

# Martin Community College



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Fax Number 252-792-0826

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

**2018 - 2019**  
**College Catalog**





## *Message From The President*

*Welcome to Martin Community College! On behalf of the administration, faculty, staff, students, and the Board of Trustees we thank you for choosing MCC. Our primary mission is building better futures by helping you succeed in your academic and career endeavors.*

*MCC offers something for everyone. You can take courses in a variety of formats, and we will gladly help you find the format that best fits your lifestyle. You can participate in traditional classroom settings where you meet your fellow students and instructors in person, or if you prefer, online instruction is also available. Students attend Martin Community College because we offer courses that lead to transfer and jobs, and all our support services are dedicated to assisting you through college to graduation day.*

*Our outstanding faculty and staff are here to help you be successful whether you are attending short-term technical certificate programs, pursuing an associate degree or taking community activity classes. MCC is dedicated to helping you move forward into the future that is right for you.*

*We will do our part to help you succeed, but you, as a student, will need to do your part in order to realize this successful future. You will need to accept the challenges placed before you by your instructors. To receive the greatest benefit of your time at MCC, you will need to attend your classes, participate in class discussions and projects, meet the timeline demands of assignments, bring your individual thoughts, ideas, and questions with you into the classroom, and participate in student organizations and activities.*

*I am proud of Martin Community College. More importantly, I welcome you as member of the MCC family and I know we will be proud of your success.*

*Respectfully,*

A handwritten signature in black ink that reads "Paul Hutchins". The signature is fluid and cursive, with a long horizontal stroke at the end.

*Dr. Paul Hutchins  
President*

## **BOARD OF TRUSTEES**

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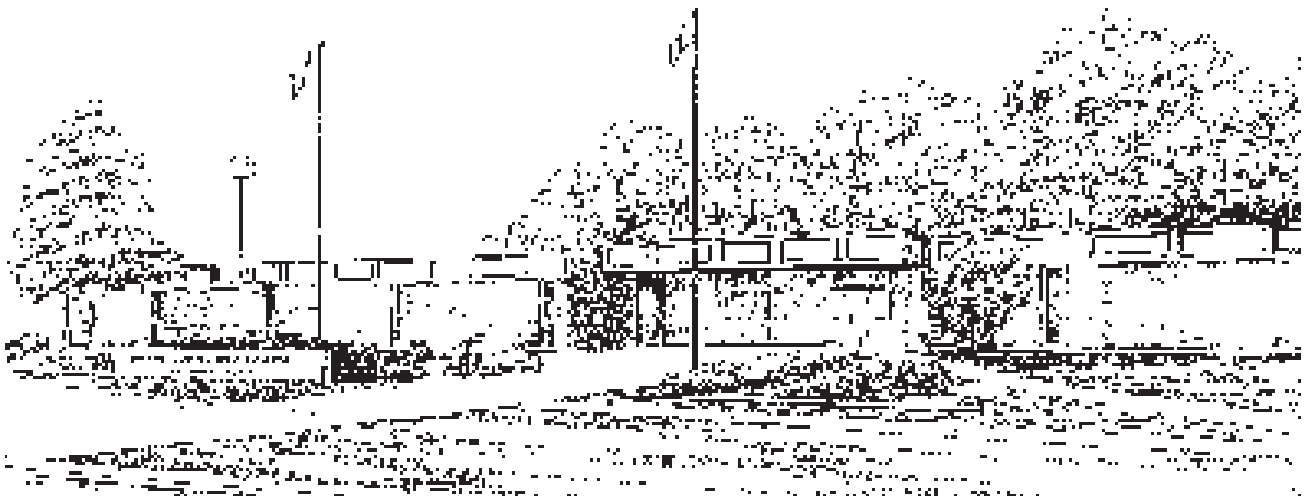
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### ***OPEN DOOR POLICY***

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

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

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

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

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

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

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

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

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

### ***ACCREDITATION***

◆ Martin Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Martin Community College.

◆ The Automotive Systems Technology (AST) program was first NATEF (National Automotive Technicians Education Foundation) certified July 2006 and again in November 2011. Certification includes eight areas that meet strict industry standards required for ASE MASTER (Automotive Service Excellence) certification. MCC’s AST Program achieved MAST (Master Automotive Service Technology) Accreditation in January 2017. This is the highest level of achievement recognized by the National Institute for Automotive Service Excellence (ASE). If you have additional questions contact the NATEF office at 703-669-6650 or email at [webmaster@natef.org](mailto:webmaster@natef.org).

◆ The Dental Assisting program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of “approval without reporting requirements”. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611. The Commission’s web address is: <http://www.ada.org/100.aspx>. Preliminary accreditation was approved on July 27, 2001.

◆ The Early Childhood Education program is accredited by the National Association for the Education of Young Children (NAEYC) Commission on the Accreditation of Early Childhood Higher Education Programs. Initial accreditation was granted in February 2013, for seven years. Additional information is available at <https://www.naeyc.org/accreditation/higher-ed/accreditation-overview>.

◆ The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board. Initial accreditation was granted on October 10, 1998. Reaccreditation was granted September 18, 2015. The Commission on Accreditation of Allied Health Education Programs can be contacted at (727) 210-2350 or at 25400 US Highway 19 North Suite 158, Clearwater, Florida 33763. Additional information is available at <http://www.caahep.org/>.

◆ The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education/American Physical Therapy Association. The Commission is a specialized accrediting body recognized by the United States Department of Education. Accreditation was approved on November 17, 2010, for ten years. Additional information is available at <http://www.apta.org/Education/accreditation>.

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

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

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

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

### ***MEMBER OF***

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

### ***SPECIAL NOTICE***

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



**MARTIN COMMUNITY COLLEGE  
ACADEMIC CALENDAR 2018-2019**

**FALL SEMESTER, 2018**

Faculty Workday (1) / Convocation / Professional Development .....	August 13, Monday
Departmental Meetings .....	August 14, Tuesday
Last Day for Early Registration Students to Pay for Fall (Payments Must be Received by 4:00 pm) .....	August 14, Tuesday
Registration 9:30 a.m. - 6:30 p.m. ....	August 15, Wednesday
Student Orientation .....	August 15, Wednesday
Last Day for a 100% Refund .....	August 15, Wednesday
Classes Begin .....	August 16, Thursday
Last Day to Register .....	August 20, Monday
Last Day for Credit by Exam .....	August 21, Tuesday
Last Day to Add a Class .....	August 22, Wednesday
Last Day for a 75% Refund .....	August 27, Monday
Labor Day Holiday (MCC Closed) .....	September 3, Monday
Constitution & Citizenship Day Observance .....	September 17, Monday
Faculty Work Day (2) / Professional Development .....	October 3, Wednesday
Fall Break, Curriculum .....	October 3-5
Classes Resume .....	October 8, Monday
Mini-mester Begins .....	October 10, Wednesday
Last Day to Apply for Graduation .....	November 1, Thursday
Last Day to Withdraw Without Receiving an "F" (Full-Term) (Last Day to Turn in Grades for Removal of Incomplete) .....	November 7, Wednesday
Veterans Day Holiday (MCC Closed) .....	November 12, Monday
Advisor/Advisee Conferences for Returning Students .....	November 13-16
Registration Mondays Begin for Spring 2019 (ALL Students) .....	November 19, Monday
Bertie Campus Registration 4:00 p.m. - 6:00 p.m. ....	November 20, Tuesday
Thanksgiving Holidays (MCC Closed) .....	November 22-23
Classes Resume .....	November 26, Monday
Last Day to Withdraw Without Receiving an "F" (Mini-Mester) .....	November 27, Tuesday
Reading Day / Professional Development / Faculty Workday (2) .....	December 11, Tuesday
Book Buy Back .....	December 12-14, 17
Semester Ends .....	December 17, Monday
All Grades are Due by 10:00 a.m. ....	December 18, Tuesday

**SPRING SEMESTER, 2019**

New Year's Day Holiday (MCC Closed) .....	January 1, Tuesday
Professional Development / Faculty Work Day (1) .....	January 2, Wednesday
Last Day for Early Registration Students to Pay for Spring Semester (Payments Must be Received by 4:00 p.m.) .....	January 3, Thursday
Registration 9:30 a.m. - 6:30 p.m. ....	January 3, Thursday
Student Orientation .....	January 3, Thursday
Last Day for 100% Refund .....	January 4, Friday
Faculty Work Day (2) .....	January 4, Friday
Classes Begin .....	January 7, Monday
Last Day to Register .....	January 9, Wednesday

*.....Continued*



## SPRING SEMESTER, 2019.....Continued

Last Day for Credit by Exam .....	January 10, Thursday
Last Day to Add a Class.....	January 11, Friday
Last Day for a 75% Refund .....	January 16, Wednesday
Martin Luther King Birthday (MCC Closed) .....	January 21, Monday
Last Day to Apply for Graduation .....	March 1, Friday
Mini-Mester Begins .....	March 4, Monday
Last Day to Withdraw Without Receiving an "F" (Full-Term) (Last Day to Turn in Grades for Removal of Incomplete).....	March 25, Monday
Advisor/Advisee Conferences for Summer & Fall (Returning Students) .....	April 8-12
Last Day to Withdraw Without Receiving an "F" (Mini-Mester).....	April 11, Thursday
Registration Mondays Begin for Summer & Fall (All Students) .....	April 15, Monday
Spring Break, Curriculum .....	April 18-24
Good Friday (MCC Closed).....	April 19
Classes Resume.....	April 25, Thursday
Professional Development/Reading Day/Faculty Workday (3).....	April 26, Friday
Book Buy Back .....	May 6 & 7
Semester Ends.....	May 6, Monday
All Grades are Due by 10:00 a.m. / Faculty Work Day (4).....	May 7, Tuesday
Adult High School Graduation .....	May 9, Thursday
Commencement, Curriculum.....	May 10, Friday
Last Day for 9 Month Contracts .....	May 10, Friday

## SUMMER SEMESTER, 2019

Last Day for Early Registration Students to Pay for Summer (Payments Must be Received by 4:00 p.m.).....	May 21, Tuesday
Registration 9:30 a.m. - 6:30 p.m. ....	May 22, Wednesday
Last Day for a 100% Refund .....	May 22, Wednesday
Classes Begin.....	May 23, Thursday
Memorial Day Holiday (MCC Closed).....	May 27, Monday
Last Day to Register.....	May 28, Tuesday
Last Day to Add a Class.....	May 28, Tuesday
Last Day for Credit by Exam (Regular Session) .....	May 30, Thursday
Last Day for a 75% Refund (Regular Session).....	June 3, Monday
Last Day to Apply for Graduation .....	July 10, Monday
July 4th Holiday (MCC Closed) .....	July 4, Thursday
Last Day to Withdraw Without Receiving an "F" (Regular Session) (Last Day to Turn in Grades for Removal of Incomplete).....	July 9, Tuesday
Classes Resume.....	July 8, Monday
Book Buy Back.....	July 25 & 29
Semester Ends.....	July 29, Monday
All Grades are Due by 10:00 a.m.....	July 30, Tuesday

*Dates and events apply to 16 week long semester classes (11 week long for Summer) and may not apply to classes that do not begin and end on dates that the semester begins and ends. This calendar is subject to change.*

# CURRICULUM PROGRAMS

Associate in Arts (A.A.) - College Transfer  
 \* Associate in Arts (A.A.) - CCP College Transfer Pathway

Associate in Science (A.S.) - College Transfer  
 \* Associate in Science (A.S.) - CCP College Transfer Pathway

Associate in General Education (A.G.E.)

Accounting & Finance (A.A.S.)  
 \* Accounting & Finance Certificate  
 \* Accounting & Finance Certificate Pathway

Air Conditioning, Heating, and Refrigeration Technology (A.A.S.)  
 \* Air Conditioning, Heating, and Refrigeration Technology Diploma  
 \* Air Conditioning Certificate  
 \* Heat Pumps Certificate  
 \* Installation Certificate  
 \* Refrigeration Certificate  
 \* Year-Round Comfort Systems Certificate

Automotive Systems Technology (A.A.S.)  
 \* Automotive Systems Technology Diploma  
 \* Automotive Systems Technology Certificate Pathway  
 \* Basic Automotive Certificate  
 \* Engine Management, Steering, and HVAC Certificate

Biotechnology (Degree granted by Pitt Community College)

Business Administration (A.A.S.)  
 \* Business Administration Diploma  
 \* Business Administration Diploma Pathway  
 \* Management/Supervision Certificate

Commercial Refrigeration Technology (A.A.S.)  
 \* Commercial Refrigeration Technology Diploma  
 \* Control Systems Certificate  
 \* Energy Management Certificate

Cosmetology (A.A.S.)  
 \* Cosmetology Diploma  
 \* Cosmetology Certificate Pathway  
 \* 1200-Hour Cosmetology Certificate  
 \* Manicuring/Nail Technology Certificate

Criminal Justice Technology (A.A.S.)  
 \* Criminal Justice Technology - Public Safety Cadet Program Pathway

Dental Assisting (Diploma)

Early Childhood Education (A.A.S.)  
 \* Early Childhood Education B-K Licensure Transfer (A.A.S.)  
 \* Early Childhood Education Non-Teaching Licensure (A.A.S.)  
 \* Early Childhood Certificate Pathway

Electrical Systems Technology (A.A.S.)  
 \* Electrical Systems Technology Diploma  
 \* Basic Industrial Electrical Technician I Certificate  
 \* Basic Industrial Electrical Technician II Certificate  
 \* Industrial Electrical Technician I Certificate  
 \* Industrial Electrical Technician II Certificate  
 \* Res./Commercial Electrical Tech I Certificate Pathway  
 \* Industrial Electrical Tech I Certificate Pathway

Equine Business Technology (A.A.S.)  
 \* Equine Business Technology Diploma

Equine Training Technology (A.A.S.)  
 \* Equine Training Technology Diploma  
 \* Equine Training Technology Diploma Pathway  
 \* Equine Training Technology Certificate

General Occupational Technology (A.A.S.)  
 \* General Occupational Technology Diploma

Industrial Systems Technology (A.A.S.)  
 \* Industrial Systems Technology Diploma  
 \* Industrial Systems Technology Diploma Pathway  
 \* Construction Technology Certificate  
 \* Facility Maintenance Technology Certificate  
 \* Facility Maintenance Technology Certificate Pathway  
 \* Mechanical Installation Certificate  
 \* Welding Technology Certificate  
 \* Welding Technology Certificate Pathway

Information Technology (A.A.S.)  
 \* Information Technology Diploma  
 \* Information Technology Systems Security Concepts Certificate  
 \* Information Technology CISCO CCNA PREP Certificate  
 \* Information Technology Windows OS Certificate  
 \* Information Technology IT Foundations Certificate  
 \* Information Technology IT Foundations Certificate Pathway  
 \* Information Technology Windows OS/Security Certificate Pathway

Medical Assisting (A.A.S.)  
 \* Medical Assisting Certificate  
 \* Medical Assisting Certificate Pathway

Medical Office Administration (A.A.S.)  
 \* Medical Office Administration Diploma  
 \* Medical Information Certificate  
 \* Medical Office Administration Certificate Pathway  
 \* Medical Insurance Coding Certificate

Office Administration (A.A.S.)  
 \* Office Administration Diploma  
 \* Microsoft Office Certificate  
 \* Office Finance Support Certificate  
 \* Office Administration Certificate Pathway

Physical Therapist Assistant (A.A.S.)

