

Withdrawals

Students wishing to withdraw from a Continuing Education class must notify their instructor and the Continuing Education Division of their decision.

Refund Policy

The Continuing Education refund policy is mandated by the State. A refund shall not be made except in the following circumstances:

1. A student who officially withdraws from an extension class(es) prior to the first class meeting will be eligible for a 100 percent refund. Also, a student is eligible for a 100 percent refund if an applicable class fails to "make" due to insufficient enrollment.
2. After the respective class begins, a 75 percent refund shall be made upon the request of the student if the student officially withdraws from the class prior to or on the 10 percent point of the scheduled hours of the class.
3. Note: This rule is applicable regardless of the number of times the class meets or the number of hours the class is scheduled to meet.
4. For self-supporting classes, refunds are prohibited.
5. Where a student, having paid the required registration for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all registration fees for that semester may be refunded to the estate of the deceased.

Student Records and Privacy Rights

The Family Education Rights and Privacy Act (PL 93-380) commonly referred to as the Buckley Amendment, sets forth requirements governing the protection of student privacy. To comply with and promote the intent of the Act, the College has adopted *Policy 3.20 Access to Student Records*:

Student records are maintained for academic purposes. The materials therein allow the College to validate a student's academic performance. Therefore, the records are at the disposal of the student, faculty advisor, and the personnel responsible for the maintenance of those records. Other College staff are not allowed access to records without reason. Non-College personnel must have the student's written permission to review a student's record. (*Beaufort County Community College Faculty and Staff Manual E 23.*)

All records are generated in response to student needs. Students have access to their records upon written request. Records commonly maintained are in the student's permanent file. These records are maintained in the Office of Continuing Education.

Transcripts

Students may obtain copies of their transcript upon written request to the Office of Continuing Education. Transcripts will be released only with written authorization of the student.

Seminars and Conferences

The College is host to a number of local and state groups that conduct seminars and conferences. The campus is ideal for one-day or weeklong conferences. Lodging facilities and restaurants are located nearby for out-of-town visitors.

Customized Industry Training

One of the basic objectives of Beaufort County Community College is to stimulate the creation of more challenging and rewarding jobs for the people of the service area by providing a customized training service to industries. Subject to minimal limitations, the College in cooperation with the Economic and Workforce Development Division of the North Carolina Community College System, will design and administer special programs for training.

These programs include the following services:

1. Consultation in determining job description; defining areas of training; and prescribing appropriate course outlines, training schedules, and materials.
2. Selecting and training of instructors. These instructors may be recruited from the company and from outside sources.
3. Payment of instructor's wages for the duration of the training program.
5. Assumption of installation costs of equipment in the temporary training facility.

These programs are further designed to improve and enhance people’s skills and competencies in their job, as well as their relationships with others. Programs can be customized and developed to meet existing needs and can be held on the campus or within an individual plant or organization. Qualified instructors are provided without charge to the employer.

Business and Industry Service Programs

Business and Industry Service Programs are classes designed to address professional development, and help workers adapt to changes and demands. Every effort is made to adapt course content to the need of a particular industry. Emphasis is placed on helping to reduce worker-training time, improving safety practices, reducing labor turnover, upgrading production, and improving an industry’s image.

The following are examples of Business and Industry Service Programs:

- | | |
|---------------------------|--|
| Principles of Supervision | Assertiveness Training — Human Relations |
| Small Business Management | Total Quality Management |
| Manufacturing Job Skills | Computer Training |
| Stress Management | |

Small Business Assistance Program

The underlying objective of the Small Business Assistance Program in the NC Community College System is to increase the success rate and number of small businesses in North Carolina.

The Small Business Center (SBC) delivers technical and managerial assistance to small business owners and prospective owners through more accessible and better information, education and training, counseling and referral, and other technical/managerial assistance as appropriate. The program calls for the SBC to provide the following range of services:

1. Seminars, workshops.
2. Direct one-to-one assistance to small business owners and prospective owners.
3. Network of linkages with chambers of commerce, volunteer consultants, business associations, economic development agencies, Certified Public Accountants, educational consultants and instructors, and other groups.
4. A resource and information center for small business owners or prospective owners.
5. Continuing education for the employees of small business.

Occupational Extension

Occupational extension courses vary in scope and content and are designed to enhance employee skills on the job and provide skills for those who wish to learn new skills. Classes are offered on campus, in local industrial plants, as well as various locations throughout

our service area and online. Courses incorporate a variety of instructional methods that emphasize a combination of classroom, shop, and hands-on instruction in practical educational settings.

The following are examples of occupational courses:

- | | |
|---|-------------------------------------|
| Automotive Training | Computer Applications |
| Computer Training | Detention Officer Certification |
| Heating and Air Conditioning | Marine Captain’s License |
| Water Plant Operators | Welding |
| Waste Water Treatment | PC Upgrading and Troubleshooting |
| Online Courses | Law Enforcement In-service Programs |
| Fundamentals of Real Estate | Real Estate Brokerage |
| Internet Basics | Digital Photography |
| Pharmacy Technician & Health Unit Coordinator | |

Students who take an occupational extension course more than twice within a five year period shall pay the full cost of the course. This cost is determined by the current hourly cost, multiplied by the total number of hours in the class. This rule does not apply to Fire Service, Law Enforcement, or Health and Safety courses, which require certification.

Self-Supporting Program

By providing self-supporting courses, the College is able to offer programs that are not readily available through other state funds.

All students attending a self-supporting course are required to pay an equal registration amount. There are no senior citizen fee waivers. Employees of the College must also pay the registration fee.

The following are examples of some of the courses offered through the Self-Supporting Program:

- | | |
|------------------|---------------------|
| Art | Flower Arranging |
| Cake Decorating | Pottery |
| Calligraphy | Sewing |
| College for Kids | Small Engine Repair |

Public Service Programs

These courses are especially designed as in-service and pre-service training for Fire Service and Health Service education. These classes are often taken directly to the communities to provide opportunities for updating individuals in their profession. The following are examples of these courses:

CPR – First Aid
 Emergency Medical Technician (EMT)
 Emergency Medical Technician-D
 Emergency Medical Technician-I
 ERT (Emergency Rescue Technician)
 Fire Arms Training
 Fire Fighting Certification I & II

Hazardous Material
 Law Enforcement (In-Service)
 Medical Responder
 Nursing Aide Level I & II
 Tanning Bed Operators
 Teacher Recertification Training

Basic Skills Program

Adult Basic Education (ABE) & General Educational Development (GED)

Adults with less than a high school education may enroll in classes scheduled at a variety of times and places. Students performing from non-reader through eighth grade will start at their level of proficiency and will be allowed to proceed at their speed as far as they choose to progress. Those students performing on the high school level will review high school materials, including mathematics, reading, writing skills, science and social studies, preparing them to take the General Educational Development (GED) tests.

The program operates year round with enrollment open at all times for new students to enter. No registration fee is required, and materials are provided by the College. All materials used have been specially prepared with emphasis on individual needs and interests.

The ABE program is in Building 8, Room 814 and the phone number is 252-940-6325.

High School Equivalency Tests General Education Development (GED)

Beaufort County Community College is an official testing center for the Tests of General Educational Development (GED) of the American Council on Education. Students who achieve satisfactory scores on the Tests of General Educational Development will receive a High School Diploma Equivalency awarded by the State Board of Community Colleges. In order to successfully complete the battery, persons must do the following:

1. Complete the application blank.
2. (a) Be eighteen years of age, or their high school class must have graduated; or (b) Sixteen years of age, out of the public schools for at least six months and submit a notarized petition from their legal guardian requesting service; or (c) Sixteen years old, submit a notarized petition from their legal guardian, and receive written permission from the appropriate Superintendent of Public Schools.
3. Pay a \$7.50 testing fee as required by the North Carolina Community College System. There will be a charge of \$2.50 for each retest of the Writing Skills Test.
4. Make a standard score of at least 410 on each of the five tests and a total score of 2250.

The GED is given by the chief GED examiner. The test requires approximately six hours for completion. A person who wishes to study prior to taking the test may enroll, at no cost, in a class offered by the Basic Skills division of Continuing Education.

English as a Second Language (ESL)

English as a Second Language is designed for adults who want to learn the English language skills necessary to function effectively in an English-speaking environment.

Basic Skills Lab

This lab is designed to help students in reading, composition, and mathematics in order to obtain or improve scores for a GED. The lab is also available to anyone who would like to learn a foreign language, learn English as a second language, or upgrade skills for a higher position in business or industry.

Human Resources Development Program (HRD)

HRD is a program that assists unemployed and underemployed individuals to learn job-seeking skills, which will hopefully lead to employment.

HRD 3001

Employability Skills

The curriculum framework must address each of the six core components: 1) assessment of an individual's assets and limitations, 2) development of a positive self-concept, 3) development of employability skills, 4) development of communication skills, 5) development of problem-solving skills, and 6) awareness of the impact of information technology in the workplace.

HRD 3002

Employability Lab

The curriculum framework must address each of the six core HRD components. Instruction is designed to be self-directed, self-paced, and structured in an open-entry, open-exit basis to meet the customized needs of individuals and/or partner agencies at Job-Link (One-Stop) Career Centers. Membership hours are counted on a contact hour basis.

HRD 3003

Career Planning and Assessment

The curriculum framework is designed to assess individual interests, attitudes, aptitudes, and readiness as they relate to career, employment, and/or educational goals. The content of the instructional materials must focus on the following topics: personal development, career exploration, goal setting, and the development of a written plan of action.

HRD 3004 Career Readiness/Pathways

The curriculum framework is based on a specific occupation and addresses one or more of the following topics: career exploration, job seeking and keeping strategies, entry-level skill awareness and development, training success strategies including note-taking, test-taking strategies, reducing test anxiety, and preparing for certification exams and placement tests. This course may be linked either at the beginning or ending of an occupational course.

HRD 3005 Introduction to Computer Skills

The curriculum framework is designed to introduce computers and computer terms, develop a moderate comfort level of basic computer-use skills, introduce the Internet and develop email capabilities, and develop skills in navigating the Internet and using search engines. The content of the instructional materials should focus on the following topics: using the computer to search for jobs and occupational information, compiling employment-related documents (resume, cover letters, applications), accessing governmental and educational resources, and emphasizing the role of information technology in the world of work.

HRD 3006 Employability Motivation and Retention

The curriculum framework is based on four post-employment service strategies—transition, retention, advancement, and re-employment. Transition involves being ready to work (school-to-work, school-to-school, and/or balancing work and family). Retention involves keeping a job and staying employed (work ethics). Advancement involves attaining better jobs with performance and skill development (upgrading and retraining). Re-employment involves gaining independence through a lifetime of work (work-to-work).

HRD 3008 Economic Literacy

This curriculum framework is designed to provide employability skills training for unemployed and underemployed adults. The curriculum framework is designed to help students understand real-life economic concepts and economic ways of thinking that will enable them to make better informed decisions as it relates to their role as a member of the workforce. Topics include, but are not limited to wage improvement plans, workplace business concepts and basic economic literacy concepts.

Course registration fee ranges from \$65-\$175.

A waiver of fees will be permitted if the individual meets one of four criteria:

- Currently unemployed

- Received notification of a pending layoff
- Working and eligible for the Federal Earned Income Tax Credit
- Working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

The Continuing Education Unit

Beaufort County Community College, through its Continuing Education Division, offers many noncredit courses for which Continuing Education Units (CEU's) may be awarded. The Continuing Education Unit (CEU) was designed to recognize and record individual participation in non-traditional courses and activities. The Continuing Education Unit was adopted to provide a method of accumulating a uniform record available for future reference.