School-Age Education (A.A.S.)  
 \* School-Age Education Diploma  
 \* School-Age Education Certificate  
 \* School-Age Education Certificate Pathway

## **Locations**

Coursework primarily through traditional classroom instruction:

- \* Martin Community College: USA, North Carolina, Williamston - AA, AAS, AGE, Diplomas, and Certificates - awards degrees, diplomas, and certificates
- \* Bertie Campus: USA, North Carolina, Windsor - courses only
- \* Bertie High School (dual-enrolled): USA, North Carolina, Windsor - courses only
- \* Bertie Correctional Institute (captive audience): USA, North Carolina, Windsor - courses only

## **Distance Learning**

MCC offers partial degrees by distance learning. Most of the distance learning students are regular (local) students who enroll in both distance learning and traditional classes. MCC uses BlackBoard as the online delivery platform for online, hybrid, and web-enhanced classes.

# GENERAL INFORMATION

## HISTORY

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

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

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

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

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

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

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

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

MCC's first Equine facility - consisting of an 18-stall barn, breeding shed, and a riding ring - was added in the summer of 1984. Two years later, an additional barn with a covered riding ring was added. As the program grew, plans for an expanded MCC equine facility were developed with a ground breaking held in the fall of 1987. Phase I was completed in

1989 and Phase II the next year. Phase III began August 1995 and was finished in July of the following year. Renovations to these facilities got underway in 2017. MCC operates the only Equine Technology program in the NC Community College System.

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

Beginning in 2015, MCC remodeled Allied Health Labs, the Automotive Systems Technology rooms, the HVAC rooms as well as Electrical Systems, Welding and Cosmetology. In 2017 the Facilities Master Plan was updated as a priority list for future capital expenditures. In 2018 new electronic signs were placed at each end of Kehukee Park Road and extensive renovations made to the Equine Facilities. Future projects include a Public Safety Training Tower and Classroom building, an Equine Classroom building, and a Bertie Campus sign. Buildings 1 and 2 are slated for major renovation to improve applicant flow through registration and testing, and the creation of a “Student Success Center” incorporating the existing Library and Academic Skills Center.



Williamston Campus, Martin County



Windsor Campus, Bertie County

## PHILOSOPHY

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

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

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

## MISSION STATEMENT

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

## GENERAL EDUCATION LEARNING OUTCOMES

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

### **Critical Thinking Skills**

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

### **Communication Skills**

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

### **Technology Skills**

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

### **Computational Skills**

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

## EMPLOYER GUARANTEE

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

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

## **LOCATION AND FACILITIES**

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

The Library, located in Building 2, serves the students, faculty, staff, and the citizens of the community. Resources in the library include more than 17,000 books, over 1,000 instructional and entertainment DVDs, and nearly 700 audio books. Our holdings are searchable in the online catalog, from any computer with internet access, on the library's web page at <http://martincc/libguides.com/library>. Over 140 electronic databases, as well as convenient links to many other resources, are also available through the library's web site to users on and off campus. The library subscribes to local and regional newspapers, along with magazines and professional journals in print, supplemented by thousands of titles contained electronically in the NC Live collection.

When the library is closed, assistance is available through a chat service, which is staffed by librarians who can assist students with the library catalog, NC Live, citations, or general research questions. The chat box is on the library's home page.

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

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

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

A cafe is available in Building 1 and is open from 8 a.m. to 2 p.m., Monday through Friday. Hours of service may vary during the summer.

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

The Division of Continuing Education offers Basic Skills classes at various locations throughout the service area.

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

## **ADMISSION REQUIREMENTS AND PROCEDURES**

Martin Community College maintains an open-door admission policy to all applicants who are high school graduates; or possess the equivalent; i.e., the General Education Development (GED) diploma or Adult High School Diploma; or are at least 18 years of age; or have a transcript from a home school; or are high school students who meet the eligibility requirements established by the State of North Carolina.

An undocumented immigrant is eligible for admission to Martin Community College if he/she attended and graduated

from a United States public high school or home school that operates in compliance with State or local law. An undocumented immigrant with a diploma from an Adult High School that is located in the United States and operates in compliance with State or local law is eligible for admission to Martin Community College. An undocumented immigrant with a General Educational Development (GED) Diploma is not considered to have “graduated from a United States public high school, private high school, or home school” and is, therefore, not eligible for admission to Martin Community College 4D SBCCC400.2 (a) (b) (1).

Admission to a curriculum program is based on criteria established to ensure students have a reasonable chance of success in their program. To be eligible for admission to a curriculum program or to enroll as a special credit student, an applicant must have an official high school diploma from a regionally accredited school, or a GED, or an Adult High School Diploma, or a transcript from a state approved (registered) home school or private high school, or a diploma from a correspondence or online school that is regionally accredited, or accredited by the Distance Education and Training Council (DETC), or is part of a regionally accredited college or university. When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants; and students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

### **Safety Exception to Open-Door Admissions**

Pursuant to 1D 400.2(e) and (f), entitled “Admission to College” Martin Community College will refuse admission to any applicant during the time period prior to being admitted to the College if there is an articulable, imminent, and significant threat to the safety of the applicant and/or another individual. The College defines “admitted” as the end of the application process, which begins with an application and ends when a student attends his/her first class. Once the application process is completed and a student is attending one or more classes, the Student Code of Conduct will apply. To deny admission based on a safety threat, the College must document detailed facts supporting the rationale for denying admission. In the documentation:

- (a) the College must be able to articulate the words, phrases, or actions of the applicant that unequivocally poses a threat;
- (b) the words, phrases, or actions of the applicant must pose an imminent threat that is likely to occur at any moment; and
- (c) the words, phrases, or actions of the applicant must provide specification about what indicates that the applicant poses a safety threat.

### **Residency/Residency Determination Service (RDS) *Effective February 2017***

Session Law 2013 - 360 directed the University of North Carolina (UNCGA), the North Carolina Community College System (NCCCS), the North Carolina State Education Assistance Authority (NCSEAA), and the North Carolina Independent Colleges and Universities (NCICU) to create a centralized, uniform process for determining residency for tuition purposes and for administration of state financial aid. Following passage of the law, the Residency Determination Service (RDS) was created to provide accurate, consistent, timely, and cost effective residency determination in support of the admissions application process for North Carolina colleges and universities. RDS also supports establishing residency eligibility for NC state grant consideration.

To complete the RDS process and to gain a residency determination, students should utilize the online tool available through College Foundation of North Carolina (available at [www.cfnc.org](http://www.cfnc.org)). Students may be required to provide documentation to RDS to validate student-provided information. RDS informs each student of his/her residency determination at completion of initial classification and/or reconsideration, and at the conclusion of appeals processes; an appeals process is available through RDS. First-time, transfer, and non-degree seeking students must utilize RDS. Students who reapply for admission due to a gap in continuous enrollment (defined as an absence of two (2) consecutive semesters or more, not including summer sessions) must utilize RDS.



## **Curriculum Programs and Admission Regulations**

An official high school, General Educational Development (GED), Adult High School Diploma (AHSD), or home-school transcript is required for admission to a curriculum program or to take courses as a special credit student. Transferring students must also submit official transcripts of all college work. Students who fail to submit the required transcripts and/or placement test scores prior to registration will not be allowed to register for subsequent semesters until all required transcripts and/or placement test scores have been received.

Students must meet all curriculum program standards for full acceptance and subsequent degree requirements. Detailed information on the various educational programs offered at the College may be obtained online at [www.martincc.edu](http://www.martincc.edu).

### **Steps to Curriculum Program Admission**

1. Complete an official Martin Community College application. Applicants for admission to Martin Community College are encouraged to complete admission requirements as early as possible prior to their initial enrollment. High school students are encouraged to apply during their senior year. Others may apply at any time preceding their enrollment with the exception of specialized or limited enrollment programs which may require specific deadlines and have additional requirements that must be met before a student may be admitted. Applicants may apply online at [www.martincc.edu](http://www.martincc.edu) or [www.cfnc.org](http://www.cfnc.org), obtain a paper application from Student Services or by writing: Admissions Office, Martin Community College, 1161 Kehukee Park Road, Williamston, NC 27892-8307.
2. Submit an official high school, GED, AHSD, or home-school transcript. To be considered official, transcripts must be sealed and include the student's graduation date. Home-school transcripts must also include a copy of the school's approved registration from the state in which they are registered. All transcripts become the property of Martin Community College and cannot be reproduced or returned to the student. Faxed copies are not considered official transcripts. The following will be accepted by the College:
  - a. High school diploma from regionally accredited public high schools or private high schools and home-schools that are regionally accredited and/or registered with the State.
  - b. Diplomas from correspondence or online schools that are regionally accredited, accredited by the Distance Education and Training Council (DETC), or part of a regionally accredited college or university.
  - c. The GED or Adult High School Diploma.
3. Take any required placement tests (assessment) as part of the enrollment process for advising, guidance, and course placement purposes.

### **Placement Testing / Prerequisites**

Admission to a curriculum program is based on criteria developed to ensure students have a reasonable chance of success in their program. When evaluations of applicants' placement test scores indicate a lack of readiness in English, math, and/or reading, applicants will be required to enroll in the appropriate developmental classes as determined by the developmental prerequisites of their program. Selected health-related programs require that certain prerequisites be met prior to students being considered for admission to those particular programs.

1. Cost and Frequency of Placement Testing - North Carolina Diagnostic Assessment and Placement Test (NCDAP)
  - a. Applicants can take each placement test without charge three times in a calendar year (January-December) as long as they are not enrolled in a developmental course in that subject area.
  - b. Placement test scores are valid for five years.
  - c. A fee of \$5 will be charged for students who have not applied to Martin Community College and for each test beyond the maximum. Students must pay the Business Office and present a receipt to the placement testing coordinator prior to taking the placement test.
2. Placement testing may be partially or fully waived as stipulated below when verified by official transcripts/score reports received in the Registrar's Office. Applicants who have

- a. earned a grade of “C” or higher in college-level English composition at a regionally accredited college or university
- b. earned a grade of “C” or higher in a college-level mathematics course (one that meets the requirements of an associate’s degree or higher) at a regionally accredited college or university
- c. earned appropriate scores (shown below) on the following SAT Test
  - \* SAT Evidence-Based Reading and Writing - 480
  - \* SAT Mathematics - 530
- d. earned appropriate scores (shown below) on the following ACT Test
  - \* ACT Reading - 22
  - \* ACT English - 18
  - \* ACT Mathematics - 22
- e. taken placement tests and/or completed the required developmental course(s) with a “C” or higher at a North Carolina community college
- f. earned Advanced Placement credit for English and/or mathematics on CLEP exams or AP exams
- g. enrolled in a certificate or diploma program which has no English, math, or reading prerequisites for the courses within the program; however, if the student changes to another program that requires English, math, or reading prerequisites, the student must take the placement test within the first semester after the Change of Major form has been filed.

### **Direct Placement for MAT 271 Calculus I**

The following criteria has been approved for Direct Placement into MAT 271. A student may place directly into MAT 271 if the student has met at least one (1) of the following criteria within the past five (5) years:

- \* A score of two (2) or higher on the AP Calculus AB Exam.
- \* A grade of “C” or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- \* A score of 90 or higher on the ACCUPLACER College-Level Math (CLM) test.
- \* A score of 46 or higher on the trigonometry section of the ACT Compass Math Placement test.
- \* A score of 580 or higher on the old (prior to March 2016) SAT Math and a grade of “C” or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- \* A score of 600 or higher on the new (March 2016 and beyond) SAT Math and a grade of “C” or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- \* A score of 27 or higher on the ACT Math and a grade of “C” or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- \* A score of 560 or higher on the SAT Subject Test in Mathematics Level 2.

### **Readiness for College-Level Courses / Multiple Measures**

The North Carolina Community College System (NCCCS) policy for determining readiness for college-level courses uses High School Transcript GPA and/or Standardized Test Scores for placement (i.e., “Multiple Measures for Placement”). The policy establishes a hierarchy of measures that colleges will use to determine students’ readiness for college level courses.

1. A recent\* high school graduate who meets the specified unweighted GPA benchmark (+ or >2.6) and possesses four high school math courses\*\* will be exempt from diagnostic placement testing and will be considered “college-ready” for gateway math and English courses.
2. If a recent\* high school graduate does not meet the unweighted GPA benchmark, the college will use specified ACT or SAT subject area test scores to determine placement.
3. If a recent\* high school graduate does not meet the unweighted GPA threshold or have college-ready ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.
4. If an applicant does not have a recent\* high school transcript or ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.

\* This policy applies to an individual who has an official transcript grade point average (GPA) from a high school that is legally authorized to operate in North Carolina and who graduated from that high school within five years of college enrollment. For students who apply for admission before they graduate from high school, colleges will consider a student's cumulative GPA at the end of 1st semester of 12th grade or ACT/SAT test scores in determining placement.

\*\* To be eligible for Multiple Measures for Placement, a high school student must complete four (4) math courses, including Algebra I, Geometry, Algebra II (or the Standard Course of Study equivalents) and one additional math course. Eligible 4th math courses as taught within NC public high schools are: Advanced Functions and Modeling, Analytical Geometry, AP Statistics, Calculus, Discrete Mathematics, Essentials for College Math (SREB-Math Ready), Integrated Mathematics IV, International Baccalaureate Mathematics, Mindset, Pre-Calculus, Probability & Statistics, and Trigonometry. Eligible 4th math courses as taught by NC community colleges (via Career & College Promise Pathways) are: MAT 143 (Quantitative Literacy), MAT 151 (Statistics I), MAT 152 (Statistical Methods I), MAT 155 (Statistical Analysis), MAT 161 (College Algebra), MAT 162 (College Trigonometry), MAT 165 (Finite Mathematics), MAT 167 (Discrete Mathematics), MAT 171 (Pre-Calculus Algebra), MAT 172 (Pre-Calculus Trigonometry), MAT 175 (Pre-Calculus), and MAT 200 or above. The system Office's Program Division will update this list as needed in consultation with the Department of Public Instruction.

## **SPECIAL CREDIT STUDENTS**

Students who anticipate enrolling in only a few courses may be admitted as Special Credit students for up to 18 semester hours. These students need to complete an admission application and provide post-secondary transcripts from all attended institutions. The student must be advised by an advisor. Enrollment must be approved by the Dean of Academic Affairs and Student Services or designee.

If a student wishes to enroll in a course for which there is a prerequisite, the student must show evidence of having met that requirement. This includes testing if the student wishes to enroll in math, English, or reading or any other course requiring either of these as prerequisites.

Students wishing to earn more than 18 hours of credit at Martin Community College must declare a major and complete all forms and procedures for regular admission before registering for additional courses.

## VETERANS AFFAIRS

General regulations in this catalog pertain to all students. Below are special conditions for enrollment of veterans.

**Admission** - The Department of Veteran Affairs requires that no eligible veteran will be certified until all admission requirements are met. To meet admission requirements, the student must provide:

1. Application for admission.
2. Official high school transcript or equivalent.
3. Official college transcripts for all previous education or training.
4. Placement test scores, if required.
5. DD 214 form and certificate of eligibility.

**Repeat of Courses** - Veterans and eligible dependents may not repeat courses for veterans' benefits in which a grade of A, B, C, D, or AR was made.

**Adjustments and Terminations** - It is the veteran's responsibility to notify the certifying official within 10 days of withdrawing from any/all courses.

**Curriculum Change** - A request for change of program must be filed with DVA at the beginning of the semester in which the change is anticipated.

**Address Change** - The DVA must be notified of any change of address to which assistance checks are mailed. Forms for this purpose are available from the NC Dept. of VA.

<b>Credit Hour Enrollment</b>	12 or more = full time	6 - 8 = 1/2 time
	9 - 11 = 3/4 time	less than 6 = tuition only

Students cannot receive VA benefits for Credit by Exam courses (section 30). Credit cannot be given for courses not listed under the student's curriculum outline with the exception of developmental courses (course numbers under 100) that are required to complete the student's chosen program of study. Full-time for Summer is 7 hours for veterans. Fall and Spring Semester include 12 hours for full-time enrollment.

## REGISTRATION

Martin Community College operates on the semester system. All students must officially register and pay fees during the early registration period or registration period scheduled at the beginning of each semester. Students are eligible to register after their files are completed with the necessary admission data. Students who apply late and are in the process of completing admission requirements at the time they report for registration will be tested and/or allowed to register for their first semester without meeting all admission requirements. However, it will be necessary for students to meet all admission requirements before registering for the next semester. Early registration and registration dates are listed in the Academic Calendar. Prerequisites and co-requisites must be met when registering.

### Course Prerequisites and/or Co-requisites

- a. Students must comply with the catalog requirements for all course prerequisites and co-requisites. Students must take and pass (as required by their program) any prerequisites and/or be registered for any co-requisites required for their courses. If a student fails the prerequisite, it must be retaken until a passing grade is achieved before proceeding to the next course. Students enrolled in a course who have not met the prerequisite and/or co-requisite requirements will be removed from the course.
- b. MCC prerequisite and/or co-requisite waivers are granted only in exceptional cases where sufficient justifica-

tion is presented and supported by ample documentation. This justification/documentation may include, but is not limited to, the student's transcript from another regionally accredited college showing that the student has successfully completed the same course or a course with similar content. The waiver must be approved and signed by the course instructor, student's advisor, and the Dean of Academic Affairs and Student Services. The waiver must then be submitted to the Registrar for his/her signature and filing.

### Course Section Codes

1-9	Traditional Classes
20-29	Directed or Independent Study
30-39	Credit by Exam
50-59	Online
60-69	Hybrid
70-79	Blended
90-94	NCIH offered by another school
B	Bertie Campus/Evenings (B1, B60, B70...)
BC	Bertie Correctional Institute (BC1, BC2...)
E	Evening Class

### Drop/Add

During the Drop/Add period at the beginning of each semester (first five school days or its equivalent in abbreviated session), students may drop and/or add classes prior to finalizing their course schedule. At the end of the Drop/Add period, students will be held accountable for the courses in which they are enrolled. To drop/add classes, students must complete the following steps:

1. Complete a Drop/Add/Withdrawal Form listing each course to be added or dropped in the appropriate section of the form;
2. Sign the Drop/Add/Withdrawal form; then have the advisor make the change; and
3. Report to the Business Office for payment of additional fees, if applicable.

**Note: Additional charge/fees must be paid on the same business day.**

**According to state policy, beginning the first day of classes, the student must drop and add a course at the "same time"; otherwise, he/she will pay 25% tuition for the course dropped in addition to 100% for the added course!**

### Withdrawal from Class(es)

Students' course enrollments are official at the 10% point. Students will be graded on their performance in all courses in which they are enrolled. During the first 11 weeks of the semester (or its equivalent in abbreviated session), or as set forth in the Academic Calendar, students are allowed to "withdraw" from courses with a "W" placed on their transcript for that course. Choosing to withdraw from school is an important decision and students are urged to discuss their choice with their advisor, the college counselor, and the Financial Aid Director before making the decision to withdraw. Students who are compelled to withdraw due to extenuating circumstances after the 11th week deadline or its equivalent may see the Dean of Academic Affairs to see if their case merits special consideration. Students who are enrolled and fail to withdraw and thus overcut their class(es) may receive a grade of "WF" or "F" which is used in calculating their GPA. **Students receiving financial aid may be held responsible for repayment of aid.** Please refer to the **Return of Title IV Funds Policy**. Hours will be counted as hours attempted in the time frame limitation. To process a course withdrawal, students should:

1. Complete the Drop/Add/Withdrawal form,
2. Obtain appropriate signatures,
3. Return completed form to Registrar's office by the course withdrawal deadline.

## Auditing Courses

Students who wish to audit a course must officially register for that course. Auditors do not receive credit. Even though it is not required, auditors are encouraged to attend classes regularly, participate in class discussions, and take all examinations. Tuition for auditors is the same as that for credit students. A grade of “AU” with no credit hours or quality points is recorded on the student’s record. The decision to register as an auditor must be made by the “Last Day to Add Courses” as published in the **Academic Calendar** and clearly noted on the Student Class schedule form or Registration Change form. Audited hours cannot be used in calculating the amount of financial aid (Pell Grants, DVA, etc.) that students receive. **Students may not audit a course more than two (2) times.**

### Special Provisions for Senior Citizens (1E SBCCC 1000.2)

For the purpose of this provision, an individual is a senior citizen if the individual is at least 65 years of age as of the first day of the applicable course section. The individual must provide proof of age through a driver’s license, State identification card, or other government-issued document.

Notwithstanding 1D SBCCC 700.1; 1E SBCCC 300.1, 1E SBCCC 400.1, and 1E SBCCC 1000.1 (a) and consistent with G.S. 115B-2.2, a senior citizen may audit a course section without payment of any required tuition or registration fee. Senior citizens shall pay the applicable self-supporting fee for enrollment or registration into self-supporting course section. Senior citizens shall pay any applicable local fees to audit a course section consistent with the college’s local fee policies.

Colleges shall follow System Office procedures for tracking and reporting the number of senior citizens who audit courses under subsection (b). Student membership hours associated with senior citizens who audit courses under subsection (b) shall not be counted in the computation of enrollment for funding purposes (budget full-time equivalent students).

## Work-Based Learning

Work-Based Learning (WBL) is a viable work experience and will enhance the educational process of the student. The student and his/her advisor will work together in deciding on an approved work experience.

To qualify for Work-Based Learning, the student must:

1. Be at least 18 years of age
2. Be enrolled in a curriculum program that is approved to offer WBL
3. Have a minimum cumulative GPA of 2.0
4. Have completed a minimum of nine (9) semester hours in the appropriate program of study

## TUITION / FEES

### Tuition

**In-State and Out-of-State Tuition Rates are set by the North Carolina General Assembly and may change without notice. Check our website for tuition rates.** Currently students pay per credit hour to a maximum of 16 credit hours. Hours taken over 16 are not charged. The costs of textbooks and supplies are additional expenses which vary according to the program of study or courses taken. Tuition is waived for students taking curriculum courses in Career & College Promise Pathways and for courses provided to students of Early College High Schools. Home-schooled students may be eligible to enroll in a Career and College Promise program(s).

Students registered for 12 or more credit hours Fall and Spring semesters are classified full-time. Students enrolled during the Summer semester are considered to be full-time if enrolled for 9 or more credit hours (**12 or more credit hours for Financial Aid purposes and 7 or more hours for Veterans**).

**Residency Status:** North Carolina law (G.S. 115-143.1) states *“To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least*

***12 months immediately prior to his or her classification as a resident for tuition purposes.***” This domicile must be a permanent home of indefinite duration as opposed to merely a temporary residence or abode incident to enrollment in an institution of higher education. Please be aware that many factors in addition to the 12-month domicile requirement are considered in determining residency status. Please see Residency section for further information.

### **Tuition Refund**

1. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to “make” due to insufficient enrollment.
2. A 75 percent refund shall be made if the student officially withdraws from the class(es) after the semester begins and prior to or on the official 10 percent point of the semester. A refund shall not be made if the student withdraws after the 10 percent point of the semester.
3. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund shall be made if the student officially withdraws from class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class. A refund shall not be made if the student withdraws after the 10 percent point of the class.
4. For contact-hour classes and block classes refer to number 3 of this refund policy except use ten calendar days from the first day of the class(es) as the determination date.
5. To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule. **Please refer to Return of Title IV Funds Policy.**
6. When a student, having paid the required tuition for the semester, dies during that semester (prior to or on the last day of examinations), all tuition and fees for that semester may be refunded to the estate of the deceased.
7. Notwithstanding section (b), if the State Education Assistance Authority makes a final validation (see page 16 - Residency/Residency Determination Service (RDS) ) determination prior to the 10 percent point of the course section or academic term, as determined by local college policy and noted on the college calendar, a college shall provide a 100 percent refund using States funds if all of the following conditions apply:
  - a.) At the time of the student’s registration, the State Education Assistance Authority made an initial determination that the student was a resident for tuition purposes, as defined in G.S. 116-143.1 (a).
  - b.) After validation of the information provided in the student’s residency application, the State Education Assistance Authority subsequently determines that the student was a nonresident for tuition purposes, as defined in G.S. 116-143.1 (a).
  - c.) The student officially withdraws from the course section within 10 calendar days of the college notifying the student of the change in residency status.

If the State Education Assistance Authority makes a final validation determination that a student is a nonresident for tuition purposes, as defined in G.S. 116-143.1 (a), after the 10 percent point of the course section or academic term, as determined by local college policy and noted on the college calendar, the college shall apply the nonresident tuition determination to the following term.

When a student withdraws from curriculum class(es) within the designated time as specified, a refund check will be mailed to the student unless tuition is paid by a third party.

### **Accident Insurance**

All full and part-time curriculum students are provided accident insurance. The accident insurance covers students during the hours they are in school and while going to and from school. (Note: To be eligible to file a claim for damages or losses resulting from an automobile accident under the policy, a student must be traveling on the most direct route to or from

school. **ANY INTERRUPTION** of travel while en route to or from school may disqualify the student from receiving any compensation or benefits for losses suffered, including the loss of a life.)

### Activity Fee

Full-time curriculum students are required to pay an activity fee of \$30 per semester. Part-time curriculum students are required to pay an activity fee in amounts pro-rated to their total credit hours (see table below). No activity fee is charged during the summer. Career and College Promise high school students and senior citizens age 65 or older will not be charged a student activity fee. All curriculum students are eligible to participate in all school-sponsored activities.

The student activity fee paid by the curriculum student is non-refundable except when a course is cancelled by the College. Fees are subject to change pending MCC approval; tuition is subject to change pending Legislative approval.

<b>ACTIVITY FEES</b>			
<b>CREDITS</b>	<b>FEES</b>	<b>CREDITS</b>	<b>FEES</b>
1-3	\$16.50	8	\$24.00
4	\$18.00	9	\$25.50
5	\$19.50	10	\$27.00
6	\$21.00	11	\$28.50
7	\$22.50	12 or more	\$30.00

**Equine Fee:** \$25 per credit hour for each EQU course

**Technology Fee:** \$15.25 per student per semester

High School students are not required to pay Technology fee.

**Science Lab Fee:** \$8 per student for each BIO, CHM, or SCI course

High School students are not required to pay Science Lab fee.

**Graduation Fee:** \$0 for first application: High School students are required to pay \$30 for first application.

\$5 for each additional application (e.g., certificate or diploma):

\$5 for additional cover: \$3 for additional tassel (Graduation Fees are Non-refundable)

**Placement Testing Fee:** \$5 for each test beyond the maximum of three in one calendar year

(MCC Students ONLY): \$5 for each test (Non-MCC Students ONLY Three tests:

Reading, Math, and English)

**Student ID Card Fee:** \$2 for Continuing Education Students: \$5 for all replacements (first curriculum student

ID card is free)

**Transcript Fee:** \$2 for official curriculum transcripts; unofficial transcripts are free



## GAINFUL EMPLOYMENT

As requested by the Department of Education, information about certain Title IV programs is listed on the College's web site, [www.martincc.edu](http://www.martincc.edu). Each program is linked to job information on the U.S. Department of Labor's O\*NET web site. Current information on education/training, earnings, and job opportunities is available. Occupations are listed along with the corresponding Standard Occupation Classification (SOC) Codes. The listing of student's Median Debt incurred for a past academic year may not be included for some programs due to low enrollment in the programs. The listing on On-time Completion Rates is not included for some programs due to low enrollment in the programs. At this time, Martin Community College does not require job placement rates of students completing programs.