Continuing Education Units (CEU's) are awarded upon completion of all non-degree occupational training courses offered by the College. These courses are planned and recorded according to the *Continuing Education Unit: Criteria and Guidelines*. The planning of courses awarding CEU's includes developing the course as a planned educational experience and having the course approved by the appropriate individuals and/or organizations. All occupational courses must be approved by the North Carolina Community College System and listed on the Master Course Listing.

At BCCC, one CEU is awarded for each ten contact hours of participation. Continuing Education Units are designed only to provide a standard of measurement and cannot be changed into credit hours. Continuing Education classes are developed in response to an identified community need. The instructor for each course submits to the Continuing Education Division a course outline containing content, methodology, and objectives. The Continuing Education Division is responsible for all courses for which CEU's are earned. The number of CEU's is clearly identified prior to course advertisement and registration.

Course Descriptions

- § Three numbers following course titles indicate hours for class, lab, and credit.
- § Four numbers following course titles indicate hours for class, lab, shop/clinic or cooperative work experience, and credit.

Course Descriptions

Academic Related

| | | | | |
|----------------|---|----------|----------|----------|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal setting, diversity and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. | | | |
| ACA 115 | Success & Study Skills | 0 | 2 | 1 |
| | This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. . | | | |
| ACA 118 | College Study Skills | 1 | 2 | 2 |
| | 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 includes additional emphasis on orienting students to campus and community resources. | | | |
| | Students needing two or more developmental classes should take ACA 118 in lieu of ACA 111. | | | |

Accounting

| | | | | |
|----------------|---|----------|----------|----------|
| ACC 120 | Principles of Financial Acct | 3 | 2 | 4 |
| | This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> | | | |

Course Descriptions

ACC 121 Principles of Managerial Acct 3 2 4
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: ACC 120

ACC 122 Principles of Financial Acct II 3 0 3
This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.

Prerequisites: ACC 120

ACC 129 Individual Income Taxes 2 2 3
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

ACC 130 Business Income Taxes 2 2 3
This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax depreciation, accounting periods and methods, corporations, partnerships, S corporations, estates and trusts, and gifts. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.

Prerequisites: ACC 129

Course Descriptions

ACC 140 Payroll Accounting 1 2 2
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

Prerequisites: ACC 115 or ACC 120

ACC 149 Intro to Accounting Spreadsheets 1 2 2
This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

Prerequisites: ACC 120, ACC 121, CIS 111 or CIS 110, CTS 130

ACC 150 Accounting Software Applications 1 2 2
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).

Prerequisites: ACC 115 or ACC 120

ACC 220 Intermediate Accounting I 3 2 4
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

Prerequisites: ACC 120

ACC 221 Intermediate Accounting II 3 2 4
 This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

Prerequisites: ACC 220

ACC 225 Cost Accounting 3 0 3
 This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

Prerequisites: ACC 121

Anthropology

ANT 210 General Anthropology 3 0 3
 This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral science.*

ANT 221 Comparative Cultures 3 0 3
 This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural past. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral science.*

Art

ART 111 Art Appreciation 3 0 3
 This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 114 Art History Survey I 3 0 3
 This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 115 Art History Survey II 3 0 3
 This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Astronomy

AST 111 Descriptive Astronomy 3 0 3
 This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Corequisites: AST 111A

Course Descriptions

AST 111A **Descriptive Astronomy Lab** **0** **2** **1**
 The course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Corequisites: AST 111

AST 151 **General Astronomy I** **3** **0** **3**
 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. *his course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Corequisites: AST 151A

AST 151A **General Astronomy I Lab** **0** **2** **1**
 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Corequisites: AST 151

AST 152 **General Astronomy II** **3** **0** **3**
 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 to satisfy the *Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: AST 151

Corequisites: AST 152A

Course Descriptions

AST 152A **General Astronomy II** **0** **2** **1**
 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: AST 151

Corequisites: AST 152

Automotive

AUT 113 **Automotive Servicing 1** **0** **6** **2**
 This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

AUT 116 **Engine Repair** **2** **3** **3**
 This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

Corequisites: AUT 116A

AUT 116A **Engine Repair Lab** **0** **3** **1**
 This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

Corequisites: AUT 116

AUT 141 Suspension & Steering Systems 2 3 3
 This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

Corequisites: AUT 141A

AUT 141A Suspension & Steering Lab 0 3 1
 This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

Corequisites: AUT 141

AUT 151 Brake Systems 2 3 3
 This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

Corequisites: AUT 151A

AUT 151A Brake Systems Lab 0 3 1
 This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

Corequisites: AUT 151

AUT 161 Basic Auto Electricity 4 3 5
 This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

AUT 163 Adv Auto Electricity 2 3 3
 This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

Prerequisites: AUT 161

Corequisites: AUT 163A

AUT 163A Adv Auto Electricity Lab 0 3 1
 This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

Corequisites: AUT 163

AUT 171 Auto Climate Control 2 4 4
 This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

| | | | | | |
|-----------------|---------------------------------|----------|----------|----------|---|
| AUT 181 | Engine Performance 1 | 2 | 3 | 3 | This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information. |
| AUT 181A | Engine Performance 1 Lab | 0 | 3 | 1 | This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information. Corequisites: AUT 181 |
| AUT 183 | Engine Performance 2 | 2 | 6 | 4 | This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information. Prerequisites: AUT 181 |
| AUT 211 | Automotive Machining | 2 | 6 | 4 | This course covers engine machining processes for remanufacturing automotive engines. Emphasis is placed on cylinder head service, machining block surfaces, reconditioning connecting rod assemblies, camshafts, flywheels, and precision measurement. Upon completion, students should be able to explain the operation and proper use of automotive machining equipment. |

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|-----------------|---|----------|----------|----------|--|
| AUT 212 | Auto Shop Management | 3 | 0 | 3 | This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint. |
| AUT 213 | Automotive Servicing 2 | 1 | 3 | 2 | This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment |
| AUT 221 | Auto Transmission/Transaxles | 2 | 3 | 3 | This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains |
| AUT 221A | Auto Transmission/Transaxles Lab | 0 | 3 | 1 | This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains. Corequisites: AUT 221 |
| AUT 231 | Manual Trans/Axles/Drivetrains | 2 | 3 | 3 | This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains. |

AUT 231A Manual Trans/Axles/Drivetrains Lab 0 3 1
 This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.

Corequisites: AUT 231

AUT 281 Adv Engine Performance 2 2 3
 This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

Biology

BIO 110 Principles of Biology 3 3 4
 This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 111 General Biology I 3 3 4
 This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: RED 090, MAT 80, or Placement Test Score

BIO 112 General Biology II 3 3 4
 This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: BIO 111

BIO 120 Introductory Botany 3 0 3
 This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

Prerequisites: BIO 110 or BIO 111

BIO 130 Introductory Zoology 3 3 4
 This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

Prerequisites: BIO 110 or BIO 111

| | | | | |
|-----------------|--|----------|----------|----------|
| BIO 140 | Environmental Biology | 3 | 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 environment problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i> | | | |
| | Prerequisites: ENG 080 or Placement Test Score and RED 090 or Placement Test Score | | | |
| | Corequisites: BIO 140A | | | |
| BIO 140A | Environmental Biology Lab | 0 | 3 | 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 environment interrelationships and of contemporary environmental issues. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i> | | | |
| | Corequisites: BIO 140 | | | |
| BIO 146 | Regional Natural History | 3 | 3 | 4 |
| | This course is an interdisciplinary and historical analysis of the natural resources of the region. Emphasis is placed on geology, climate, forest systems, watersheds, water resources, and fish and wildlife resources of the region. Upon completion, students should be able to demonstrate comprehension of the natural history and the integration of the natural resources of the region. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement | | | |
| BIO 161 | Introduction to Human Biology | 3 | 0 | 3 |
| | This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate and understanding of normal anatomy and physiology and the appropriate use of medical terminology. | | | |

| | | | | |
|----------------|--|----------|----------|----------|
| BIO 163 | Basic Anatomy and Physiology | 4 | 2 | 5 |
| | This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> | | | |
| | Prerequisites: RED 080 or Placement Test Score | | | |
| BIO 165 | Anatomy and Physiology I | 3 | 3 | 4 |
| | 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> | | | |
| | Prerequisites: RED 090 or Placement Test Score | | | |
| BIO 166 | Anatomy and Physiology II | 3 | 3 | 4 |
| | 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 interrelationships 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> | | | |
| | Prerequisites: BIO 165 | | | |

BIO 243 Marine Biology 3 3 4
 This course covers the physical and biological components of the marine environment. Topics include major habitats, the diversity of organisms, their biology and ecology, marine productivity, and the use of marine resources by humans. Upon completion, students should be able to identify various marine habitats and organisms and to demonstrate a knowledge of their biology and ecology. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

Prerequisites: BIO 110 or BIO 111

BIO 275 Microbiology 3 3 4
 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 to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Prerequisites: BIO 110, BIO 112, BIO 163, BIO 165, or BIO 168

Biotechnology

BTC 181 Basic Lab Techniques 3 3 4
 This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.

BTC 250 Principles of Genetics 3 0 3
 This course covers the basic principles of genetics. Topics will include Mendelian inheritance, gene mapping, molecular genetics, regulation of gene expression, population genetics, quantitative genetics, and the genetics of cancer. Upon completion, students should be able to demonstrate a broad understanding of genetics and the principles of heredity.

Blueprint Reading

BPR 111 Blueprint Reading 1 2 2
 This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 121 Blueprint Reading: Mech 1 2 2
 This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

Prerequisites: BPR 111 or MAC 131

Business

BUS 110 Introduction to Business 3 0 3
 This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

BUS 115 Business Law I 3 0 3
 This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

BUS 116 Business Law II 3 0 3
 This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

Prerequisites: BUS 115

Course Descriptions

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|----------------|---------------------------------|----------|----------|----------|---|
| BUS 121 | Business Math | 2 | 2 | 3 | This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business. |
| BUS 137 | Principles of Management | 3 | 0 | 3 | This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> |
| BUS 147 | Business Insurance | 3 | 0 | 3 | This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage. |
| BUS 225 | Business Finance | 2 | 2 | 3 | This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. Prerequisites: ACC 120 |
| BUS 251 | Business Psychology | 2 | 0 | 2 | This course provides an overview of organizational psychology in a business setting. Topics include employee motivation, organizational structure, leadership, conflict resolution, and job satisfaction. Upon completion, students should be able to interact effectively within a business organization. |

Course Descriptions

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|----------------|-----------------------------------|----------|----------|----------|---|
| BUS 260 | Business Communication | 3 | 0 | 3 | 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. Prerequisites: ENG 111 |
| BUS 285 | Business Management Issues | 2 | 2 | 3 | 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. Prerequisites: BUS 137 |

Chemistry

| | | | | | |
|----------------|------------------------------|----------|----------|----------|--|
| CHM 090 | Chemistry Concepts | 4 | 0 | 4 | This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses. |
| CHM 115 | Concepts in Chemistry | 3 | 0 | 3 | This course introduces basic chemical concepts and their applications to daily life for non-science majors. Topics include air pollution, global warming, energy, world of polymers, water and its importance to a technological society, food, drugs, and nuclear chemistry. Upon completion, students should be able to discuss, apply, and appreciate the impact of chemistry on modern society. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |

CHM 131 Introduction to Chemistry 3 0 3
 This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 131A Introduction to Chemistry Lab 0 3 1
 This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Corequisite: CHM 131

CHM 132 Organic and Biochemistry 3 3 4
 This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: CHM 131 and CHM 131A or CHM 151

CHM 151 General Chemistry I 3 3 4
 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 fundamentals chemical laws and concepts as needed in CHM 152. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: High School Chemistry, CHM 090 or CHM 115

CHM 152 General Chemistry II 3 3 4
 This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisite: CHM 151

Information Systems

CIS 110 Introduction to Computers 2 2 3
 This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).*

CIS 111 Basic PC Literacy 1 2 2
 This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills..

CIS 110 may be substituted for CIS 111 in all required curriculums.

CIS 113 Computer Basics 0 2 1
 This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications.

CIS 110 may be substituted for CIS 113 in all required curriculums.
 CIS 111 may be substituted for CIS 113 in all required curriculums.

Course Descriptions

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|----------------|--|----------|----------|----------|
| CJC 141 | Corrections | 3 | 0 | 3 |
| | This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> | | | |
| CJC 212 | Ethics & Community Relations | 3 | 0 | 3 |
| | 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 demonstrate the ability to apply ethical considerations to the decision-making process in identifiable criminal justice situations. | | | |
| CJC 213 | Substance Abuse | 3 | 0 | 3 |
| | This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities. | | | |
| CJC 215 | Organization & Administration | 3 | 0 | 3 |
| | This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations. | | | |
| CJC 221 | Investigative Principles | 3 | 2 | 4 |
| | 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. | | | |

Course Descriptions

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|----------------|---|----------|----------|----------|
| CJC 222 | Criminalistics | 3 | 0 | 3 |
| | 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 225 | Crisis Intervention | 3 | 0 | 3 |
| | 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 | 3 | 0 | 3 |
| | This course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts. | | | |
| CJC 233 | Correctional Law | 3 | 0 | 3 |
| | 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 | 3 | 0 | 3 |
| | 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** **3** **0** **3**
 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.

Prerequisites: CJC 111, CJC 221, and CJC 231

Cooperative Education

COE 111 **Co-op Work Experience I** **0** **0** **10** **1**
 This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 112 **Co-op Work Experience I** **0** **0** **20** **2**
 This course provides work experience with a college approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work related competencies.

COE 113 **Co-op Work Experience I** **0** **0** **30** **3**
 This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 114 **Co-op Work Experience I** **0** **0** **40** **4**
 This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 115 **Work Experience Seminar I** **1** **0** **0** **1**
 This course is designed to promote an appropriately reflective, self-evaluating, knowledgeable and pre-professional human service worker. The student will be engaged in activities to evaluate and enhance performance within supervised human service programs. The course emphasizes the students’ field experiences and material from field practice to illustrate and examine the principals, concepts and issues required to develop a professional use of self.

Corequisites: COE 111, COE 112, COE 113, or COE 114

COE 121 **Co-op Work Experience II** **0** **0** **10** **1**
 This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 122 **Co-op Work Experience II** **0** **0** **20** **2**
 This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 123 **Co-op Work Experience II** **0** **0** **30** **3**
 This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 124 **Co-op Work Experience II** **0** **0** **40** **4**
 This course provides work experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Course Descriptions

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|---|----------------------------------|----------|----------|-----------|----------|
| COE 131 | Co-op Work Experience III | 0 | 0 | 10 | 1 |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. | | | | | |
| COE 132 | Co-op Work Experience III | 0 | 0 | 20 | 2 |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. | | | | | |
| COE 133 | Co-op Work Experience III | 0 | 0 | 30 | 3 |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. | | | | | |
| COE 134 | Co-op Work Experience III | 0 | 0 | 40 | 4 |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. | | | | | |
| COE 211 | Co-op Work Experience IV | 0 | 0 | 10 | 1 |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related. | | | | | |

Course Descriptions

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|---|---------------------------------|----------|----------|-----------|----------|
| COE 212 | Co-op Work Experience IV | 0 | 0 | 20 | 2 |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. | | | | | |

Communication

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|--|------------------------|----------|----------|----------|
| COM 231 | Public Speaking | 3 | 0 | 3 |
| 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 audiovisual support. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i> | | | | |

Cosmetology

| | | | | |
|---|-------------------------------|----------|-----------|----------|
| COS 111 | Cosmetology Concepts I | 4 | 0 | 4 |
| 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. | | | | |
| Prerequisites: RED 070 | | | | |
| Corequisites: COS 112 | | | | |
| COS 112 | Salon I | 0 | 24 | 8 |
| 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. | | | | |
| Prerequisites: RED 070 | | | | |
| Corequisites: COS 111 | | | | |

Course Descriptions

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|----------------|--|----------|-----------|----------|
| COS 113 | Cosmetology Concepts II | 4 | 0 | 4 |
| | 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. | | | |
| | Prerequisites: RED 080 | | | |
| | Corequisites: COS 114 | | | |
| COS 114 | Salon II | 0 | 24 | 8 |
| | This course provides experiences 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. | | | |
| | Corequisites: COS 113 | | | |
| COS 115 | Cosmetology Concepts III | 4 | 0 | 4 |
| | 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. | | | |
| | Corequisites: COS 116 | | | |
| COS 116 | Salon III | 0 | 12 | 4 |
| | This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. | | | |
| | Corequisites: COS 115 | | | |

Course Descriptions

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|----------------|---|----------|-----------|----------|
| COS 117 | Cosmetology Concepts IV | 2 | 0 | 2 |
| | 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. | | | |
| | Corequisites: COS 118 | | | |
| COS 118 | Salon IV | 0 | 21 | 7 |
| | 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. | | | |
| | Corequisites: COS 117 | | | |
| COS 119 | Esthetics Concepts | 2 | 0 | 2 |
| | This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements. | | | |
| COS 120 | Esthetics Salon I | 0 | 18 | 6 |
| | This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting. | | | |
| COS 121 | Manicure/Nail Technology I | 4 | 6 | 6 |
| | 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. | | | |

Course Descriptions

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|----------------|---|----------|-----------|----------|
| COS 125 | Esthetics Concepts II | 2 | 0 | 2 |
| | This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, make-up, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements. | | | |
| COS 126 | Esthetics Salon II | 0 | 18 | 6 |
| | This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians. | | | |
| COS 222 | Manicure/Nail Technology II | 4 | 6 | 6 |
| | 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. | | | |
| | Prerequisites: COS 121 | | | |
| COS 223 | Contemp Hair Coloring | 1 | 3 | 2 |
| | This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems. | | | |
| | Prerequisites: COS 111 and COS 112 | | | |
| COS 271 | Instructor Concepts I | 5 | 0 | 5 |
| | 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. | | | |
| | Corequisites: COS 272 | | | |

Course Descriptions

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|----------------|--|----------|-----------|----------|
| COS 272 | Instructor Practicum I | 0 | 21 | 7 |
| | 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. | | | |
| | Corequisites: COS 271 | | | |
| COS 273 | Instructor Concepts II | 5 | 0 | 5 |
| | 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. | | | |
| | Prerequisites: COS 271 and COS 272 | | | |
| | Corequisites: COS 274 | | | |
| COS 274 | Instructor Practicum II | 0 | 21 | 7 |
| | 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. | | | |
| | Prerequisites: COS 271 and COS 272 | | | |
| | Corequisites: COS 273 | | | |

Computer Information Technology

CTS 120 Hardware/Software Support 2 3 3
 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.

Prerequisites: CIS 110 or CIS 111 and NOS 110

CTS 130 Spreadsheet 2 2 3
 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

Prerequisites: CIS 110 or CIS 111

CTS 135 Integrated Software Intro 2 4 4
 This course instructs students in the Windows or Linux based program suites for word processing, spreadsheet, database, personal information manager, and presentation software. This course prepares students for introductory level skills in database, spreadsheet, personal information manager, word processing, and presentation applications to utilize data sharing. Upon completion, students should be able to design and integrate data at an introductory level to produce documents using multiple technologies.

Prerequisites: CTS 130, DBA 110, OST 236

CTS 285 Systems Analysis & Design 3 0 3
 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

Prerequisites: CIS 115

CTS 289 System Support Project 1 4 3
 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.

Prerequisites: CTS 285

Database

DBA 110 Database Concepts 2 3 3
 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.

Prerequisites: CIS 110 or CIS 111

Design Drafting

DDF 211 Design Process I 1 6 4
 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.

Prerequisites: DFT 112

DDF 212 Design Process II 1 6 4
 This course stresses the integration of various drafting and design practices. Emphasis is placed on creation of an original design. Upon completion, students should be able to apply drafting and design procedures to a design project of their choosing. *This course is a unique concentration requirement of the Drafting and Design concentration in the Mechanical Engineering program.*

Prerequisites: DDF 211

DDF 213 Design Process III 1 6 4
 This course provides an opportunity to produce all the documentation needed to complete a project for the manufacture of a product. Topics include materials, manufacturing processes, analysis, production drawings, calculations, and specifications. Upon completion, students should be able to research and produce all information needed to complete a project for manufacture. *This course is a unique concentration requirement of the Drafting and Design concentration in the Mechanical Engineering program.*

Prerequisites: DDF 212

Drafting

DFT 111 Technical Drafting I 1 3 2
 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.

Corequisites: DFT 111A

DFT 111A Technical Drafting I Lab 0 3 1
 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.

Corequisites: DFT 111

DFT 112 Technical Drafting II 1 3 2
 This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings.

Prerequisites: DFT 111

Corequisites: DFT 112A

DFT 112A Technical Drafting II Lab 0 3 1
 This course provides a laboratory setting to enhance advanced drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 112. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 112.

Corequisites: DFT 112

DFT 115 Architectural Drafting 1 2 2
 This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.

DFT 151 CAD I 2 3 3
 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 2 3 3
 This course is a continuation of DFT 151. Topics include advanced two-dimensional, three-dimensional, and solid modeling and extended CAD applications. Upon completion, students should be able to generate and manage CAD drawings and models to produce engineering documents.

Prerequisites: DFT 151

DFT 154 Intro Solid Modeling 2 3 3
 This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.

DFT 161 Pattern Design & Layout 1 2 2
 This course covers the layout of sheet metal and pipe fittings. Topics include the development of patterns and templates for metalworking industries. Upon completion, students should be able to develop, sketch, produce, and angle layouts.

Drama/Theatre

DRA 111 Theatre Appreciation 3 0 3
 This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Economics

ECO 151 Survey of Economics 3 0 3
 This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 251 Principles of Microeconomics 3 0 3
 This course introduces economic analysis of individual, business, and industry choices in market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Principles of Macroeconomics 3 0 3
 This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Education

EDU 118 Princ & Prac of Inst Asst 3 0 3
 This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

Prerequisites: ENG 080, RED 080

EDU 119 Intro to Early Childhood Education 4 0 4
 This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

EDU 131 Child, Family, & Community 3 0 3
 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.

Prerequisites: ENG 080 and RED 080

EDU 184 Early Childhood Intro Practicum 1 3 2
 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.