## FINANCIAL AID

Martin Community College attempts to assist students in meeting their financial needs to complete their educational goals. Coordination of all financial aid services is handled by the Student Services Division of the College, which also serves as a referral agency for the following:

- ◆ Department of Veterans Affairs (DVA),
- ◆ Workforce Investment Act (WIA),
- ◆ Division of Vocational Rehabilitation,
- ◆ Department of Social Services, and
- ◆ Employment Security Commission (Job Service).

The financial aid program at Martin Community College was established to ensure that qualified students have the opportunity to continue their education. Financial aid is awarded largely on the basis of need, which is defined as the difference between a student's annual cost of education and the amount the student and his or her family can reasonably contribute toward his or her education and is determined by a formula established by the U.S. Congress.

Financial aid is awarded in the form of grants, scholarships, and part-time employment (work-study). Grants and scholarships are gifts that do not have to be repaid. Work-study is money that a student earns by working part-time for the College or a governmental and/or a nonprofit agency. Financial Aid awards are mailed to the address on record in the Registrar's Office. It is the responsibility of the student to keep his or her information current.

**Students who qualify for financial aid must be enrolled in a curriculum program and must meet all academic requirements which includes making satisfactory academic progress as defined by the Satisfactory Academic Progress Policy for Financial Aid.**

**Students wishing to either double major or change their major should see the Financial Aid Director to ensure continuation of their Financial Aid funding.**

### *Satisfactory Academic Progress Policy for Financial Aid*

#### **Financial Aid Academic Eligibility Standard**

The U.S. Department of Education has recently published final regulations with an effective date of July 1, 2011. These regulations make significant changes to how institutions measure satisfactory progress toward program completion for students who receive federal aid. The College monitors satisfactory academic progress (SAP) of financial aid recipients at the end of each term. To maintain eligibility for financial aid, a student must comply with the following standard:

- ◆ Must have a program GPA of 2.0
- ◆ Must have a program completion rate of 66.67% at the end of each term. The rate is calculated by dividing the total number of hours the student has successfully completed by the total number attempted. Successful completion of a course is defined as earning a grade of A, B, C, or D. Grades of "F", "AU",

- “I”, “W”, and “WF” are not considered as successful completion. The rate also includes transfer credit hours that are accepted toward a student’s educational program.
- ◆ Must complete a program of study in a time frame not to exceed 150% of the published length of the program. This is measured in credit hours (e.g., if the academic program length requires 60 credit hours, maximum time frame cannot exceed 90 credit hours attempted). Financial aid eligibility is limited to the 150% maximum time frame of a program’s credit length even if the program is not completed. Change of major or program may not be sufficient reason to extend the credit limit. Financial Aid/ Multiple Major policy: Effective Summer Semester 2013, the College will determine financial aid eligibility on the hours the student is enrolled in a single program of study. If a student is enrolled simultaneously in one or more programs of study, the student will not receive financial aid for hours not in the student’s primary program of study.

Failure to meet any of the standard requirements may result in denial of federal financial aid at Martin Community College.

If a student fails to meet these eligibility standards, an automatic WARNING status (see below) is enforced. Grades of A, B, C, and D only will be evidence of successful completion of course work for purposes of calculating institutional percentage completion rates.

### **Measurement Point/Times Standard Applied**

The financial aid academic eligibility standard will be evaluated at the end of each term for financial aid applicants. Eligibility for receipt of financial aid can be denied at any measurement point if either standard is not met.

### **Good Standing Status**

Financial aid applicants who meet a program GPA of 2.0 and a program completion rate of 66.67% of their calculated hours at the time of evaluation are considered to be in GOOD STANDING and are otherwise eligible for aid.

### **Warning Status**

When a student in GOOD STANDING fails to meet the eligibility standards for either completion rate and/or GPA, an automatic WARNING status is enforced. The student will be notified in writing of this change in status and the potential impact it may have on aid eligibility. If a student in WARNING status fails to meet the minimum standards for another term, he/she becomes ineligible for aid. The student has the option to appeal after becoming ineligible (see appeal procedures).

### **Failed Status**

Students who do not meet the program requirements at the end of the warning term will be suspended from financial aid but may appeal their eligibility. If the appeal is approved, students would be on PROBATION status for one more term. At the end of the PROBATION term, students would not be eligible for aid unless they are meeting the program requirements.

The new regulations also give the appeal committee the option to develop an academic plan for students who would not be able to meet program requirements in one semester. Students who are given an academic plan are required to meet SAP program requirements by a certain point in time established by the appeal committee.

### **Reinstatement of Aid Eligibility**

A student may apply for a re-determination of eligibility through the APPEAL process. A student may submit an appeal for reinstatement on the basis of 1) mitigating circumstances or 2) after successfully rehabilitating the program 2.0 GPA or better and completion rate of 66.67%.

### **Appeal Procedures**

Reinstatement of aid is never automatic. A student must apply for re-determination of aid eligibility by completing a Martin Community College Financial Aid Appeal form. A student may use the appeal process to petition any financial aid ac-

tion that the law allows. Appeals are made through the Financial Aid Office (Financial Aid Director) on the official form and will require the following: an explanation and documentation regarding why the student failed to make SAP and a statement and documentation as to what has changed in the student's situation that would allow the student to meet SAP in future terms. Appeals are reviewed by the Appeal Committee. Students will be allowed one appeal after failing SAP minimums. If the appeal is approved, the student's transcript will be re-evaluated and they will be given the following: 1) an academic plan of action that allows them adequate time to make Satisfactory Academic Progress (SAP), or 2) one semester of financial aid that allows them to make Satisfactory Academic Progress (SAP). Appeal eligibility will be reviewed on a case by case basis and it will be determined by the Appeal Committee on what is the best alternative for the student.

### **Probation Status**

Successful appeals will allow a student to be placed in PROBATION status. Students must meet the conditions outlined in the appeal decision. If a student is unable to meet these conditions, the student will be ineligible for aid until the program GPA is at least 2.0 and the program completion is at least 66.67%.

### **Transfer Student Requirements**

Course work taken at another institution that is accepted and officially transcribed as transfer credit by Martin Community College will count toward the 150% maximum time frame calculated hours as well as the cumulative completion rate. If the limit is exceeded, the student must submit an appeal to determine aid eligibility. GPAs from other schools are not considered in Martin Community College's financial aid satisfactory progress policy.

### **Consortium Agreements**

Students enrolled in more than one institution under consortium agreements are subject to the home institution's Satisfactory Academic Progress policy.

### **Developmental Course Work**

Students will be allowed a maximum of 30 credit hours of developmental course work in addition to the credit hour maximum. Developmental course work is defined as course numbers below 100.

## ***Applying for Financial Aid***

Students wishing to apply for financial aid must do so **each year** by completing a Free Application for Federal Student Aid (FAFSA). This application is available online at [www.fafsa.gov](http://www.fafsa.gov) or in the Financial Aid Office at MCC and may also be obtained from other educational institutions. Students should submit an application before May 1, for the following academic year. After submitting the FAFSA, the student will receive a document called a Student Aid Report (SAR). This document should be checked for accuracy and any necessary changes should be corrected immediately. The Financial Aid Office at MCC can make these changes electronically if MCC's school code is listed on the application. Other documentation may be required and will be requested from the student as necessary. After all documentation has been submitted, the Financial Aid Office will process the financial aid application, verify academic eligibility, and send an award letter to the student indicating the financial aid awarded for the current academic year, if eligible.

## ***Financial Aid Eligibility Requirements***

Financial aid is awarded primarily on the basis of need. In addition, financial assistance depends on the availability of financial resources. To be considered for financial aid, applicants must meet the following criteria:

1. Be enrolled or accepted for enrollment in an eligible curriculum program at Martin Community College;
2. Be a citizen or an eligible non-citizen of the United States with a valid Social Security Number;
3. Be an undergraduate student who has not previously received a bachelor's degree;
4. Demonstrate financial need;
5. Have a high school diploma or GED certificate;
6. Be making satisfactory progress in the course of study being pursued;

7. Not be in default on a Federal Perkins Loan (formerly NDSL) or a Student Loan (formerly Guaranteed Student Loan) and not owe a refund of federal funds at any institution;
8. Meet any applicable program or degree-specific criteria;
9. Must have resolved any drug conviction issue; and
10. Register with Selective Service if applicable.

If students qualify for financial aid, they will receive an award letter. Students should review the award carefully.

### ***Return of Title IV Funds Policy***

The Higher Education Amendments of 1998, Public Law 105-244, details the way funds paid toward a student's education are handled when a recipient of Title IV funds withdraws from the school. Title IV funds include Federal Pell Grant and Federal Supplemental Educational Opportunity Grant.

If a recipient of Title IV funds **withdraws from school** then the institution (MCC) uses a pro rata schedule to determine the amount of Title IV funds the student has earned at the time of withdrawal.

If the amount of Title IV aid disbursed to the student at the time of withdrawal is greater than the amount of aid earned by the student, unearned funds must be returned to the fund from which the aid came. If the amount of Title IV aid disbursed to the student is less than the amount of aid earned, then the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. **The student will be responsible for repaying all Title IV aid that was received but not earned.**

### ***Types of Financial Aid***

**Education Lottery Grant** - The North Carolina Education Lottery Scholarship (ELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state of North Carolina. Student must complete the FAFSA, be a North Carolina resident, enroll for at least six credit hours per semester in a curriculum program, and meet Satisfactory Academic Progress.

The value per grant will vary according to information that is generated from the FAFSA. Grants will range from \$152 to \$2,852 for the year.

**Federal Pell Grant** - The Federal Pell Grant program is designed to be the foundation of a financial aid package. The U.S. Department of Education calculates the expected family contribution for each student using a standard formula. The College uses the student's expected family contribution and his or her cost of attendance to make an annual award. All students are encouraged to apply for a Federal Pell Grant each year that they will be enrolled in college.

**Federal Supplemental Educational Opportunity Grant** - The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federally-funded program that provides grants for students of exceptional financial need with priority given to Pell Grant recipients.

**North Carolina Community College Grant** - The North Carolina Community College Grant is a state grant program that is available to the neediest students whose (a) Federal Pell Grants are less than the "required educational expenses" and (b) estimated income tax liability (according to federal guidelines) is too low for the family to be eligible for the Federal Tax Credit. Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for this grant.

**Federal Work-Study** - The Federal Work-Study program provides part-time jobs for students with financial need. It allows students to earn money to help pay their educational expenses while enhancing their work experiences. Students who are accepted in this program work approximately 10 - 12 hours per week, earn minimum wage, and are paid on a monthly basis.

**Less Than Half Time/Targeted Assistance Grant** - Very limited funds are received from the State of North Carolina for this grant. Rules of eligibility are determined by the State Board. For Less Than Half Time Grant, students must be attending less than 6 credit hours and have an EFC between 801 and 4000. The maximum award is \$30 per credit hour for a total of \$150. For the Targeted Assistance Grant, students must be in a high demand/low enrollment program.

**Child Care Grant** - Child Care Grant is funded by the State of North Carolina to assist currently enrolled students with day care expenses. Funds are paid directly to day care providers. Preference is given to students who are enrolled full-time (12+ credit hours).

**Short-term Loans** - Under Martin Community College's loan program, students may borrow money to pay tuition or book expenses. Monies have been made available from the following sources for short-term loans for students: Martin County Chamber of Commerce, Clarence E. Biggs (Emergency Loan Fund), Trustees/Friends, and the North Carolina Community College Loan Program.

**Scholarships** - Martin Community College has a limited number of institutional scholarships which are generally awarded to students with exceptional academic averages. In selecting recipients, the Financial Aid Director reviews all applications and presents award candidates to the Financial Aid Committee based on the student's academic record, financial need, and other requirements as described for the individual scholarships. The Financial Aid Committee and/or appointed Scholarship Committee makes the final decision on scholarship awards. Scholarship applications and information are available online or in the Financial Aid office.

***Scholarships and/or Endowments:***

A.B. Ayers Endowment	MCC Foundation Equine Scholarship
Elton Hardy Endowment	MCC Foundation High School Scholarship
Frances Hardy Scholarship	Ormond Family Scholarship
Gene and Jean Rogers Scholarship	Rev. Dr. St. Paul and Katherine Epps Endowment
Golden L.E.A.F. Scholarship	State Employees' Credit Union Foundation Scholarship
H. Leman Barnhill Endowment	Targeted Assistance Scholarship
MCC Foundation Adult High School Scholarship	The Wells Fargo Technical Merit Scholarship
MCC Foundation Automotive Scholarship	

For additional scholarship opportunities, please go to the Financial Aid Office.

## **STUDENT SERVICES**

Martin Community College offers a variety of services designed to meet the needs of students. Most of these services are administered by Student Services staff and are available upon request. The Student Services staff are located in Building 1. At least one member of the staff is available from 8:00 a.m. to 7:00 p.m. Monday through Thursday, and 8:00 a.m. to 4:30 p.m. on Friday. Summer hours may vary.

### ***Counseling***

The chief function of counseling at MCC is to assist students who may have a personal or social concern in adapting to the College environment. Necessary resources and referrals are provided, when appropriate, by trained counselors to help students become more self-knowing, reliant, and directive. Students are encouraged to contact the counselor as a need arises.

### ***On-Campus Emergency/Health***

Martin Community College does not provide any direct health services. The College's division of Student Services staff does provide information, educational materials, and various workshops on health topics identified as issues for students. The College counselor is available for individual counseling sessions with students. Referrals are made to area health care providers and support agencies as necessary.

With the guidance of an advisor from the Student Services staff, the Student Government Association sponsors activities to raise awareness of health and wellness issues and provides support to health-related initiatives. Health and medical needs are referred to Martin General Health Systems, local health care providers, and, when appropriate, local emergency agencies. For non-emergency medical needs, first-aid kits are maintained in each College building and every laboratory area.

Students are encouraged to report to the College Counselor any health condition which may affect their ability to participate in classes or may pose a risk to other individuals. Support groups may be created so that individuals with shared conditions may benefit from their peers as well as receive information and referral services.

### ***Americans with Disabilities Act***

Martin Community College supports the Americans with Disabilities Act and is sensitive to the needs of applicants with documented disabilities. Students requesting classroom accommodations must allow reasonable time for accommodations to be implemented. For additional information, please contact the counseling office.

### ***Tutoring***

The Academic Skills Center is a tutoring center and computer lab where students can get support with their courses and programs of study. The Academic Skills Center is committed to responding to the needs of students wishing to improve their success in a course or program of study. Students needing help are encouraged to take advantage of tutoring. There are tutors on site in the Academic Skills Center with scheduled times for tutoring in specific subject areas. Online tutoring is also available through Upswing which students can access through the MCC website. To be tutored, a student will need to be referred to the Academic Skills Center by his/her instructor and will need a referral form submitted. Referral forms are available in the Academic Skills Center. Students with questions about online tutoring through Upswing may also come by the Academic Skills Center.