Prerequisites: ENG 080, RED 080, EDU 119

EDU 216 Foundations of Education 4 0 4
 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.

Prerequisites: ENG 090 and RED 090

EDU 221 Children With Exceptionalities 3 0 3
 This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

Prerequisites: ENG 090, RED 090, EDU 144 and EDU 145 or EDU 090, RED 090, PSY 244 and PSY 245

EDU 234 Infants, Toddlers, & Twos 3 0 3
 This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

Prerequisites: ENG 090, RED 090 and EDU 119

EDU 235 School-Age Dev & Program 3 0 3
 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.

Prerequisites: ENG 090 and RED 090

EDU 252 Math & Science Activities 3 0 3
 This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

Prerequisites: ENG 090 and RED 090

EDU 256 Instructional Strat/Social Studies 2 2 3
 This course covers objectives, content, materials, and instructional approaches to social studies. Topics include the integration of history, geography, economics, and government materials; research/study techniques; and critical thinking. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate experiences as it relates to the NC Standard Course of Study.

Prerequisites: ENG 090 and RED 090

EDU 257 Instructional Strat/Math 2 2 3
 This course covers concepts, activities, methods, and materials for teaching mathematics in elementary through middle school grades. Topics include individual instruction, developmental skill building, manipulatives, problem solving, critical thinking and numerical concepts. Upon completion, students should be able to assess, plan, implement and evaluate developmentally appropriate math experiences relating to the NC Standard Course of Study.

Prerequisites: ENG 090, RED 090, and MAT 060

EDU 258 Instructional Strat/Science 2 2 3
 This course covers objectives, content, materials, and instructional approaches to natural sciences for elementary through middle grades. Topics include classroom and laboratory science experiences, research/study techniques, and critical thinking. Upon completion, students should be able to assess/plan/implement/evaluate developmentally appropriate learning experiences in science as related to the North Carolina Standard Course of Study.

Prerequisites: ENG 090, RED 090

EDU 259 Curriculum Planning 3 0 3
 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.

Prerequisites: ENG 090, RED 090, and EDU 119

EDU 261 Early Childhood Administration I 3 0 3
 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.

Prerequisites: ENG 090 and RED 090

EDU 262 Early Childhood Administration II 3 0 3
 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.

Prerequisites: ENG 090, RED 090, and EDU 261

Corequisites: EDU 119

EDU 271 Educational Technology 2 2 3
 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.

Prerequisites: ENG 090 and RED 090

EDU 275 Effective Teacher Training 2 0 2
 This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

Prerequisites: ENG 090 and RED 090

EDU 280 Language & Literacy Exp 3 0 3
 This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

Prerequisites: ENG 090 and RED 090

EDU 281 Instructional Strat/Reading & Writing 2 2 3
 This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.

Prerequisites: ENG 090 and RED 090

EDU 282 Early Childhood Literature 3 0 3
 This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

Prerequisites: ENG 090 and RED 090

EDU 284 Early Child Capstone Prac 1 9 4
 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.

Prerequisites: ENG 090, RED 090, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151

EDU 285 Internship Exp-School Age 1 9 4
 This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

Prerequisites: ENG 090, RED 090, EDU 144, EDU 145, EDU 118, EDU 163 or EDU 090, RED 090, EDU 144, EDU 145, EDU 216, EDU 163.

EDU 289 Advance Issues/School Age Populations 2 0 2
 This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

Prerequisites: ENG 090, RED 090

Engineering

EGR 285 Design Project 0 4 2
 This course provides the opportunity to design an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate projects.

Electrical

ELC 112 DC/AC Electricity 3 6 5
 This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

ELC 113 Basic Wiring I 2 6 4
 This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 114 Basic Wiring II 2 6 4
 This course provides instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

ELC 115 Industrial Wiring 2 6 4
 This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC 117 Motors and Controls 2 6 4
 This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 128 Introduction to PLC 2 3 3
 This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLC's and create simple programs.

ELC 131 DC/AC Circuit Analysis 4 3 5
 This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

ELC 132 Electrical Drawings 1 3 2
 This course introduces the technical documentation that is typically found or used in the industrial environment. Topics include interpretation of service manuals, freehand sketching of lines, orthographic views and dimensions, and blueprint reading. Upon completion, students should be able to interpret technical documents and blueprints and use basic drafting skills to prepare usable field drawings.

ELC 135 Electrical Machines I 2 2 3
 This course covers magnetic circuits, transformers, DC/AC machines, and the three-phase circuit fundamentals including power factor. Topics include magnetic terms and calculations, transformer calculations based on primary or secondary equivalent circuits, and regulation and efficiency calculations. Upon completion, students should be able to perform regulation and efficiency calculations for DC/AC machine circuits.

Course Descriptions

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|----------------|--|----------|----------|----------|
| ELC 136 | Electrical Machines II | 3 | 3 | 4 |
| | This course covers DC/AC machine fundamentals including applications and control. Topics include control devices, induction single and polyphase AC motors, DC motors, stepper, and special purpose motors. Upon completion, students should be able to perform regulation and efficiency calculations and apply motor theory to practical control applications. | | | |
| ELC 192 | Selected Topics in Electrical Engineering Technology | 0 | 6 | 2 |
| | This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific areas of study. | | | |
| ELC 228 | PLC Applications | 2 | 6 | 4 |
| | This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems. | | | |
| ELC 231 | Electric Power Systems | 3 | 2 | 4 |
| | This course covers the basic principles of electric power systems, including transmission lines, generator and transformer characteristics, and fault detection and correction. Emphasis is placed on line diagrams and per unit calculations for circuit performance analysis in regards to voltage regulation, power factor, and protection devices. Upon completion, students should be able to analyze simple distribution subsystems, calculate fault current, and compare different types and sizes of circuit protection devices. | | | |

Electronics

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|----------------|--|----------|----------|----------|
| ELN 112 | Diesel Electronics System | 2 | 6 | 4 |
| | This course introduces electronic theory and applications as used in medium and heavy duty vehicles. Emphasis is placed on the basic function and operation of semiconductor and integrated circuits. Upon completion, students should be able to identify electronic components, explain their use and function, and use meters and flow charts to diagnose and repair systems. | | | |

Course Descriptions

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|----------------|--|----------|----------|----------|
| ELN 131 | Semiconductor Applications | 3 | 3 | 4 |
| | This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment. | | | |
| ELN 132 | Linear IC Applications | 3 | 3 | 4 |
| | This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, waveform generators active filters, IC voltage regulators, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment. | | | |
| ELN 133 | Digital Electronics | 3 | 3 | 4 |
| | 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 192 | Selected Topics in Electronics Engineering Technology | 0 | 6 | 2 |
| | This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study. | | | |
| ELN 232 | Introduction to Microprocessors | 3 | 3 | 4 |
| | This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment. | | | |
| ELN 233 | Microprocessor Systems | 3 | 3 | 4 |
| | This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment. | | | |

ENG 101 Applied Communications I 3 0 3
 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.

Prerequisites: RED 080 or Placement Test Score

ENG 102 Applied Communications II 3 0 3
 This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course.

Prerequisites: ENG 080 and RED 080 or Placement Test Score

ENG 111 Expository Writing 3 0 3
 This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

Prerequisites: ENG 090 or English Placement Test Score and RED 090 or Reading Placement Test Score

ENG 112 Argument-Based Research 3 0 3
 This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

Prerequisites: ENG 111

ENG 113 Literature-Based Research 3 0 3
 This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound documented essays and research papers that analyze and respond to literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

Prerequisites: ENG 111

ENG 114 Professional Research and Reporting 3 0 3
 This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

Prerequisites: ENG 111

ENG 112 or ENG 113 may be substituted for ENG 114 in all curriculums.

ENG 125 Creative Writing I 3 0 3
 This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

ENG 131 Introduction to Literature 3 0 3
 This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

ENG 132 Introduction to Drama 3 0 3
 This course provides intensive study of drama as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of drama. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of drama. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

ENG 231 American Literature I 3 0 3
 This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 112, ENG 113, or ENG 114

ENG 232 American Literature II 3 0 3
 This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 112, ENG 113, or ENG 114

ENG 241 British Literature I 3 0 3
 This course covers selected works in British literature from its beginning to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 112, ENG 113, or ENG 114

ENG 242 British Literature II 3 0 3
 This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 112, ENG 113, or ENG 114

ENG 272 Southern Literature 3 0 3
 This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: ENG 112, ENG 113, or ENG 114

ENG 273 African-American Literature 3 0 3
 This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: ENG 112, ENG 113, or ENG 114

French

FRE 111 Elementary French I 3 0 3
 This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 090 and RED 090 or Placement Test Score

FRE 112 Elementary French II 3 0 3
 This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisite: FRE 111

Geography

GEO 110 Introduction to Geography 3 0 3
 This course introduces map reading skills and the physical and cultural features of different areas of the earth. Topics include spatial association, the importance of location, physical characteristics of the earth, and the impact of humans on the environment. Upon completion, students should be able to demonstrate an ability to read a map and describe physical and cultural features of different regions. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

GEO 111 World Regional Geography 3 0 3
 This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Health

HEA 110 Personal Health/Wellness 3 0 3
 This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Heavy Equipment and Transport Technology

HET 110 Diesel Engines 3 9 6
 This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is placed on safety, theory of operation, inspection, measuring, and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to measure, diagnose problems, and repair diesel engines.

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|----------------|---|----------|----------|----------|
| HET 112 | Diesel Electrical System | 3 | 6 | 5 |
| | This course introduces electrical theory and applications as they relate to diesel powered equipment. Topics include lighting, accessories, safety, starting, charging, instrumentation, and gauges. Upon completion, students should be able to follow schematics to identify, repair, and test electrical circuits and components. | | | |
| HET 114 | Power Trains | 3 | 6 | 5 |
| | This course introduces power transmission devices. Topics include function and operation of gears, chains, clutches, planetary gears, drive lines, differentials, and transmissions. Upon completion, students should be able to identify, research specifications, repair, and adjust power train components. | | | |
| HET 116 | Air Conditioning/Diesel Equipment | 1 | 2 | 2 |
| | This course provides a study of the design, theory, and operation of heating and air conditioning systems in newer models of medium and heavy duty vehicles. Topics include component function, refrigerant recovery, and environmental regulations. Upon completion, students should be able to use proper techniques and equipment to diagnose and repair heating/air conditioning systems according to industry standards. | | | |
| HET 118 | Mechanical Orientation | 2 | 0 | 2 |
| | This course introduces the care and safe use of power and hand tools. Topics include micrometers, dial indicators, torque wrenches, drills, taps, dies, screw extractors, thread restorers, and fasteners. Upon completion, students should be able to select and properly use tools for various operations. | | | |
| HET 127 | Shop Rules and Regulations | 1 | 0 | 1 |
| | This course introduces safety, OSHA, and EPA general requirements used in the mobile equipment industry. Topics include fire extinguisher use, MSDS sheets, oil contamination, protective gear, and other related topics. Upon completion, students should be able to properly use fire extinguishers and demonstrate knowledge of applicable general safety, OSHA, and EPA regulations. | | | |