### ***Placement Testing***

The placement testing program at Martin Community College is designed to enable the student to enroll in classes at a point that is aligned with the student's achievement level. Using the North Carolina Diagnostic Assessment and Placement Test (NCDAP), students are assessed in math, reading, and English based upon the prerequisite requirements of their certificate, diploma, or degree program. Test results are used for course placement purposes. Sample test items are available for review in Student Services or online at <http://media.collegeboard.com/digitalServices/pdf/accuplacer/nc-sample-questions-v2.pdf>. See page 17 & 18 for more information.

### ***Faculty Advisor System***

Students are assigned to a faculty advisor depending upon their chosen program of study. Faculty advisors help students with planning their program of study; interpreting placement and other test scores; registering for classes; and dropping, adding, or withdrawing from classes. The student is responsible for following program requirements and meeting Financial Aid policy.

The relationship with an advisor can be very special and personal. Faculty advisors are available during the advisor/advisee conference period and registration period of each semester. They are also available during their posted office hours. Students are encouraged to consult with their advisors throughout the semester as the need arises.

### ***New Student Orientation***

All new students are expected to participate in the orientation program. Topics include college policies and procedures, facility locations, and provide an introduction to selected college staff and an opportunity to meet student leaders. Discussions are used to familiarize the student with all the educational opportunities and resources that are available at MCC. Students registering for Internet Courses can attend an Orientation for Online Courses that will introduce students to distance learning and familiarize students with using the Blackboard system.

### ***Job Placement Services***

Students may access the local Employment Security Commission (ESC) information regarding full-time and part-time employment through computers located in the library and in Building 1, Room 22. Job announcements are posted on the Job Search Information Bulletin Board located between Rooms 21 & 22 in Building 1. Further information regarding job openings may be obtained at the Martin County Joblink Center (ESC).

### ***Career Center***

Information about occupations, educational opportunities, and the world of work are available through the College to students, college alumni, prospective students, and residents of the community. This information is housed in Building 1, Room 22. A counselor is available to assist students and others in finding informative materials on various careers and colleges. Students can also visit ***Bridges Career Planning Tool*** for careers and salaries at [www.cfnc.org](http://www.cfnc.org).

### ***Student Activities / Student Government Association***

On a non-discriminatory basis, Martin Community College offers its students an opportunity to participate in a variety of activities. The Student Government Association (SGA) provides students an opportunity to gain practical experience in the democratic process through participation in a program of self-government. The purpose of the Student Government Association is to provide the means for responsible and effective student participation in the organization and control of student activities. The Student Government Association is composed of all curriculum students. The constitution and activities of the association are subject to approval and sanction by the administration of the College.

### ***Phi Theta Kappa***

Phi Theta Kappa is the international honor society for community and junior colleges. The purpose of Phi Theta Kappa is to recognize and encourage scholarship, leadership, fellowship, and service among two-year college students. Membership in MCC's Alpha Chi Gamma chapter is by invitation only. To be considered for membership, students must be enrolled in a curriculum program at Martin Community College, have maintained a cumulative grade point average of 3.5 or higher for a minimum of 12 semester hours, have established academic excellence as judged by the faculty, be of good moral character, and possess recognized qualities of citizenship.

### ***Alpha Beta Gamma***

Alpha Beta Gamma is an international business honor society established to recognize and encourage scholarship among college students in business curricula. To be eligible for membership in Alpha Beta Gamma, a student must be enrolled in a business curriculum in a junior or community college or a two-year accredited program within a college or university. A student must have completed 12 credit hours with at least 12 hours of his/her work being in courses leading to a degree recognized by his/her institution. A student must also be of good moral character, must possess recognized qualities of citizenship, and must maintain a 3.0 GPA or its equivalent in business courses as well as a 3.0 cumulative average.

### ***Grade Reports and Transcripts***

Immediately following the end of each semester, official grade reports are distributed to curriculum students. Official transcripts will be sent to other educational institutions, prospective employers, subsidizing agencies, etc., when a student requests, in writing, that the College do so. Requests for official transcripts will not be honored if the student has an outstanding debt to the College.

### ***Student Records and Privacy***

Students have access to their academic records at Martin Community College. Academic records for curriculum students are housed in the Registrar's Office and can be viewed by the student by scheduling an appointment with the Registrar. Enclosed in the student's academic record will be the Martin Community College transcript (academic grades), application for admission, copies of letters of correspondences, high school transcript and/or GED scores, post-secondary college transcript(s), transcript evaluation, and placement test scores, if applicable. Other than individuals qualified under the

Family Educational Rights and Privacy Act (FERPA), only institutional personnel may be allowed to view the student's academic record for educational purposes only. A Record of Disclosure Form is filed in each student's academic record noting who, other than Student Services staff, has reviewed the file and for what reason.

In accordance with the Family Educational Rights and Privacy Act, student transcripts will not be released to any other individual or organization in any form without the written consent of the student with the exception of educational institutions or eligible subsidizing agencies. Requests for official transcripts will not be honored if the student has an outstanding debt to the College.

### ***Directory Information***

When inquiries are made by other persons or parties, only directory information is released. Such information includes the following: student's name, address, telephone number, date of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees, awards received, and the name of the educational agency or institution most recently attended. This policy is for the convenience of students, parents, institutional personnel, and the general public. **Students must notify the Registrar in writing that they do not want such information released**, and all information concerning their record will be withheld.

In compliance with the Community College Public Records Retention and Disposition Schedule, all information in a student's file is normally destroyed, with the exception of the MCC transcript(s) and high school transcripts, five (5) years after the student leaves the College.

Students who believe that their rights under the Family Educational Rights and Privacy Act have been violated should discuss their concerns with the Dean of Academic Affairs and Student Services and/or the President of the College. However, students, if they wish, may file a complaint directly with the Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave. S.W., Washington, DC 20202-5920, Phone: 1-800-USA-LEARN or 1-800-872-5327, web site: [familypolicy.ed.gov](http://familypolicy.ed.gov).

A complete copy of the Family Educational Rights and Privacy Act as printed and released by the Department of Health, Education, and Welfare is on file in the Student Services Office with the Registrar and the Dean of Academic Affairs and Student Services.

### ***Reverse Transfer***

The Reverse Transfer Program is a collaborative effort between North Carolina's Community Colleges and the University of North Carolina's 16 constituent institutions. Students who transfer to a North Carolina university from one of the 58 North Carolina community colleges are given the opportunity to combine the credits earned at the university with credits already earned at the community college to determine if the associate degree requirements have been met. Eligible students will be asked to participate when they transfer to one of the participating universities through their student services account and must agree to release their university academic records back to the community college for review. There is no cost for awarding of the degree. If a student wishes to receive a printed diploma or to participate in graduation ceremonies, he or she should complete the graduation application form (located in the Registrar's Office) and pay the appropriate graduation fee(s) to the Business Office.

## **ACADEMIC REGULATIONS**

### **Degree, Diploma, and Certificate Requirements**

Martin Community College confers the Associate in Applied Science Degree upon students who successfully complete a two-year technical program and the Associate in Arts Degree to those who successfully complete a two-year college transfer program. An Associate in General Education Degree is awarded to students who successfully complete the two-



year General Education Program. A diploma is awarded to students who satisfactorily complete a vocational program or an approved diploma-level program. A certificate is awarded to students who complete approved certificate-level programs.

All students enrolled in an Associate’s degree or diploma program must take ACA 115 Success in Study Skills or ACA 122 College Transfer Success within their first 12 hours attempted.

Students are scholastically eligible for graduation when they have satisfied the specific requirements of the program in which they are enrolled, have paid all outstanding debts to the College, and have a major grade point average of 2.0. Students enrolled in the Dental Assisting program are required to make a “C” or above on all courses to be eligible for graduation. Physical Therapist Assistant and Medical Assisting students must make a “C” or better on all courses including General Education to be eligible for graduation. PTA students should refer to the PTA Handbook for grading of Clinical Evaluation.

No matter how many hours students transfer from another institution, they must complete a minimum of 25 percent of the credit hours required in their program at MCC to be eligible to graduate from that program.

### **Grading System**

Martin Community College allows the use of a 7-point or a 10-point scale in its grading system. Letter grades are awarded as follows:

<u>Letter Grade</u>	<u>Definition</u>	<u>Quality Points</u>	<u>7-point</u>	<u>10-point</u>
A	Excellent	4 per semester hour	93-100	90-100
B	Above Average	3 per semester hour	85-92	80-89
C	Average	2 per semester hour	77-84	70-79
D	Below Average	1 per semester hour	70-76	60-69
F	Failure	0 per semester hour	69 and below	59 and below
*I	Incomplete	0 per semester hour		
AU	Audit	0 per semester hour		
NA	Never Attended	0 per semester hour		
W	Withdrawal	0 per semester hour		
WF	Administrative Withdrawal	0 per semester hour		
T	Transfer	0 per semester hour		
XA	Credit by Exam	4 per semester hour		
XB	Credit by Exam	3 per semester hour		
XC	Credit by Exam	2 per semester hour		
AP	Advanced Placement	0 per semester hour		
AR	Articulation Agreement.	0 per semester hour		
P	Pass			
R	Repeat			

\* A letter following an “I” (IA, IB, IC, ID, IF) indicates the resolution of the “I” grade and the appropriate quality points have been awarded.

Developmental courses have the following grading scale: A, B, C, AU, WF, I, W, F, P, R.

**I (INCOMPLETE)** - A temporary grade of “I” is entered on students’ records at the discretion of the instructor if *at least 85% of the course work has been completed*. A grade of “I” is calculated into the overall grade point average in the same

manner as an “F.” Once the “I” grade is satisfactorily removed, the quality points for the grade earned are added to the previous total and the grade point average is recalculated. Students receiving an “I” must make up work required for passing the course by the last day to withdraw without receiving an “F” of the following semester (whether student is enrolled or not), or the “I” will automatically revert to an “F.” Students should not register for a course in which they have received an “I” until the “I” has officially been changed to an “F” or a passing grade. (See policy on Repeat Courses.) Incomplete course forms are sent to students who receive “I’s” at the end of the semester, and it is the student’s responsibility to contact the appropriate instructor(s) and make the necessary arrangements to remove an “I.”

**AU (AUDIT)** - A grade of “AU” is entered on students’ records when they audit a course. Auditors do not receive credit. Auditors must satisfy pre & co-requisite requirements. Even though it is not required, they are encouraged to attend classes regularly, participate in class discussions, and take all examinations. Tuition for auditors is the same as that for credit students. The decision to change from credit to audit must be made by the “Last Day to Add a Course” as published in the Academic Calendar. Audited hours cannot be used in calculating the amount of financial aid (Pell Grants, DVA, etc.) students receive. Students may not audit a course more than two times.

**NA (NEVER ATTENDED)** - An “NA” is entered on students’ records when students never attended a class.

**W (WITHDRAWAL)** - A “W” is entered on students’ records when they officially withdraw between the 10 percent point and the end of the eleventh week of the sixteen-week semester or its equivalent during an abbreviated semester. (See Academic Calendar for specific dates.) Withdrawals beyond the end of the eleventh week may be allowed if extenuating circumstances are approved through the Dean of Academic Affairs and Student Services. Withdrawals must be initiated by students who complete the necessary withdrawal forms. A grade of “W” does not count as hours attempted when computing the GPA for that semester.

**WF (ADMINISTRATIVE WITHDRAWAL)** - A “WF” is entered on students’ records as an administrative withdrawal when students have exceeded the allowable absence rate for the course. This action is initiated by the instructor of the course. Letters will be sent to the students advising them that they have been administratively withdrawn from the course with a grade of “WF.” The “WF” is treated as an “F” in quality point calculation and will affect financial aid as hours attempted.

**T (TRANSFERRED COURSES)** - A “T” is entered on students’ records when credit is given for course work transferred from another institution or CLEP exams.

**X (CREDIT BY EXAM)** - The grade preceded by an “X” (example: XA) is entered on students’ records if they complete a course through proficiency examination with a grade of “C” or better. No more than one-half of the required credits for a degree, diploma, or certificate may be earned through credit by exam.

**AP (ADVANCED PLACEMENT)** - A grade of “AP” is entered on students’ records when they are granted credit for selected courses taken in high school and proof of satisfactory scores on AP test is provided. Hours will be counted toward graduation but not in calculating the grade point average.

**AR - (ARTICULATION AGREEMENT)** - A grade of “AR” is entered on students’ records when they are granted credit for courses taken in high school as outlined in the NC High School to Community College Articulation Agreement. To obtain credit taken for identified courses a grade of “B” or higher must be earned in the high school course, and a raw score of 93 or higher must be made on the standardized VoCats post-assessment. In order to receive articulated credit, students must enroll at the community college within two years of their high school graduation date.

## **Traditional and Non-Traditional Delivery of Curriculum Classes**

Non-traditional Delivery Classes are not consistent with the definitions of regularly scheduled classes. These Non-traditional Delivery Classes may include courses offered at times other than traditionally scheduled courses or may be taught by non-traditional methods.

### **TRADITIONAL - SECTION 1-9**

College curriculum or continuing education course in which 100% of the instruction is delivered face to face with the instructor and student not separated by distance. This is true even when some instructional activities are conducted using web-based technology.

### **DIRECTED STUDY - SECTION 20**

Students enrolled in a Directed Study section are able to obtain the same information that is taught in the traditional class, but the Directed Study section is arranged at a time other than the class time posted in the schedule of classes. Directed Study courses have the same requirements and earn the same credit as regular courses. Students interested in Directed Study must obtain permission of the instructor and indicate the Directed Study section on their registration form or add/drop form.

### **CREDIT BY EXAMINATION - SECTION 30**

Credit by examination may be allowed for a given course if students can demonstrate the required level of proficiency as a result of independent study and/or experience. Students who desire to earn credit by examination must complete the process by the end of the first four (4) days of classes during each Fall and Spring semester and by the end of the first two days of Summer session. To earn credit by exam, student must initiate the process with his/her advisor and the instructor responsible for the credit by exam course. The instructor will complete the "Credit by Exam Request Form" and submit it to the Dean of Academic Affairs; justification for the exam must be provided. Once approved the student must pay the required tuition and fees, and the exam will be administered. If the student receives a grade of at least a C, their grade will be submitted on the grade roster. If a student makes below a C on the exam, they must officially drop the section 30 course and may enroll in a scheduled section of that course. No more than one-half of the required credits for a degree, diploma, or certificate may be earned through credit by examination.

The transfer of credit by exam grades earned at other institutions will be decided on a course-by-course basis in consultation with the appropriate department chairperson/instructor. Martin Community College does not guarantee transferability of credit by examination courses to any other institution. Students are urged to contact the college or university to which they intend to transfer to find out that institution's policy regarding the acceptance of credit by exam grades. Credit by examination courses are not eligible for Federal Financial Aid.

## **Distance Learning**

In keeping with its mission to "provide quality, affordable, and accessible learner-centered educational programs and services that are responsive to the needs of the communities we serve," Martin Community College offers a range of online and distance learning options. Distance learning includes any course or program in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Most distance learning courses at MCC are delivered via the Internet or the North Carolina Information Highway, and some courses may be supplemented by videoconferencing technology.

Students may take courses in a variety of delivery formats, including courses that are conducted completely online via the Blackboard Learning Management System, courses that meet wholly on campus (but may have a supplemental Blackboard shell), and courses that combine on-campus and online contact. MCC also offers distance learning classes through the North Carolina Information Highway, where courses may be broadcast from other institutions to the MCC campus and from MCC to other institutions.

### **ONLINE/INTERNET COURSE - SECTION 50**

College curriculum or continuing education course in which 100% of the instruction is delivered via the Internet/online. Courses may have proctored testing, but instruction is delivered online.

### **HYBRID COURSE - SECTION 60**

College curriculum or continuing education course in which >50% but <100% of instruction is delivered when the student and the instructor are separated by distance. Instructional delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.

### **BLENDED COURSE - SECTION 70**

College curriculum or continuing education course in which <50% of instruction is delivered when the student and the instructor are separated by distance. Instructional delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.

### **INFORMATION HIGHWAY COURSE - SECTION 90 / 95**

The North Carolina Information Highway provides television-quality interactive video sessions. An Information Highway course is one that originates either at MCC or another community college. The class is taught by a “live” instructor who interacts with the students either in person or through the use of live video and sound. Students from the different sites will also interact through live video and sound.

### ***Tuition and Fees for Online or Distance Learning Courses***

Tuition for online or distance learning courses is the same as tuition for face-to-face courses (see “Tuition and Fees” in the MCC catalog). Students are not required to pay any additional fees for individual online or distance learning courses, including charges associated with verification of student identity.

### ***Standards and Learning Goals in Online or Distance Learning Courses***

Online or distance learning courses at Martin Community College are conducted with the same academic rigor as face-to-face courses and comply with the *Principles of Accreditation* of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

- ◆ Students in online or distance learning courses are expected to commit the same amount of time to studying and completing assignments and are assessed on the same learning outcomes as students in equivalent face-to-face courses.
- ◆ Credits awarded for online or distance learning courses are the same as those awarded for equivalent face-to-face courses.
- ◆ Faculty who teach online or distance learning courses hold the same credentials and possess the same subject area expertise as faculty in equivalent face-to-face courses. Faculty members who teach these courses are expected to be proficient in delivering online instruction.

### ***Requirements for Students in Online or Distance Learning***

While an online or distance learning course can be convenient for a student juggling multiple responsibilities outside of school and can allow flexibility in completing coursework, online or distance learning courses may not be the best option for every student. A student who wishes to succeed in an online or distance learning course should:

- ◆ Be comfortable completing assignments and learning independently with minimal face-to-face input from an instructor or classmates.
- ◆ Be able to manage his/her time effectively.
- ◆ Be comfortable in courses with heavy reading and/or writing assignments.
- ◆ Have regular, unimpeded access to a computer with reliable high-speed Internet access.
- ◆ Be proficient in using computer programs such as Microsoft Word, using course delivery systems such as Blackboard, and using the Internet for research and learning.

Students who enroll in an online /Internet, hybrid, or blended class are also encouraged to complete a Blackboard training/ orientation.

### ***Student Responsibilities in Online or Distance Learning Courses***

While online or distance learning courses allow students flexibility in completing course work, these courses are not self-paced. A student in an online or distance learning course is expected to complete assignments regularly and by assigned due dates, just as in a face-to-face course.

A student in an online or distance learning course is expected to “attend” class regularly. These courses begin on the first day of the semester and run according to the MCC Academic Calendar schedule, just as face-to-face classes do. A student in an online course must complete an enrollment assignment (designated by the instructor) during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student does not complete the enrollment assignment by the census date, the student will be dropped from the class.

Attendance in online courses may be based on assignments submitted. A student who does not complete assignments for an online or distance learning course for a specified period of time may be administratively withdrawn from the course. Specific assignment and attendance requirements are outlined in each course syllabus.

A student in an online or distance learning course is responsible for communicating with his or her instructor. The student should check his or her MCC e-mail and the course Blackboard site regularly for messages from the instructor, and the student should contact the instructor immediately with any questions or problems.

### ***Insuring Student Identity in Online or Distance Learning Courses***

Each Martin Community College student is assigned a unique, confidential online user ID and password. The user ID is a combination of the student’s name and MCC student identification number; the password is a combination of the student’s name and birth date. This combination of user ID and password is the only means by which an MCC student can access online courses. This combination allows a student to access only the courses for which he or she is registered. In order to protect student privacy and ensure the identity of a student logged into a course, students are encouraged to keep their login information confidential.

### ***Insuring Security and Privacy in Online or Distance Learning Courses***

Online courses are offered through the Blackboard Learning Management System, a widely recognized online learning platform. Blackboard offers support for security (see <http://www.blackboard.com/legal/Security-Policy.html>) and maintaining online privacy (see <http://www.blackboard.com/legal/Privacy-Policy.aspx>) in its learning platforms.

In addition, as stated above, Martin Community College insures student security and privacy by encouraging students to keep their login information confidential.

### ***Equality of Access in Online Courses***

Because Martin Community College stresses equivalent rigor and learning outcomes in its online or distance learning courses, students in these courses have equal access to academic resources and services via MCC e-mail, Internet, and telephone. Most resources and services are available in person, online, by phone, or by videoconference.

#### **Technical Support for Online or Distance Learning Courses and Programs**

Students who experience difficulties in Blackboard-based courses can receive round-the-clock assistance by calling Blackboard Assistance/Support at 1-866-833-2953.

Students who experience other technical difficulties can receive assistance by calling the MCC E-mail Support Line at 252-789-0300 or by visiting the College website.

## Computing the Grade Point Average (GPA)

Academic quality must be achieved in order to graduate from any program at Martin Community College. The standard for a student's work is determined by the grade point average (GPA). For the purpose of determining grade point averages, final grades have the following quality points (QP's): A=4, B=3, C=2, D=1, I=0, F=0, and WF=0. Grades of T, AU, NA, W, AR, and AP are not included in the GPA. Total quality points are computed by multiplying the number of credit hours per course by the quality points of the grade earned.

### *Example of Computing Grade Point Average:*

<u>Course</u>	<u>Credit Hrs.</u>	<u>Final Grade</u>		<u>QP'S Earned</u>
ENG 111	3	C	(3 x 2)	6
MAT 115	3	D	(3 x 1)	3
PSY 150	3	B	(3 x 3)	9
SOC 210	3	A	(3 x 4)	12
CIS 111	2	F	(2 x 0)	0
<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>30</b>

Divide the total quality points earned (30) by the total credit hours attempted (14)  $30 \div 14 = 2.14$  grade point average (GPA).

## Academic Progress

Students are required to meet the academic standards of both their program of study and the College to remain in good standing. Students who experience academic difficulty may be placed on warning/probation.

Minimum grade point average of 2.0 is required to remain in good academic standing with the College and financial aid. Students whose grade point average drops below 2.0 GPA will be notified by letter from the College that they have been placed on academic/financial aid warning.

Students who are placed on academic/Financial Aid warning will be counseled and may be encouraged to consider enrolling in a program more commensurate with their academic abilities.

If students fail to raise their grade point average to 2.0 at the end of the first semester of warning, they will be placed on probation for the following semester and will be required to take a reduced course load not to exceed 9 credit hours. The course load will be developed with the approval of the academic advisor and the college counselor as part of a formal academic improvement plan. All Title IV aid will be withheld until GPA standards are met. State, college, foundation, and other financial aid awards may also be withheld, depending on the requirements of the specific award program. Once students have raised their grade point average above 2.0, they will be permitted to register for a full course load. Students meeting the conditions of their academic improvement plan may be allowed to take more than nine credits if called for by the plan. In the summer, a reduced course load for probation is six semester hours.

### *Dismissal from Program*

Certain programs (PTA and Dental Assisting) enroll students as a "class" and require them to take all courses in a sequential pattern. The courses are offered only once each year, and there is no opportunity for repeating a course or offering a substitution. Accordingly, a student who fails to achieve a satisfactory level of academic performance is dismissed from the program at the end of the semester providing standards are not met. Students enrolled in Dental Assisting, Medical Assisting, and Physical Therapist programs must make a "C" or better in **all** courses including General Education to be eligible to remain in the program.

Students should refer to their respective handbook (PTA, Dental Assisting, or Medical Assisting) for specific guidelines on Academic Standing and Grading.

Students dismissed under this policy may petition the director of the program for enrollment in a later class.

### **Repeat of Courses**

Students may repeat any curriculum course for the purpose of attempting to improve their grades, and this attempt will be counted in determining the overall and major grade point averages. Students may not audit or repeat a completed course more than twice.

1. If students receive a grade of “B,” “C,” “D,” “F,” “W,” or “WF,” in a credit course, they will be permitted to repeat that course for credit. Credit hours will be counted in computing the GPA each time a course is attempted. (Note: Veterans and eligible dependents may not repeat courses for veteran’s benefits in which a grade of “A,” “B,” “C,” or “D” was made in order to improve their grades.) Financial aid will be awarded for one repeat attempt per course in which a student has received a grade of B, C, or D.
2. A course in which a grade of “A” has been earned may not be repeated for credit. If students do repeat courses in which a grade of “A” has been earned, they must audit the course and the original grade of “A” is the grade of record.
3. A course in which a grade of “I” (Incomplete) has been made shall not be repeated until the “I” has officially been changed.

### **Change of Major Program/Double Major**

When students decide to change programs, and/or add a program they must complete the appropriate form signed by previous and new advisors and returned to Registrar’s Office by the 10% point of the semester in which the program change is to be effective.

### **Grade Point Average for Program Change**

The Major GPA will be recalculated on the basis of the following guidelines when a program is changed:

1. If students made a grade of “F” in a course which is normally considered to be part of the new program, the students will receive no credit for that course; but the “F” will be included in the new major GPA calculation.
2. Courses which are not applicable to the new program will not be included in recalculating the major GPA.
3. The responsibility for deciding which courses are transferable rests upon the Registrar. The advisor may be consulted in making this decision. (Special Note to Veterans: Because of specific Veterans Administration policies regulating benefits, questions concerning program changes and the academic probation policy should be referred to the VA Certifying Official.)

### **Attendance Policy**

Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours of a course, which includes classes, labs, and shops. Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter. General Education and Developmental courses require 85 percent attendance. The syllabus for each course will specify the attendance requirement. Attendance is recorded in online classes; attendance is usually recorded through students’ submission of assignments.

Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class by the ten percent census date, the instructor will submit a grade of “NA.”

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor will be administratively withdrawn from the class by the instructor and given a grade of “WF.” The “WF” will be equivalent to an “F” when calculated into the student’s GPA. The course syllabus will indicate what the instructor considers a justifiable absence and will define “verifiable contact.” Students may remove a “WF” by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an “F.” The last day to officially withdraw without receiving an “F” is published in the academic calendar for each academic year. The official withdrawal date for mini sessions, block courses, or other non-traditional schedules are available from the registrar and will be included in the course syllabus.

Make-up work may be allowed at the discretion of the instructor, and the instructor’s policy on make-up work will be included in the course syllabus. Students in clinical and cooperative educational work experiences must complete 100 percent of the required hours to receive a passing grade. Clinical or cooperative work experience make-up hours require clinical or cooperative educational work site approval and approval of the instructor.

Habitual tardiness and/or early departure in a course may, at the discretion of the instructor, be considered in computing class attendance. The course syllabus will include the instructor’s definition of tardiness and early departure.

Students will be counted absent from the date they register for each course.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

If an instructor fails to report for a class within 15 minutes of the scheduled beginning time and has not left instructions, those students present should sign a sheet before leaving and should designate a student to submit it to the Dean of Academic Affairs and Student Services.

### **Administrative Withdrawal Policy**

The census date is the date on which 10 percent of the total course hours have met. Students must be present in at least one class during the first 10 percent of the course in order to be considered enrolled in the course.

Instructors may administratively withdraw a student missing six (6) contiguous hours or failing to attend the required percentage of total hours of a course without justifiable absence and verifiable contact with the instructor.

Administrative withdrawals are accepted up to the end of class.

Students will receive a grade of “WF” for the administrative withdrawal. The “WF” will be equivalent to an “F” which will be calculated into the student’s GPA.

A student may remove the “WF” grade by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an “F” during the semester to the Registrar’s office. When a student has been administratively withdrawn from a course and he/she wishes to be reinstated, he/she must contact the instructor of the course. If the instructor grants the student’s request to be reinstated to the course, a Course Reinstatement form must be signed by the instructor and submitted to the Registrar.



## Course Substitution

Course substitutions may be approved to fulfill graduation requirements provided the substitution is appropriate to the student's program and comparable courses are offered. Substitutions cannot be made for core courses.

Requests for course substitution must be approved by the academic advisor and the Dean of Academic Affairs and Registrar. If a course substitution is granted, the completed Course Substitution Request Form must be submitted to the Registrar's Office.

## Transfer/Previously Earned Credit

Upon receipt of a student's official transcript from all colleges previously attended, the Registrar evaluates courses completed and awards credit accordingly. Credit is given for a "C" or better on applicable courses completed at regionally accredited colleges and universities. Students must complete a minimum of 25 percent of the credit hours required in their program at Martin Community College to be eligible to graduate. The major grade point average brought forward for students who change programs is based on the applicable courses and credit hours that are transferred into the new program. Credits transferred from other institutions will not be calculated in students' GPAs at Martin Community College.