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|----------------|---|----------|-----------|----------|
| HET 211 | Agricultural Harvesting Equipment | 2 | 4 | 4 |
| | This course covers the theory, design, principles of operation and adjustment, and troubleshooting and repair of harvesting equipment including combines and hay and forage equipment. Emphasis is placed on operating and troubleshooting harvest equipment hydraulics and monitoring equipment. Upon completion, student should be able to diagnose, adjust, or repair new or used harvesting equipment in accordance with manufacturers' specifications. <i>This course is a unique concentration requirement of the Agricultural Systems concentration in the Medium/Heavy Duty Vehicle Systems Technology program.</i> | | | |
| HET 217 | Tractor Performance | 1 | 2 | 2 |
| | This course covers procedures for attaining optimum performance of agricultural tractors. Emphasis is placed on problem solving using dynamometers, test procedures, and safety. Upon completion, students should be able to use test equipment to diagnose engines and drive components and adjust tractors to achieve optimum performance. <i>This course is a unique concentration requirement of the Agricultural Systems concentration in the Medium/Heavy Duty Vehicle Systems Technology program.</i> | | | |
| HET 218 | Tractor Project | 1 | 12 | 5 |
| | This course provides an opportunity to demonstrate competencies learned by completely rebuilding a tractor to meet dealer specifications. Emphasis is placed on diagnosis and repair of engine, hydraulic, electrical/electronic, air conditioner, brake, and steering systems to ready a used tractor for sale. Upon completion, students should be able to diagnose and perform the necessary repairs on a used tractor to prepare it for sale. <i>This course is a unique concentration requirement of the Agricultural Systems concentration in the Medium/Heavy Duty Vehicle Systems Technology program.</i> | | | |

History

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|----------------|--|----------|----------|----------|
| HIS 111 | World Civilizations I | 3 | 0 | 3 |
| | This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i> | | | |

Course Descriptions

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|----------------|-------------------------------|----------|----------|----------|---|
| HIS 112 | World Civilizations II | 3 | 0 | 3 | This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i> |
| HIS 117 | History of Religions | 3 | 0 | 3 | This course surveys the historical development of the world's major religions. Topics include systems of belief and religious practice, polytheism, monotheism, and current religious movements. Upon completion, students should be able to analyze the world's major religious traditions. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| HIS 131 | American History I | 3 | 0 | 3 | This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i> |
| HIS 132 | American History II | 3 | 0 | 3 | This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic and cultural developments in American history since the Civil War. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i> |
| HIS 162 | Women and History | 3 | 0 | 3 | This course surveys the experience of women in historical perspective. Topics include the experiences and contributions of women in culture, politics, economics, science, and religion. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural contributions of women in history. The focus of this writing-intensive course will be the United States from the late 18th Century to the present. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |

Course Descriptions

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| HIS 164 | History of Sports | 3 | 0 | 3 | This course surveys the history of sports in human society. Topics include the development of sports in their social, cultural, and historical contexts. Upon completion, students should be able to analyze the significance of sports in human culture. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| HIS 221 | African-American History | 3 | 0 | 3 | This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| HIS 226 | The Civil War | 3 | 0 | 3 | This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement |
| HIS 236 | North Carolina History | 3 | 0 | 3 | This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |

Horticulture

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|----------------|------------------------------------|----------|----------|----------|--|
| HOR 112 | Landscape Design I | 2 | 3 | 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. Taught in immured setting. |
| HOR 118 | Equipment Oper. & Maint | 1 | 3 | 2 | This course covers the proper operation and maintenance of selected equipment used in horticulture. Emphasis is placed on the maintenance, minor repairs, safety devices, and actual operation of selected equipment. Upon completion, students should be able to design a maintenance schedule, service equipment, and demonstrate safe operation of selected equipment. Taught in immured setting. |
| HOR 124 | Nursery Operations | 2 | 3 | 3 | This course covers nursery site and crop selection, cultural practices, and production and marketing methods. Topics include site considerations, water availability, equipment, irrigation, fertilization, containers, media, and pest control. Upon completion, students should be able to design and implement a nursery operation and grow and harvest nursery crops. Taught in immured setting. |
| HOR 138 | Greenhouse Veg. Prod. | 1 | 2 | 2 | This course covers the production of greenhouse vegetable crops. Emphasis is placed on controlling the greenhouse environment, production principles, insect and disease control, and harvesting and marketing the crops. Upon completion, students should be able to produce and market a greenhouse vegetable crop. Taught in immured setting. |
| HOR 152 | Horticultural Practices | 0 | 3 | 1 | This course covers the maintenance of ornamental plantings and production areas. Topics include maintenance of flower beds, vegetable gardens, greenhouses, and container and field nursery stock using sound horticultural practices. Upon completion, students should be able to apply the principles and practices of maintaining ornamental landscape plantings. Taught in immured setting. |

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| HOR 160 | Plant Materials I | 2 | 2 | 3 | This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials. Taught in immured setting. |
| HOR 162 | Applied Plant Science | 2 | 2 | 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. Taught in immured setting. |
| HOR 164 | Horticultural Pest Management | 2 | 2 | 3 | This course covers the identification and control of plant pests including insects, diseases, and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators license. Taught in immured setting. |
| HOR 166 | Soils and Fertilizers | 2 | 2 | 3 | This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media. Taught in immured setting. |
| HOR 168 | Plant Propagation | 2 | 2 | 3 | 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 225 | Nursery Production | 2 | 2 | 3 | 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. Taught in immured setting. |

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| HOR 235 | Greenhouse Production | 2 | 2 | 3 | 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. Taught in immured setting. |
| HOR 237 | Adv. Greenhouse Production | 2 | 3 | 3 | This course is a continuation of HOR 235 covering additional 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. Taught in immured setting. Prerequisite: HOR 235 |
| HOR 245 | Horticulture Specialty Crops | 2 | 2 | 3 | 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. Taught in immured setting. |
| HOR 268 | Adv. Propagation | 3 | 3 | 4 | This course covers applied production techniques for asexual and sexual plant propagation. Emphasis is placed on the major accepted methods of asexual propagation and sexual propagation of woody ornamental plants, with evaluation of all initiated propagation. Upon completion, students should be able to successfully propagate a variety of plant materials utilizing methods covered in the course. Taught in immured setting. |

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| Human Services | | | | | |
| HSE 110 | Introduction to Human Services | 2 | 2 | 3 | This course introduces the human service 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 | 1 | 2 | 2 | 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 | 2 | 2 | 3 | This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship. |
| HSE 125 | Counseling | 2 | 2 | 3 | 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 | 2 | 0 | 2 | 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 2 2 0 3
 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.

Prerequisites: HSE 110

HSE 225 Crisis Intervention 3 0 3
 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 240 Issues in Client Services 3 0 3
 This course introduces systems of professional standards, values, and issues in the helping professions. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues.

Humanities

HUM 115 Critical Thinking 3 0 3
 This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs.*

Prerequisites: ENG 111

HUM 120 Cultural Studies 3 0 3
 This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 111

HUM 121 The Nature of America 3 0 3
 This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 122 Southern Culture 3 0 3
 This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 150 American Women’s Studies 3 0 3
 This course provides an inter-disciplinary study of the history, literature, and social roles of American woman from Colonial times to the present. Emphasis is placed on women’s roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 160 Introduction to Film 2 2 3
 This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 111

Hydraulics

HYD 110 Hydraulics/Pneumatics I 2 3 3
 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.

HYD 111 Mobile Hydraulic Systems 1 4 3
 This course covers hydraulic components on mobile equipment including construction equipment, transportation, and farm equipment. Topics include servicing of pumps, testing and adjusting components, test points, and proper use and care of test equipment. Upon completion, students should be able to use proper test equipment to locate and repair problems on equipment.

HYD 134 Hyd/Hydrostatic Const 2 4 4
 This course covers the hydraulic/hydrostatic components of construction equipment hydraulics and power trains. Topics include testing, adjusting, repair, and replacement of components that are applied to construction equipment hydraulics and transmissions along with other related topics. Upon completion, students should be able to use proper diagnostic procedures and identify, repair, and replace hydraulic and hydrostatic systems on construction equipment.

HYD 210 Advanced Hydraulics 1 3 2
 This course covers advanced hydraulic systems. Emphasis is placed on advanced hydraulic systems and components, troubleshooting, and other related topics. Upon completions, students should be able to demonstrate an understanding of the installation, application, operation, and maintenance of hydraulic components and systems.

Prerequisites: HYD 110, HYD 111, or HYD 112

Industrial Science

ISC 110 Workplace Safety 1 0 1
 This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

ISC 112 Industrial Safety 2 0 2
 This course introduces the principles of industrial safety. Emphasis placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

ISC 121 Envir Health & Safety 3 0 3
 This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.

Machining

MAC 111 Machining Technology I 2 12 6
 This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

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| MAC 112 | Machining Technology II | 2 | 12 | 6 |
| | This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling. | | | |
| | Prerequisite: MAC 111 | | | |
| MAC 113 | Machining Technology III | 2 | 12 | 6 |
| | This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications. | | | |
| | Prerequisite: MAC 112 | | | |
| MAC 121 | Introduction to CNC | 2 | 0 | 2 |
| | 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 131 | Blueprint Reading/Mach I | 1 | 2 | 2 |
| | This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawing, visualize parts, and make pictorial sketches. | | | |
| MAC 132 | Blueprint Reading/Mach II | 1 | 2 | 2 |
| | This course introduces more complex industrial blueprints. Emphasis is placed on auxiliary views, section views, violations of true project, special views, applications of GD & T, and interpretation of complex parts. Upon completion, students should be able to read and interpret complex industrial blueprints. | | | |
| | Prerequisites: MAC 131 | | | |

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| Mathematics | | | | |
| MAT 050 | Basic Math Skills | 3 | 2 | 4 |
| | This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems. | | | |
| | Prerequisites: Placement Test Score | | | |
| | Corequisites: Appropriate Reading Course or Placement Test Score | | | |
| MAT 060 | Essential Mathematics | 3 | 2 | 4 |
| | This is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate. | | | |
| | Prerequisites: MAT 050 or Placement Test Score | | | |
| | Corequisites: Appropriate Reading Course or Placement Test Score | | | |
| MAT 070 | Introductory Algebra | 3 | 2 | 4 |
| | This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. | | | |
| | Prerequisites: MAT 060 or Placement Test Score | | | |
| | Corequisites: RED 080 or Placement Test Score | | | |

MAT 080 Intermediate Algebra 3 2 4
 This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

Prerequisites: MAT 070 or Placement Test Score

Corequisites: RED 080 or Placement Test Score

MAT 101 Applied Mathematics I 2 2 3
 This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.

Prerequisites: MAT 060, MAT 070, MAT 080, or Placement Test Score

MAT 110 Mathematical Measurement 2 2 3
 This course provides an activity-based approach to utilizing, interpreting, and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion, and estimation within metric, apothecary, and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing, and communicating data. Emphasis will be placed on use of these systems of measurement in the calculation of drugs.