**College-Level Examination Program (CLEP) Examinations and Advanced Placement (AP) Tests** - The College grants credit for satisfactory scores on CLEP Examinations and AP tests that are applicable to the student's program of study. Students wishing to have CLEP Examinations and/or AP Tests evaluated for credit should have official score reports sent to the Registrar. Upon receipt of the required score reports, the Registrar will review the scores earned and grant appropriate credit toward the program being pursued at Martin Community College. CLEP and AP credit will not be calculated in a student's GPA. Questions concerning requirements and credit should be directed to the Registrar.

**Credit for Military Schools** - The College grants credit for military service schools that are applicable to the student's program of study in accordance with the recommendations of the American Council of Educator's Guide to the Evaluation of Educational Experiences in the Armed Services. Students wishing to have military schools evaluated for credit should contact the Registrar to determine the required military documents. Upon receipt of the required military documents, the Registrar will evaluate the schools completed and grant appropriate credit toward the program being pursued at Martin Community College. Credit for military schools will not be calculated in a student's GPA. Questions concerning credit for military schools should be directed to the Registrar.

## Course Load

Full-time students are those who are taking a course load of 12 or more credit hours during the Fall or Spring semesters and 9 or more credit hours during the Summer semester (12 or more for Financial Aid purposes). A normal load for an average student will vary between 16 and 20 credit hours per semester. Students' class schedules and course loads should be carefully planned through consultation with their advisor. Students desiring to take more than 21 credit hours must obtain special permission from their advisors and the Dean of Academic Affairs and Student Services.

## Developmental Classes

Developmental courses are classes designed to improve the academic knowledge, skills, and performance of students who are under-prepared for the level of study required by their curriculum program. Students are placed in developmental courses as a result of scores earned on the college placement test. Courses with numbers below 100 are developmental courses which the student is required to successfully complete.

Regularly enrolled students who are assigned to organized developmental classes to prepare them to enter regular curriculum classes shall be charged tuition for such classes at the regular tuition based on residence status. Grades for developmental courses will be computed in the student's cumulative grade point average but will not count toward the hours required for graduation.

## Evening Curriculum Students

Because of the large number of contact hours in some courses and the student demand for certain courses, it is not always possible to complete the graduation requirements for all programs during evening hours. In programs which do not offer all courses at night, it will be necessary for students to attend certain day classes to complete the requirements for graduation.

## President's List

To qualify for the President's List, students must be enrolled in a minimum of 12 credit hours and earn a grade point average of 4.0 (A) in all courses taken during the semester. A grade of "I" (Incomplete) automatically disqualifies students from the President's List.

## Dean's List

To qualify for the Dean's List, students must be enrolled in a minimum of 12 credit hours and earn a grade point average of 3.5 or better with no grade below "C" for the semester. A grade of "I" (Incomplete) automatically disqualifies students from the Dean's List.

## Graduation Requirements

Curriculum students are scholastically eligible for graduation when they have (1) satisfied the specific requirements of the program in which they are enrolled, (2) have paid all outstanding debts to the College, and (3) have a major GPA of 2.0 (C) or better. Developmental courses do not count toward required hours for graduation.

Graduation fees are non-refundable. An additional graduation fee will be charged for each additional certificate, diploma, or degree ordered for a given graduation exercise. The graduation fee covers diploma, cover, cap, gown, and tassel. **Candidates should apply for graduation during registration of their last semester of enrollment.** The graduation deadline to guarantee receiving a degree, cap, gown, and including the student's name in the graduation bulletin is indicated on the academic calendar. Late applicants may apply until April 1, but are not guaranteed a cap and gown. Students who will complete program requirements at the end of Summer or Fall Semesters are required to apply for graduation by date indicated on the Academic Calendar.

## Graduation Catalog of Record

Students in continuous attendance (Summer Semester excepted) may graduate under the provisions of the catalog in effect on their date of entry into their current curriculum, or under the requirements of the catalog in effect at the time of graduation, if they have made a change in their Catalog of Record. Students who would like to change their Catalog of Record must notify the Registrar and their Advisor. Students not enrolled for one academic year must graduate under the provisions of the catalog in effect on their **first** date of re-entry into the curriculum or the catalog in effect at the time of graduation. Students who do a program change must graduate under the provisions of the catalog in effect on the date that their program change becomes effective or the catalog in effect at the time of graduation.

## Graduation with Honors

Graduates who have maintained a major grade point average of 3.5 or better are eligible for graduation with honors. Honor graduates wear a gold cord during graduation exercises.

## Awards

During each graduation exercise, special awards are presented to graduates who have distinguished themselves in the areas of service, leadership, and scholastic achievement. To be eligible for such awards, students must have a minimum major grade point average of 3.0.

**Program Award** - Nominees must be candidates for graduation, have demonstrated academic excellence, and possess outstanding qualities in cooperation and initiative.

**Distinguished Graduate Award** - Nominees for this award must be candidates for graduation, have demonstrated academic excellence, possess outstanding qualities of leadership and citizenship, be of good moral character, and have demonstrated active participation in student activities and service to the College.

### **Commencement Exercises**

Degrees, diplomas, and certificates are awarded to curriculum students who have met requirements for graduation. Commencement exercises are held annually at the end of Spring Semester.

### **Marshals**

Six students will be chosen to serve as marshals during graduation. Faculty will select marshals based on GPA, academic promise, and other positive qualities and characteristics. Two students from each of the following three program areas will be selected: College Transfer & Allied Health, Public Service & Industrial Technologies, and Business Technologies. Possible candidates will be non-graduating students registered for Spring Semester class(es) with a minimum of 12 and a maximum of 30 completed credit hours, a cumulative GPA of 3.75 or higher, and no financial or administrative restrictions.

### **Safety Precautions**

For reasons of safety, students are reminded to enter and leave buildings through the main and side doors and not through labs and shops. Students enrolled in lab or shop classes are reminded that they **must** wear goggles and/or other types of personal protective equipment (PPE), as required by law, while working on shop projects or performing lab experiments.

### **Inclement Weather**

In cases of inclement weather, Martin Community College will announce by 6:15 a.m. the status of opening or closing the College - through appropriate local media outlets; via text, email, or phone call; and/or through an announcement on the College's website ([www.martincc.edu](http://www.martincc.edu)) The College shall make a concerted effort to make up any college closing or hours of instruction which are missed due to inclement weather or unexpected conditions. A variety of approaches shall be utilized for this purpose including the following:

- a. Extending the length of the class session meeting times remaining in the semester.
- b. Conducting classes on Friday nights.
- c. Conducting classes on Saturdays.
- d. Extending the length of the semester.
- e. Special arrangements with instructors of individual classes as approved by the Dean of Academic Affairs.
- f. Extra assignments through Blackboard.

Other arrangements may be presented to the appropriate dean for his/her consideration. Exceptions may be made if the request does not appear to diminish the quality of the College's operation.

### **Lockers**

Student lockers are conveniently located in classroom buildings. Students desiring to use a locker must purchase a lock through the College Bookstore. Locks not purchased through the Bookstore will be removed; the college will attempt to notify the student prior to removal of the lock. Although the contents maintained in a locker are the personal property of students, the College reserves the right to inspect lockers at any time deemed necessary. Students who graduate or stop attending classes should remove the lock and clear the locker before leaving the college campus. At the end of Spring Semester, all locks and locker contents must be removed. The College will remove all locks and locker contents left by students between Spring and Summer Semesters.

## **Dress Code**

Students are expected to dress appropriately for class, lab, or shop. However, instructors may specify the type of clothing they consider to be most appropriate for certain classes. Safety glasses are required in some labs or shops; i.e., automotive.

## **ID Policy**

All Martin Community College faculty, staff, and curriculum students (part-time and full-time) will be issued ID badges. Some Continuing Education students will be issued ID badges, the cost of the first badge issued is \$2. MCC ID badges are required for student services, student activities and events, library use, skills lab, computer labs, and CTE education labs. The cost of replacing a lost or damaged ID badge is \$5. Government issued photo ID must be presented before receiving a college ID badge.

## **Computer Lab Guidelines**

The Computer Lab, located in the Martin Community College Library is for the use of currently enrolled Martin Community College curriculum students as well as the community. All College students must present their MCC issued photo ID when entering the lab and signing in. Students must also sign out when leaving the computer lab. All cell phones and pagers must be turned off when in the lab. No food, beverages, or children are allowed in the lab. The lab is not to be used for socializing. Students should work quietly while in the lab as other students are working, studying, or testing. The lab is primarily for academic-related work and research. Violating these rules may result in suspension from the lab.

## **Internet Policy**

Internet services are provided for Martin Community College staff, faculty, and students to support professional activities and educational needs. All MCC users are responsible for using the Internet in an effective, efficient, ethical, and lawful manner. Internet access is a privilege, not a right, and, as such, students who use it improperly can be suspended or dismissed.

This policy applies to all college-owned and -managed computer systems including hardware, data, software, and the communication networks associated with these computers. In addition, this policy applies to all non-college-owned computers connected to the college's network and to all users of computer resources owned or managed by the college.

## **Lost and Found**

If students lose items on campus, they should check with the Student Services Office. All students are urged to turn in items which have been found to the Student Services Office as soon as possible. Articles which are turned in and not claimed within a reasonable length of time will be given to charity.

## **Religious Observance**

In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a maximum of two excused absences per academic year for religious observances required by a student's faith. The policy limits the excused absences to a maximum of two days per academic year.

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The Request for Excused Absences for Religious Observances can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

## **Smoking**

Smoking is prohibited by students, staff, faculty, and visitors in all campus buildings, facilities, and vehicles owned by

Martin Community College and/or the State of North Carolina. Smoking is permitted outside and smokers are encouraged to smoke in or as far away from the buildings provided for the smoking public.

### **Telephone Calls**

Except in cases of emergencies, students will not be called from classes to answer the telephone or to be given a message. Cell phones, smartphones, and pagers are to be turned off during class time. Students who use cell phones or smartphones in a manner that interrupts the educational process of others or disrupts the class can be suspended or dismissed.

### **Personal Information Updates**

Students should notify the Registrar's Office promptly of any change in address, phone number, or change in name as a result of marriage or divorce.

### **Parking**

All students who plan to park a vehicle on campus are permitted to park in any area designated for parking. Areas in front of shop doors are NOT for parking. Drivers should not exceed 15 mph and should observe all traffic signs. Special areas have been designated for the HANDICAPPED. These spaces should be used ONLY by handicapped individuals with an official handicapped hang tag or license plate. If ticketed by MCC personnel, a \$25 fine will be charged to those who illegally park in a handicapped space or exceed the posted speed limit. In other cases, a fine of \$5 will be charged to those who park illegally.

### **New Student Organizations/Clubs**

Students are encouraged to initiate new organizations/clubs to meet student needs, provide additional learning experiences, and enhance school spirit. The following steps should be followed in initiating a new organization:

1. Discuss plans and get tentative approval from the Student Government Association advisor;
2. Discover and promote other interested students;
3. Select a faculty sponsor;
4. Develop a statement of purpose and objectives;
5. Have the first organizational meeting and elect officers; officers installed if approved;
6. Establish a time and place for meetings;
7. Certify that members of the organization are registered students at the College;
8. Develop a budget and present it to the Student Government Association for approval, if applicable;
9. Petition the Student Government Association for recognition;
10. Provide a constitution/bylaws to the SGA Advisor;
11. Obtain approval of College President.

### **Fund Raising**

Solicitation of funds in the name of Martin Community College must be in compliance with the College's mission, in accordance with applicable laws, and is such that the College's good public image in the community is enhanced. This includes grants and all other solicitation activities on behalf of the College by any student, student group, employee, or private, non-profit corporation established to support the College, such as the Martin Community College Foundation.

Employees, students, and student organizations/clubs must follow procedures established by the President of the College for any fund-raising activities. The activity must be approved by the President prior to the fund-raising activity commencing.

### **Solicitation on Campus**

Solicitation on the Martin Community College Campus by outside persons or agencies is subject to approval by the President or his or her designee. Solicitation of employees should be kept at a minimum and should not be disruptive of the work schedule.

## **Publications**

Publications printed and circulated by students and financed through the Student Government Association of the College are coordinated under the supervision of an advisor. Students who knowingly print and distribute publications which are not in the interest of the College will be subject to disciplinary action.

## **Bookstore**

The Bookstore is operated by the College for the convenience of students, faculty, and staff. Textbooks and required supplies are available as well as general supplies, bookbags, MCC imprinted clothing and gifts, greeting cards, and novelty items. Hours of normal operation are Monday - Thursday, 8:30 a.m. - 6:30 p.m. and Friday, 8:30 a.m. - 12 noon. During registration, the bookstore hours are extended and are posted. Summer hours may vary. Books may be returned for a full refund within ten (10) days. They must not be defaced in any way, must still be in plastic if purchased in plastic, and must be accompanied by a cash register receipt. **NO EXCEPTIONS WILL BE MADE.** Book buybacks will be held on the last two (2) days of each semester from 8:30 a.m. to 12 noon and from 1 p.m. to 6 p.m.

## **Children and Pets on Campus**

To avoid disruptive behavior and to ensure the safety of all people at MCC, children on campus must at all times be under the direct supervision of an adult or enrolled in the daycare program. Children under the age of 16 are not permitted in classrooms, computer labs, or in the recreational facilities unless given permission by college personnel. Pets are not allowed in any of the buildings on the main or branch campuses. Service/therapy animals are allowed.

## **Student Academic Responsibility**

Students are responsible for the proper completion of their academic program; for familiarity with all requirements of the MCC College Catalog under which they intend to graduate; for maintaining the grade point average required for continued enrollment and at all times knowing their academic standing; and for meeting all other degree, diploma, or certificate requirements. Advisors counsel students, but the final responsibility remains that of the students.

Students are required to have knowledge of and observe all regulations pertaining to campus life and student conduct. Students are also responsible for maintaining communications with Martin Community College by keeping their current address and telephone number on file in the Registrar's Office.

## **Reporting Emergencies**

In the event of an emergency, such as a fire, campus violence, etc., follow the instructions of the Building Coordinator or other staff/faculty member. If you discover a fire and a staff/faculty member is not immediately available, pull the nearest fire alarm and exit the building.

If there is a need for immediate medical/first aid attention, notify the switchboard operator by picking up any red emergency phone or dial "0" on any in-house telephone or (252) 792-1521 from a cell phone or outside line. When calling, stay calm and explain the nature and location of the emergency.