Prerequisites: MAT 070, RED 080 or Placement Test Score

MAT 115 Mathematical Models 2 2 3
 This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

Prerequisites: MAT 070, RED 080 or Placement Test Score

MAT 121 Algebra/Trigonometry I 2 2 3
 This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic, and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

Prerequisites: MAT 070, RED 080 or Placement Test Score

MAT 122 Algebra/Trigonometry II 2 2 3
 This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

Prerequisites: MAT 121, RED 080 or Placement Test Score

MAT 141 Mathematical Concepts I 3 0 3
 This course is the first of a two course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

MAT 141A Mathematical Concepts I Lab 0 2 1
 This course is a laboratory for MAT 141. Emphasis is placed on experiences that enhance the materials presented in class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Corequisites: MAT 141

MAT 142 Mathematical Concepts II 3 0 3
 This course is the second of a two course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on probability, statistics, functions, introductory geometry, and mathematics of finance. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts and utilize technology as a mathematical tool. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in natural sciences/mathematics.*

Prerequisites: MAT 141, RED 080 or Placement Test Score

MAT 142A Mathematical Concepts II Lab 0 2 1
 This course is a laboratory for MAT 142. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: MAT 141, RED 080 or Placement Test Score

Corequisites: MAT 142

MAT 155 Statistical Analysis 3 0 3
 This course is an introduction to descriptive and inferential statistics. Topics include sampling, distributions, plotting data, central tendency, dispersion, Central Limits Theorem, confidence intervals, hypothesis testing, correlations, regressions, and multinomial experiments. Upon completion, students should be able to describe data and test inferences about populations using sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Corequisites: MAT 155A

MAT 155A Statistical Analysis Lab 0 2 1
 This course is a laboratory for MAT 155. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Corequisites: MAT 155

MAT 161 College Algebra 3 0 3
 This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Corequisites: MAT 161A

MAT 161A College Algebra Lab 0 2 1
 This course is a laboratory for MAT 161. Emphasis is placed on experiences that enhance the materials presented in class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Corequisites: MAT 161

MAT 171 Precalculus Algebra 3 0 3
 This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Corequisites: MAT 171A

MAT 171A Precalculus Algebra Lab 0 2 1
 This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Corequisites: MAT 171

MAT 172 Precalculus Trigonometry 3 0 3
 This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: MAT 171

Corequisites: MAT 172A

MAT 172A Precalculus Trigonometry Lab 0 2 1
 This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Prerequisites: MAT 171

Corequisite: MAT 172

MAT 175 Precalculus 4 0 4
 This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

Prerequisites: MAT 080, RED 080 or Placement Test Score

Course Descriptions

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| MAT 175A | Precalculus Lab | 0 | 2 | 1 |
| | This course is a laboratory for MAT 175. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> | | | |
| | Prerequisites: MAT 080, RED 080 or Placement Test Score | | | |
| | Corequisites: MAT 175 | | | |
| MAT 223 | Applied Calculus | 2 | 2 | 3 |
| | This course provides an introduction to the calculus concepts of differentiation and integration by way of application and is designed for engineering technology students. Topics include limits, slope, derivatives, related rates, areas, integrals, and applications. Upon completion, students should be able to demonstrate an understanding of the use of calculus and technology to solve problems and to analyze and communicate results. | | | |
| | Prerequisites: MAT 122, RED 080 or Placement Test Score | | | |
| MAT 263 | Brief Calculus | 3 | 0 | 3 |
| | This course is designed for students needing only one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics..</i> | | | |
| | Prerequisites: MAT 161, RED 080 or Placement Test Score | | | |
| MAT 263A | Brief Calculus Lab | 0 | 2 | 1 |
| | This course is a laboratory for MAT 263. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or course requirement.</i> | | | |
| | Prerequisites: MAT 161, RED 080 or Placement Test Score | | | |
| | Corequisites: MAT 263 | | | |

Course Descriptions

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|----------------|--|----------|----------|----------|
| MAT 271 | Calculus I | 3 | 2 | 4 |
| | This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i> | | | |
| | Prerequisites: MAT 172 or MAT 175 | | | |
| MAT 272 | Calculus II | 3 | 2 | 4 |
| | This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i> | | | |
| | Prerequisites: MAT 271 | | | |
| MAT 273 | Calculus III | 3 | 2 | 4 |
| | This course covers the calculus of several variables and is 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i> | | | |
| | Prerequisites: MAT 272 | | | |

Mechanical

| | | | | | |
|----------------|--------------------------------|----------|----------|----------|--|
| MEC 110 | Introduction to CAD/CAM | 1 | 2 | 2 | This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program. |
| MEC 111 | Machine Processes I | 1 | 4 | 3 | This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture a simple part to a specified tolerance. |
| MEC 112 | Machine Processes II | 2 | 3 | 3 | 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 safely machine simple parts to specified tolerances. Prerequisites: MEC 111 |
| MEC 128 | CNC Machining Processes | 2 | 4 | 4 | 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 turning and milling centers. Prerequisites: MAC 121 |
| MEC 130 | Mechanisms | 2 | 3 | 3 | This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems. |

| | | | | | |
|----------------|--|----------|----------|----------|---|
| MEC 180 | Engineering Materials | 2 | 3 | 3 | 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 | Comp-Aided Manufacturing I | 1 | 4 | 3 | 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 250 | Statics & Strength of Materials | 4 | 3 | 5 | This course covers the concepts and principles of statics and stress analysis. Topics include systems of forces on structures in equilibrium and analysis of stresses and strains on these components. Upon completion, students should be able to analyze forces and the results of stresses and strains on structural components. |

Marketing

| | | | | | |
|----------------|--|----------|----------|----------|---|
| MKT 120 | Principles of Marketing | 3 | 0 | 3 | This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. |
| MKT 220 | Advertising and Sales Promotion | 3 | 0 | 3 | This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application. |

Medical Laboratory Technology

MLT 110 Introduction to Medical Laboratory Technology 2 3 0 3

This course introduces all aspects of the medical laboratory profession. Topics include health care/laboratory organization, professional ethics, basic laboratory techniques, safety, quality assurance, and specimen collection. Upon completion, students should be able to demonstrate a basic understanding of laboratory operations and be able to perform basic laboratory skills.

MLT 111 Urinalysis & Body Fluids 1 3 0 2

This course introduces the laboratory analysis of urine and body fluids. Topics include physical, chemical, and microscopic examination of the urine and body fluids. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting urinalysis and body fluid tests.

*Must be accepted into the MLT Program.

***MLT 115 Laboratory Calculations** 2 0 0 2

This course is designed to present mathematical operations used in the medical laboratory. Topics include use of basic math processes, systems of measurement, conversion factors, solutions, and dilutions. Upon completion, students should be able to solve practical problems in the context of the medical laboratory.

Prerequisites: MLT 111, MLT 120, and MAT 115, or MAT 161 and must be accepted into the MLT Program.

MLT 120 Hematology/Hemostasis I 3 3 0 4

This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.

*Must be accepted into the MLT Program.

MLT 126 Immunology and Serology 1 2 0 2

This course introduces the immune system and response and basic concepts of antigens, antibodies, and their reactions. Emphasis is placed on basic principles of immunologic and serodiagnostic techniques and concepts of cellular and humoral immunity in health and disease. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing and interpreting routine immunologic and serodiagnostic procedures.

*Must be accepted into the MLT Program.

MLT 127 Transfusion Medicine 2 3 0 3

This course introduces the blood group systems and their applications in transfusion medicine. Emphasis is placed on blood bank techniques including blood grouping and typing, pretransfusion testing, donor selection and processing, and blood component preparation and therapy. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing/interpreting routine blood bank procedures and reorganizing/resolving common problems.

*Must be accepted into the MLT Program.

MLT 130 Clinical Chemistry I 3 3 0 4

This course introduces the quantitative analysis of blood and body fluids and their variations in health and disease. Topics include clinical biochemistry, methodologies, instrumentation, and quality control. Upon completion, students should be able to demonstrate theoretical comprehension of clinical chemistry, perform diagnostic techniques, and correlate laboratory findings with disorders.

Prerequisites: CHM 151 and must be accepted into the MLT Program.

MLT 141 General Clinical Micro 2 2 0 3

This course is a comprehensive survey of clinical microbiology. Emphasis is placed on morphology and identification of pathogenic organisms covering both basic and special areas of clinical microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting clinical microbiology procedures.

Prerequisites: BIO 175 and must be accepted into the MLT Program.

Corequisites: MLT 191

MLT 191 Selected Topics in Medical Lab Technology 0 2 1

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study. Specific study will concentrate on the testing required to identify pathogenic bacteria.

Corequisites: MLT 141 and must be accepted into the MLT Program.

MLT 215 Professional Issues 1 0 0 1

This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.

Corequisites: MLT 283 and MLT 262 and must be accepted into the MLT Program.

MLT 240 Special Clinical Microbiology 2 3 0 3

This course is designed to introduce special techniques in clinical microbiology. Emphasis is placed on advanced areas in microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting specialized clinical microbiology procedures.

Prerequisites: MLT 140 and must be accepted into the MLT Program

MLT 262 MLT Practicum II 0 0 6 2

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

*Must be accepted into the MLT Program.

MLT 283 MLT Practicum I 0 0 39 13

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

*Must be accepted into the MLT Program.

Maintenance

MNT 110 Intro to Maint Procedures 1 3 2

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

MNT 111 Maintenance Practices 2 2 3

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

MNT 220 Rigging & Moving 1 3 2

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

MNT 222 Industrial System Schematics 1 2 2

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

MNT 230 Pumps & Piping Systems 1 3 2
 This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

MNT 240 Indust Equip Troubleshoot 1 3 2
 This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

Music

MUS 110 Music Appreciation 3 0 3
 This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style, within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

MUS 210 History of Rock Music 3 0 3
 This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Networking

NET 125 Networking Basics 1 4 3
 This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

Prerequisites: None

NET 126 Routing Basic 1 4 3
 This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

Prerequisites: NET 125

NET 225 Routing and Switching I 1 4 3
 This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

Prerequisites: NET 126

NET 226 Routing and Switching II 1 4 3
 This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

Prerequisites: NET 225

NUR 103 **Practical Nursing III** **6** **0** **12** **10**
 This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

Prerequisites: NUR 102 and Admission in the BCCC Practical Nursing Program.

NUR 111 **Intro to Health Concepts** **4** **6** **6** **8**
 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.

Prerequisites: Admission to the BCCC Associate Degree Nursing Program

NUR 112 **Health-Illness Concepts** **3** **0** **6** **5**
 This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Prerequisites: BIO 168, NUR 111, NUR 117A, and PSY 150 and Admission in the BCCC Associate Degree Nursing Program

NUR 113 **Family Health Concepts** **3** **0** **6** **5**
 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.

Prerequisites: NUR 111 and NUR 211 or NUR 214, and PSY 241 and Admission in the BCCC Associate Degree Nursing Program

NUR 114 **Holistic Health Concepts** **3** **0** **6** **5**
 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.

Prerequisites: BIO 168, PSY 150, NUR 111, NUR 117A and Admission in the BCCC Associate Degree Nursing Program

NUR 117 **Pharmacology** **1** **3** **0** **2**
 This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely. Emphasis will be placed upon mathematic skills utilized in nursing intravenous, medications, continuous infusions, and pediatric medication administration.

Prerequisites: Admission in the BCCC Associate Degree Nursing Program

NUR 211 Health Care Concepts 3 0 6 5
 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.

Prerequisites: BIO 169, ENG 111, NUR 111, NUR 112, NUR 114, NUR 117 and Admission in the BCCC Associate Degree Nursing Program

NUR 212 Health Systems Concepts 3 0 6 5
 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.

Prerequisites: NUR 111 and NUR 211 or NUR 214, and PSY 241 and Admission in the BCCC Associate Degree Nursing Program

NUR 213 Complex Health Concepts 4 3 15 10
 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.

Prerequisites: CIS 113, ENG 112, NUR 111, NUR 112, NUR 113, NUR 114, NUR 117, NUR 211, NUR 212, and Admission in the BCCC Associate Degree Nursing Program

NUR 214 Nsg Transition Concepts 3 0 3 4
 This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

*Admission to the Advanced Placement LPN Program

Office Administration

OST 080 Keyboarding Literacy 1 2 2
 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 130 Comprehensive Keyboarding 2 2 3
 This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business documents. Upon completion, students should be able to create documents in an ever-changing workplace.

OST 131 Keyboarding 1 2 2
 This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 132 Keyboard Skill Building 1 2 2
 This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

Course Descriptions

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|----------------|---------------------------------------|----------|----------|----------|---|
| OST 134 | Text Entry & Formatting | 2 | 2 | 3 | This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. Prerequisites: OST 130 |
| OST 135 | Adv Text Entry & Format | 3 | 2 | 4 | This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation. Prerequisites: OST 134 |
| OST 136 | Word Processing | 2 | 2 | 3 | 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. Prerequisites: OST 130, CIS 110 or CIS 111 |
| OST 137 | Office Software Applications | 2 | 2 | 3 | This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment. |
| OST 141 | Medical Terms I-Medical Office | 3 | 0 | 3 | This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms. |

Course Descriptions

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|----------------|---|----------|----------|----------|--|
| OST 142 | Medical Terms II-Medical Office | 3 | 0 | 3 | This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms. Prerequisites: OST 141 |
| OST 148 | Medical Coding Billing & Insurance | 3 | 0 | 3 | 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. Prerequisite: OST 142 |
| OST 149 | Medical Legal Issues | 3 | 0 | 3 | This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. |
| OST 153 | Office Finance Solutions | 1 | 2 | 2 | This course introduces basic bookkeeping concepts. Topics include entering data in accounts payable and receivable, keeping petty cash records, maintaining inventory, reconciling bank statements, running payroll, and generating simple financial reports. Upon completion, students should be able to demonstrate competence in the entry and manipulation of data to provide financial solutions for the office. |
| OST 164 | Text Editing Applications | 3 | 0 | 3 | This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. Prerequisites: ENG 090 |

OST 181 Intro. to Office Systems 2 2 3
 This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

Prerequisites: CIS 111; OST 134, OST 136, OST 164

OST 184 Records Management 2 2 3
 This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 223 Admin Office Transcript I 2 2 3
 This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.

Prerequisites: OST 134, OST 136, OST 164

OST 224 Admin. Ofc Transcript II 1 2 2
 This course provides instruction and practice in advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents.

Prerequisites: OST 223

OST 233 Office Publications Design 2 2 3
 This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

Prerequisites: OST 136

OST 236 Advanced Word/Information Processing 2 2 3
 This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

Prerequisites: OST 136

OST 241 Medical Office Transcription I 1 2 2
 This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties.

Prerequisites: OST 134, OST 136, OST 142, OST 164

OST 242 Medical Office Transcription II 1 2 2
 This course continues building transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription and text editing, efficient use of reference materials, increasing transcription speed and accuracy, and improving understanding of medical terminology. Upon completion, students should be able to display competency in accurately transcribing medical documents.

Prerequisites: OST 241

OST 243 Medical Office Simulation 2 2 3
 This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

Prerequisites: OST 130, OST 142, OST 148

OST 248 Diagnostic Coding 1 2 2
 This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

Prerequisites: OST 148

OST 286 Professional Development 3 0 3
 This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

OST 289 Administrative Office Management 2 2 3
 This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.

Prerequisites: ENG 111, OST 134, OST 136, OST 164, OST 181

Process Control Instrumentation

PCI 162 Instrumentation Controls 2 3 3
 This course surveys industrial process control instrumentation concepts, devices, and systems. Topics include process control devices and process control applications associated with industrial instrumentation. Upon completion, students should be able to demonstrate a basic understanding of the various industrial process control and instrumentation systems.

Physical Education

PED 111 Physical Fitness I 0 3 1
 This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

PED 113 Aerobics I 0 3 1
 This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

PED 117 Weight Training I 0 3 1
 This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

PED 125 Self-Defense–Beginning 0 2 1
 This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

PED 128 Golf–Beginning 0 2 1
 This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

PED 130 Tennis–Beginning 0 2 1
 This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Course Descriptions

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|----------------|--------------------------------|----------|----------|----------|--|
| PED 131 | Tennis–Intermediate | 0 | 2 | 1 | This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| | Prerequisites: | PED 130 | | | |
| PED 143 | Volleyball–Beginning | 0 | 2 | 1 | This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| PED 144 | Volleyball–Intermediate | 0 | 2 | 1 | This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| | Prerequisites: | PED 143 | | | |
| PED 145 | Basketball–Beginning | 0 | 2 | 1 | This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| PED 147 | Soccer | 0 | 2 | 1 | This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |

Course Description

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|----------------|------------------------------|------------------------|----------|----------|---|
| PED 148 | Softball | 0 | 2 | 1 | This course introduces the fundamentals and skills of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| PED 152 | Swimming–Beginning | 0 | 2 | 1 | This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| PED 153 | Swimming–Intermediate | 0 | 2 | 1 | This course is designed for those who have mastered basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes, the scissors kick, the underwater swim, and other related skills. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| | Prerequisite: | PED 152 or proficiency | | | |
| PED 154 | Swimming for Fitness | 0 | 3 | 1 | This course introduces lap swimming, aquacises, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |
| | Prerequisite: | PED 152 or proficiency | | | |
| PED 155 | Water Aerobics | 0 | 3 | 1 | This course introduces rhythmic aerobic activities performed in water. Emphasis is placed on increasing cardiovascular fitness levels, muscular strength, muscular endurance, and flexibility. Upon completion, students should be able to participate in an individually-paced exercise program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</i> |

PED 156 Scuba Diving 0 2 1
 This course provides basic instruction in fundamental skills and safety procedures for scuba diving. Emphasis is placed on the history, theory, and principles of diving; development of diving skills; safety; and care and maintenance of equipment. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of scuba diving in preparation for diver certification. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisite: PED 153 or proficiency at the intermediate level

PED 181 Snow Skiing–Beginning 0 2 1
 This course introduces the fundamentals of snow skiing. Topics include basic techniques, safety, and equipment involved in snow skiing. Upon completion, students should be able to ski a down slope, enter and exit a ski lift, and perform basic maneuvers in skis. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

PED 187 Social Dance-Beginning 0 2 1
 This course introduces the fundamentals of popular social dances. Emphasis is placed on basic social dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 257 Coaching Soccer 1 2 2
 This course introduces the theory and methods of coaching soccer. Emphasis is placed on rules, game strategies, and selected techniques of coaching soccer. Upon completion, students should be able to demonstrate competent coaching skills in soccer. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 260 Lifeguard Training 0 3 1
 This course covers the skills, knowledge, and techniques of lifesaving and lifeguarding. Topics include identifying and minimizing aquatic hazards, recognizing and effectively rescuing people in distress, and developing safety skills. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of lifesaving and lifeguarding to pass American Red Cross lifeguarding certification. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisite: PED 153 or proficiency at the intermediate level

Philosophy

PHI 215 Philosophical Issues 3 0 3
 This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisite: ENG 111

Physical Science

PHS 140 Weather and Climate 3 0 3
 This course introduces the nature, origin, processes, and dynamics of the earth’s atmospheric environment. Topics include general weather patterns, climate, and ecological influences on the atmosphere. Upon completion, students should be able to demonstrate an understanding of weather formation, precipitation, storm patterns, and processes of atmospheric pollution. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Power Mechanics

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|----------------|----------------------------------|----------|----------|----------|--|
| PME 111 | Planters and Sprayers | 2 | 6 | 4 | This course introduces planters and sprayers as used in modern agriculture. Topics include setup, calibration, tractor preparation, attachment hardware, and environmental issues. Upon completion, students should be able to set up, adjust, and calibrate sprayers and planters and set up tractors to accommodate attachment hardware. <i>This course is a unique concentration requirement of the Agricultural Systems concentration in the Medium/Heavy Duty Vehicle Systems Technology program.</i> |
| PME 112 | Consumer Products | 3 | 2 | 4 | This course introduces garden tractors, equipment, and attachments. Topics include electrical, hydraulic, and power trains and the operation, diagnosis, adjustment, and repair of lawn and turf equipment. Upon completion, students should be able to set up, adjust, diagnose, and repair lawn and garden equipment. <i>This course is a unique concentration requirement of the Agricultural Systems concentration in the Medium/Heavy Duty Vehicle Systems Technology program.</i> |
| PME 113 | Const Equipment Repair | 1 | 2 | 2 | This course introduces construction equipment repair. Topics include product identification, care of tools, product nomenclature, fasteners, and proper lifting and blocking of construction equipment. Upon completion, students should be able to identify products and properly block and secure construction equipment. |
| PME 117 | Equipment Braking Systems | 2 | 3 | 3 | This course covers fundamental theory, adjustments, and repair of hydraulic and pneumatic braking systems used primarily in mobile construction equipment. Emphasis is placed on braking systems used in construction equipment, including pneumatic, hydraulic, dynamic, and inboard brakes. Upon completion, students should be able to use proper diagnostic procedures to identify, repair, or replace components. |
| PME 118 | Undercarriage Components | 1 | 2 | 2 | This course covers the fundamentals, function, repair, adjustments, and safety requirements of undercarriage components on track-equipped machines. Topics include identification, measurement, wear points, adjustments, and operation of components on track-equipped machines. Upon completion, students should be able to properly measure, adjust, |

rebuild or replace undercarriage components.

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| PME 121 | Component Controls | 2 | 2 | 3 | This course covers specific operating controls used on modern equipment. Emphasis is placed in the hydraulic and mechanical controls used on power trains. Upon completion, students should be able to identify, diagnose, adjust, and repair control systems used on modern equipment. <i>This course is a unique concentration requirement of the Agricultural Systems concentration of the Medium/Heavy Duty Vehicles Systems Technology program.</i> |
| PME 211 | Adv Equipment Repair | 2 | 6 | 4 | This course provides advanced training in equipment repair through hands-on training along with additional training aids. Emphasis is placed on systems and components found on construction equipment. Upon completion, students should be able to adjust, troubleshoot, and repair most construction equipment systems. |

Political Science

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|----------------|--------------------------------|----------|----------|----------|--|
| POL 110 | Intro Political Science | 3 | 0 | 3 | This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i> |
| POL 120 | American Government | 3 | 0 | 3 | This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i> |

Prerequisites: RED 090 or Placement Test Score

POL 130 State and Local Government 3 0 3
 This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective requirement.*

Prerequisites: RED 090 or Placement Test Score

POL 220 International Relations 3 0 3
 This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Psychology

PSY 110 Life Span Development 3 0 3
 This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.

Prerequisites: RED 090 or Placement Test Score

PSY 118 Interpersonal Psychology 3 0 3
 This course introduces basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology 3 0 3
 This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: RED 090 or Placement Test Score

PSY 211 Psychology of Adjustment 3 0 3
 This course introduces the study of the adjustment process focusing on contemporary challenges individuals must deal with in everyday life. Topics include theories of behavior, career choices, self understanding, coping mechanisms, human relationships, intimacy, sociocultural factors influencing healthy personal adjustment, and other related topics. Upon completion, students should be able to demonstrate an awareness of the processes of adjustment. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: PSY 150

PSY 239 Psychology of Personality 3 0 3
 This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: PSY 150

PSY 241 **Developmental Psychology** **3** **0** **3**
 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 the knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: PSY 150

PSY 243 **Child Psychology** **3** **0** **3**
 This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: PSY 150

PSY 255 **Introduction to Exceptionality** **3** **0** **3**
 This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person.

Prerequisites: PSY 150

PSY 281 **Abnormal Psychology** **3** **0** **3**
 This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisite: PSY 150

Reading

RED 070 **Essential Reading Skills** **3** **2** **4**
 This course is designed to strengthen reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

Prerequisites: Placement Test Score

RED 080 **Introduction to College Reading** **3** **2** **4**
 This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisites for ENG 111.*

Prerequisite: RED 070 or Placement Test Score

RED 090 **Improved College Reading** **3** **2** **4**
 This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111.*

Prerequisites: RED 080 or Placement Test Score

Religion

REL 110 **World Religions** **3** **0** **3**
 This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 211 Introduction to Old Testament 3 0 3
 This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 212 Introduction to New Testament 3 0 3
 This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Information Systems Security

SEC 110 Security Concepts 3 0 3
 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.

Prerequisites: NET 125

SEC 160 Secure Admin I 2 2 3
 This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

Prerequisites: SEC 110 and NET 125

Sociology

SOC 210 Introduction to Sociology 3 0 3
 This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: RED 090 or Placement Test Score

SOC 213 Sociology of the Family 3 0 3
 The course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: RED 090 or Placement Test Score

SOC 220 Social Problems 3 0 3
 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: RED 090 or Placement Test Score

SOC 225 Social Diversity 3 0 3
 This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: RED 090 or Placement Test Score

SOC 240 Social Psychology 3 0 3
 This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

Prerequisites: RED 090 or Placement Test Score

SOC 245 Drugs and Society 3 0 3
 This course covers the impact of drugs on society and human behavior. Emphasis is placed on the construction of a modern social problem from contrasting historical responses to mind-altering substances. Upon completion, students should be able to apply sociological analysis in evaluating drug use as a societal and interpersonal problem. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

Prerequisites: SOC 210

Spanish

SPA 111 Elementary Spanish I 3 0 3
 This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: ENG 090 and RED 090 or Placement Test Scores

SPA 112 Elementary Spanish II 3 0 3
 This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: SPA 111

SPA 131 Span for Health Providers 1 0 1
 This course offers applied Spanish communication skills for healthcare professionals. Emphasis is placed on basic medical terminology and vocabulary essential for communication in healthcare settings. provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

SPA 141 Culture and Civilization 3 0 3
 This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

SPA 161 Cultural Immersion 2 3 3
 This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visted. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement*

Prerequisites: SPA 111

SPA 211 Intermediate Spanish I 3 0 3
 This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: SPA 112

SPA 212 Intermediate Spanish II 3 0 3
 This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Prerequisites: SPA 211

SPA 221 Spanish Conversation 3 0 3
 This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

Prerequisites: SPA 212

Spanish Interpreter

SPI 113 Intro. to Spanish Inter. 3 0 3
 This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

Social Work

SWK 113 Working with Diversity 3 0 3
 This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness to diverse populations.

WEB Technologies

WEB 110 Internet/Web Fundamentals 2 2 3
 This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creatin web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

WEB 115 Web Markup and Scripting 2 2 3
 This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.

Prerequisites: CIS 111 or CIS 110 or CIS 115 and WEB 110

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Dr. Scott Ralls
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Beaufort County Board of Commissioners

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Organization

Administrative Offices

Office of the President

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Jennie Singleton..... Executive Assistant to the President
Doreen K. Richter..... Director of Planning & Institutional Effectiveness
Judy M. Jennette..... Director of Public Relations/Executive Director of Foundation
Clay Carter..... Director of Evening and Off-Campus Programs

Administrative Services

Phillip Price..... Dean
Adrienne Smith..... Accountant
Hal Swindell..... Chief of Campus Police
Brown McFadden..... Network Administrator
Charles Hauser..... System Administrator
Pam Cummings..... Director of Human Resources
Brian Bridgers..... Accountant
Wesley Adams..... Director of Campus Operations

Continuing Education

Chet Jarman..... Dean
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Betsey Lee Hodges..... Director of Occupational Extension/HRD
Leonard Hudson..... Director of Public Safety Programs
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Cynthia Stringer*..... Coordinator, Nurse Aide Program
Robert Swain*..... Coordinator, EMS Programs
Tony Taylor..... Director of Basic Skills

Instructional Affairs

Wesley Beddard..... Dean
Gregg Allinson..... Chair of Allied Health
Dixon Boyles..... Chair of Arts & Sciences
Donna Dunn..... Chair of Business
Penny Sermons..... Director of Learning Resources Center

Student Services

Crystal Ange..... Dean
Rhunell Boyd..... Registrar
Sue Brookshire..... Director of Retention Services
Gary Burbage..... Director of Admissions & Recruitment
Dorothy Jordan..... Director of Student Support Services
Clay Smith..... Director of Counseling
Harold Smith..... Director of Financial Aid
Sandria McFadden..... Director of Career Center

Faculty and Professional Staff

Wesley Adams.....Director of Campus Operations
B.S., North Carolina State University

Gregg Allinson.....Chairperson, Allied Health Division
B.S.W., M.S.W., East Carolina University
CMSW, NC Certification Board for Social Work

Owen Anders Lead Instructor, Accounting
B.S., East Carolina University
M.B.A., Campbell University
M.A.C.C.T., Golden Gate University

Crystal AngeDean of Student Services
A.S. in Science, Mount Olive College
B.S., M.A.Ed., M.S.A., East Carolina University

Debra C. BakerLead Instructor, Office Administration/Medical Office
Administration
B.S., M.A.Ed., East Carolina University

Wesley Beddard.....Dean of Instruction
A.S., Mount Olive College
B.S., Barton College
M.B.A., Campbell University

Laura Bliley.....Director of Nursing
B.S.N., University of North Carolina at Chapel Hill
M.S.N., East Carolina University

Kyle Bolen Instructor, Health/Physical Education
B.S., M.A., Central Michigan University

Lisa Boyd.....Instructor, Biology-Anatomy and Physiology
B.S., M.A., East Carolina University

Rhunell Boyd..... Registrar
A.G.E., Beaufort County Community College
B.S.B.E., East Carolina University

Ginny Boyer..... Librarian
B.A., UNC Wilmington
MLIS, Florida State University

John Dixon Boyles.....Chairperson, Arts & Sciences Division
B.A., M.F.A., University of Arkansas

Brian Bridgers.....Accountant, County and Special Funds
B.S.B.A., East Carolina University

Sue Brookshire.....Director of Retention Services
B.S., Miami University
M.A.Ed., M.A.Ed., M.S., East Carolina University
LPC-NC
NCC (National Certified Counselor)

Haywood Broome.....Lead Instructor, Heavy Equipment and Transport
Technology/Construction Equipment
Diploma Heavy Equipment Mechanics, Beaufort County Community College
A.A.S., Lenoir Community College

Gary Burbage.....Director of Admissions & Recruitment
B.S, M.A.Ed., East Carolina University

Jarahnee Burger Instructor, Associate Degree Nursing
B.S.N., East Carolina University
MSN, East Carolina University

Joe Carawan.....Lead Instructor, Electrical/Electronics Technology-
Hyde Correctional Institution
A.A.S., Beaufort County Community College
Electrical Journeyman - Newport News Shipyard

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Gail Ambrose Technical Services Coordinator

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Betty Beacham Secretary to Learning Resources Center

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Sandra Brown* Clerical Assistant - Bookstore and Maintenance

Gerald Butler* Library Aide

Margie Cobb Office Manager - Allied Health Division

JoLinda Cooper Office Manager - Arts & Sciences Division

Norma Crutchfield Assistant Bookstore Manager

Clara Ebron Accounting Specialist/Cashier

Theresa Edwards Student Activities Coordinator

Dianne Evans Accounting Specialist/Accounts Payable

Pauline Godley Office Manager - Business Division

Tommy Hodges Bookstore Manager

Tracey Johnson Coordinator/Duplicating & Mailroom Services

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Lucy Lawrence Data Specialist/Office Manager - Student Support Services

Christie Lewis Accounting Clerk - Payroll

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Bebe Davis Major Administrative Assistant to the Dean of Instruction

Donald Moore Receptionist

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Carrie Peed Coordinator of Computer Support Services

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Marion Porter Basic Skills Retention/Registration Assistant

Penelope Radcliffe Basic Skills Assessment/Retention Specialist

Camille Richardson Testing/Data Assistant

Brenda Rogers Learning Resource Center Assistant

Jennie Singleton Executive Assistant to the President

Organization

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Lou Stout. Coordinator of Records and Special Programs
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Michael Griffin Custodian
Milton King Custodian
Melvin Lodge..... Director of Plant and Maintenance Operations
James Mann. Maintenance Mechanic
Cortland Miller Custodian Coordinator
George Norfleet..... Maintenance Mechanic
Michael Pensock..... Maintenance Mechanic
Marvin Pierce..... Custodian
Freddie Recco Pittman..... Custodian
Thomas Reddick. Custodian
William Slade..... Maintenance Supply Clerk
Felton Smith..... Custodian
Jack Spencer Custodian
Timothy Tuck..... Maintenance Mechanic
Jo Ella White..... Custodian

Campus Police Staff

Hal Swindell Chief of Campus Police
Keith White..... Police Officer

*Part-Time Employee

Beaufort County Community College Performance-Based Budgeting/Accountability (Summer Term, 2010)

| Measures/date for the 2008-09 FY unless otherwise noted | NCCCS Standard | BCCC Performance | NCCCS System Average |
|--|----------------|------------------|----------------------|
| Progress of Basic Skills Students | 75% | 76% | 84% |
| Passing Rates for Licensure and Certification Examinations for Firt-time Test Takers only. Individual Scores | 70% | | |
| 2009 ADN | | 88% | 89% |
| 2009 PN | | 100% | 96% |
| 2008-2009 COSMETOLOGY | | * | 92% |
| 2008-2009 MANICURIST | | * | 89% |
| 2008-2009 ESTHETICIAN | | * | 85% |
| 2008-2009 BLET | | 88% | 87% |
| 2009 EMT (Basic) | | 88% | 81% |
| 2009 EMT-I | | 42% | 64% |
| 2008-2009 REAL ESTATE | | * | 72% |
| | | | |
| Aggregate Score | 80% | 85% | 86% |
| 2007-08 cohort -Performance of Students Who Transfer to University System | 83% | 83% | 85% |
| Passing Rates of Students in Developmental Courses, 2008-2009 | 75% | 86% | 80% |
| Success Rates of Developmental Students in Subsequent College-Level Courses, 2008-2009 | 80% | 87% | 87% |
| Student Satisfaction with Academic Programs: Completers and Non-Completers, 2008-2009 | 90% | 99% | 96% |
| Curriculum Student Retention, Transfer, and Graduation 2008-2009 | 65% | 75% | 72% |
| Client Satisfaction with Customized Tarining, 2008-2009 (Business/Industry Satisfaction with Service Provided) | 90% | 96% | 94% |

(*Results not published in the 2010 NCCCS Critical Success Factors Report - too few number of "test takers" to retain confidentiality. **No "test takers" during the specified time period.)

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