# **STUDENT CONDUCT**

Self-discipline is an essential element of individual growth and development. Accordingly, students are expected to display the qualities of courtesy and integrity which characterize the behavior of mature individuals.

## **Student Governance and Conduct Code**

**ACADEMIC STANDING** - Students' academic standing shall be determined under the rules and regulations proposed by the faculty and approved by the President. However, students may appeal a decision on academic standing by doing so in writing. Such an appeal should be made to the Dean of Academic Affairs & Student Services.

**RIGHTS AND RESPONSIBILITIES** - The rights of students, including the freedom to observe, hear, study, and write are acknowledged by Martin Community College. In exercising their rights of citizenship, students are encouraged to act as responsible citizens and to further the principles of free learning. All students or constituted group of students have the right to express their views and concerns regarding the operation of Martin Community College.

**DISMISSAL, SUSPENSION, OR EXPULSION** - The President or any other authorized college official may dismiss, suspend, or expel any student who disrupts the legal mission, educational processes, or functions of the College.

**DISRUPTION** - Students shall not, by use of violence, force, coercion, threat, intimidation, or any other means, intentionally cause obstruction or disruption of any educational processes or other school-related functions. Students shall not encourage or urge other students to engage in disruptive activities. Disruptive behavior includes, but is not limited to, the following:

1. Occupying any college building or room with the intent of depriving others of its use;
2. Blocking the entrance or exit of any building or corridor to willfully deprive others of access to or from the building or corridor;
3. Setting fire to or damaging any college building or property;
4. Possessing a firearm or any other weapon on the College premises or threatening the use of explosives. The only exception to this policy is that law enforcement officers, either on duty or on call, may wear a firearm while on campus as part of their prescribed equipment. Basic Law Enforcement Training students may possess a weapon if used in connection with a regularly scheduled educational, recreational, or training program under adequate supervision of an MCC employee;
5. Preventing or attempting to prevent any class, activity, meeting, or assembly on the College campus;
6. Blocking normal pedestrian or vehicular traffic on the campus of Martin Community College;
7. Continuously and/or intentionally making noise or acting in any manner so as to interfere with instructors' ability to conduct their classes or other duties;
8. Stealing or attempting to steal College property or personal property belonging to other students, employees, or visitors while on the campus of Martin Community College;
9. Intentionally causing physical injury or behaving in such a way as to cause physical injury to other students or employees while on campus or while at a college-sponsored activity off campus;
10. Possessing, using, transmitting, or being under the influence of any narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or any other kind of intoxicant while on campus. Using a drug as prescribed and officially authorized by a physician will not be considered a violation of this regulation;
11. Intentionally and knowingly furnishing false information with intent to exploit or to commit an act of fraud;
12. Deliberately cheating or knowingly and intentionally engaging in acts of plagiarism;
13. Outright refusing to obey or follow the instructions of instructors or any other college officials in a manner which could jeopardize the education or the security of others;
14. Gambling while on campus or at a college-sponsored activity;
15. Intentionally and openly using profanity while on campus or at a college-sponsored activity in such a manner that listeners could be unnecessarily embarrassed, offended, or insulted;
16. Intentionally and openly engaging in obscene activities while on campus or at a college-sponsored event;
17. Using portable radios, cassettes, CDs, portable/cellular telephones, pagers, etc., inside any building on the campus of Martin Community College in a disruptive manner. If these devices disrupt class, instructors have the right to ask students not to bring them; and
18. Bringing food or drinks into classrooms where signage indicates "No Food or Drinks Allowed."

## Cheating

**Cheating is Unacceptable** - Cheating is defined by Merriam-Webster's dictionary (2017) as: "to use unfair or dishonest methods to gain an advantage." Cheating is a form of academic dishonesty that can be intentional or unintentional and includes, but is not limited to: plagiarism, copying from another student and/or paper or online sources, misrepresenting someone else's work as your own, working with others if your instructor explicitly asks you not to, falsifying documents or other records, and/or submitting work under your name that was not done by you.

Students can avoid cheating by following the assignment instructions, clarifying with the instructor when they can and cannot collaborate with others, reviewing their work with a critical eye and honestly asking themselves if the information they are providing is their own work or if someone else should have been given credit by citing the work. Library resources are available to learn about cheating, plagiarism, and citations.

**What are the consequences of cheating/plagiarism?** Cheating and plagiarism are serious offenses and will result in the following sanctions:

**1st offense:** Failure of the assignment in which the action occurred

**2nd offense:** Failure of the course in which the action occurred

**3rd offense:** Expelled from Martin Community College (MCC) for one full-calendar year

Incidents of cheating and plagiarism will be reported to the Dean of Academic Affairs' Office and will be kept on file as part of the student's academic record. Students who demonstrate a pattern of cheating or plagiarism over two or more courses at any time during their tenure at Martin Community College will be subject to the above sanctions.

*(Note: Specific program policies may supersede this policy)*

## Student Grievance Procedure

The purpose of MCC's Student Grievance Policy is to assure students that their grievances will be considered in a fair and rapid manner and in a non-threatening atmosphere. Students have the right to grieve when they have reason to believe that a condition, situation, or an action affecting them is unjust, inequitable, and/or a hindrance to effective performance. A grievable action is an action that is in violation of written campus policies or procedures or constitutes arbitrary, capricious, or unequal application of written campus policies and procedures.

### Procedures

The procedure is not intended to initiate disciplinary action against a member of the faculty, staff, or administration, or to alter college policy. Students dissatisfied with a financial aid decision must see the Financial Aid Director.

The following outlines the grievance procedure to be followed:

1. Students with concerns should first discuss their problem with the faculty or staff member(s) who are involved. Both parties should attempt to resolve the issue in discussion.
2. If the complaint is not resolved, the student must talk with the faculty/staff member's immediate supervisor who will attempt to resolve the complaint.
3. In the event that the grievance cannot be resolved within the department, students should submit a signed grievance form to the Dean of Academic Affairs and Student Services within five (5) school days after completion of step 2. (Forms are available in the Registrar's Office.) Copies of the complaint will be forwarded to the appropriate dean of the area involved. The complaint should fully specify the time, place, and nature of the incident which resulted in the complaint.
4. Within five (5) school days after receiving a signed grievance form, the Dean of Academic Affairs and Student Services will schedule a meeting of the Hearing Committee to establish facts and recommend action. The student or staff member may have persons appear on his/her behalf provided a list of names is given to the Dean of Academic Affairs and Student Services one (1) calendar day prior to the hearing. If the grievance is related to a



- clinical issue, a representative with clinical knowledge must serve on the Hearing Committee.
5. Within ten (10) school days, the Hearing Committee shall submit its findings of facts and recommendations to the Dean of Academic Affairs and Student Services with copies going to each party of the grievance and to the college President. This shall serve as a final decision unless changed through the appeal process.
  6. The accused, or the grievant, may request in writing an appeal to the President within three (3) school days of receipt of a decision. The President will render a decision within ten (10) school days and transmit it in writing to both concerned parties and to the Hearing Committee. In all cases, the President's decision shall serve as the final governing authority of the College.

### **Grade Appeal Policy and Procedures**

The Grade Appeal Policy and Procedure is intended to provide an orderly and equitable process for resolving differences between students and faculty relating to final course grades. A course grade assigned in a manner consistent with Martin Community College policy can be changed only by the instructor. College administrators can direct a grade to be changed only when it is determined through the procedure established by this policy that the faculty member assigned the course grade impermissibly or arbitrarily as define below.

For purposes of this policy, a course grade is deemed to have been assigned arbitrarily or impermissibly if a student establishes that:

1. The course grade was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, at the beginning of the course in the course syllabus but supplemented on occasion during the semester in other clearly documented communication directed to the class; or
2. The course grade was based upon the student's race, color, creed, national origin, sex, age, sexual orientation, disabling condition, or other personal characteristics, or for some other arbitrary or personal reason unrelated to the instructor's exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
3. The course grade assigned by the instructor was the result of a clear and material mistake in calculating or recording grades. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a course grade are generally NOT subject to appeal or subsequent review during a grade appeal procedure. However, individual elements may be appealed under these procedures providing all the following conditions are met:
  - a. The student presents evidence that one or more individual elements were graded on arbitrary or impermissible grounds (defined in 1-3 above in this section);
  - b. Grounds can be established for determining a professionally sound grade for the appealed element(s); and
  - c. The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

#### ***Faculty Responsibility***

It is a fundamental principle of higher education that faculty members are expected to exercise their professional judgment in evaluating student performance. At the first class meeting, regardless of delivery modality, faculty members have the responsibility to specify in each of their courses:

1. Course requirements and expectations for academic performance
2. Procedures for evaluating performance (method(s) of evaluation and grading scales).

Faculty members must clearly document to all students and subsequent additions to or changes in these requirements, standards, and procedures. Finally, faculty members have the responsibility to apply the specified grading criteria equitably to the academic performance of all students in the course regardless of their race, color, creed, national origin, sex, age, sexual orientation, disabling condition, or other personal characteristics.

### ***Student Responsibility***

Students have the responsibility to know and adhere to college policies and standards pertaining to them. As students willingly accept the benefits of membership in the Martin Community College academic community, they are obligated to uphold and observe the principles and standards articulated in the Martin Community College Catalog, Student Handbook and course syllabi.

## **Grade Appeal Procedure**

Within the first two (2) weeks, a student who believes his/her final grade in a course has been incorrectly assigned may seek corrective action through the following procedure.

### **Informal Grade Appeal Process**

Every reasonable effort should be made to resolve the matter at the informal level and through the following steps:

#### **Step 1 - Consultation with the faculty member:**

The student should first request a meeting with the instructor to explain why he/she considers the grade to be incorrect. If the instructor is not available, the student should contact the department chairperson to schedule an appointment with the instructor. This meeting must occur within the first two (2) weeks of the following semester. The instructor should document the result of the meeting and maintain this record in the event the appeal proceeds further.

#### **Step 2 - Consultation with the department chair:**

If the student and the instructor fail to reach a mutual agreement, the student may submit a written appeal to the department chair of the area with five(5) business days following the meeting with the instructor.

### **Formal Grade Appeal Process**

**Step 3** - If the dispute over the course grade cannot be resolved through the informal process outlined above, the student may submit a Grade Appeal Form, available from Student Services/Registrar's office, to the Dean of Academic Affairs within five (5) business days of the consultation with the department chair.

#### **Step 4 - Appeal to the Dean of Academic Affairs:**

1. Once the formal grade appeal is received, the Dean of Academic Affairs will appoint a grade appeal committee to hear the appeal within ten (10) business days of the receipt of the appeal.
2. The grade appeal committee will be chaired by the Dean of Academic Affairs, or a designee, who will be a non-voting member except in the case of a tie. Voting members will consist of at least three(3) and no more than five(5) faculty members not associated with the appeal, one (1) member of the curriculum committee or off-site facility (if student is from another site), a student representative with a minimum GPA of 2.5 or greater, if student requests such representation, and a department chair of another instructional area.
3. The grade appeal hearing will be conducted in closed session in accordance with the Open Meetings Law unless otherwise requested in writing by the student. Neither the college nor the student will be permitted to have legal representation during the grade appeal hearing.
4. The committee will hear all parties involved and render a written decision within five (5) business days. The decision of the committee will be reviewed by the Dean of Academic Affairs. The dean will support the findings of the committee and/or make further recommendations.
5. The student will receive a certified letter from the Office of Academic Affairs regarding the grade appeal decision within ten (10) business days of the hearing.

#### **Step 5 - Appeal to the President:**

6. If the student is not satisfied with the decision of the committee and the recommendations (if any) from the Dean of Academic Affairs, he/she may appeal in writing within five (5) business days from receiving the committee response, to the President (or designee) who will review all documents and renderings to make a final decision for the institution. Decisions will be rendered within ten (10) business days of receiving the appeal request. Decisions from the President are final.

## **Drug and Alcohol Policy**

The abuse and use of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. Illicit drug use and the abuse of alcohol are dangerous to one's health and may result in serious illness or death. From a safety perspective, the users of drugs or alcohol may impair the well-being of all employees, students, and the public at large; drug and alcohol use may also lead to damage of College property.

Each MCC employee shall, as a condition of employment, (\* see definitions - pp 57-58)

- a. Abide by the terms of this Drug and Alcohol Policy, and
- b. Notify the College of any criminal drug statute conviction for a violation occurring within the College workplace, on College premises, or as part of any College sponsored activity no later than five (5) days after such conviction.

Each MCC student shall abide by the terms of this Drug and Alcohol Policy as a condition of enrollment.

### **Lawful Conduct**

Therefore, it is the policy of Martin Community College (MCC) that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance\* or alcoholic beverage\* is prohibited in the College workplace, on College premises, or while participating in or attending any College sponsored activities. MCC does not differentiate between those who manufacture, distribute, dispense, sell, possess, or use controlled substances or alcohol. Furthermore, it is the policy of MCC that any MCC current employee or currently enrolled student who is convicted of violating any criminal drug statute or alcoholic beverage control statute be subject to the MCC disciplinary action policy, up to and including termination/expulsion.

### **Timely Notice**

Each employee or student is required to notify the College within five (5) calendar days after he/she is convicted for a violation of any federal, state, or local criminal drug statute or alcoholic beverage control statute where such violation occurred while in the workplace, on College premises, or as part of any College-sponsored activity. The College shall take appropriate disciplinary action within thirty (30) calendar days from receipt of such notice.

Counseling services are available on a limited basis by the counselor in Student Services. Additional counseling, treatment, and rehabilitative services will be referred by the counselor in Student Services.

### **Federal Grants**

Convictions\* of employees working under federal grants for violating any federal, state, or local criminal drug statute where such violation occurred while in the workplace, on College premises, or as part of any College sponsored activity shall be reported to the appropriate federal agency. Each employee engaged in the performance of such a grant shall be given a copy of the policy statements regarding lawful conduct, timely notice, the requirement to abide by the terms of these statements, and actions that might be taken against employees for violating such policies.

The President of MCC shall ensure that the federal agency with which the grant was made is notified within ten (10) days after receiving notice of a conviction for a violation occurring in the College workplace, on College premises, or as part of any College-sponsored activity from an employee or otherwise receiving actual notice of such conviction. The College shall, within thirty (30) calendar days from receipt of such notice, take appropriate disciplinary action.

NOTE: As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

### **Disciplinary Action**

Any College employee or student violating these policies will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

Alternatively, the College may require the MCC employee or student to satisfactorily participate in a drug abuse assistance or rehabilitation program or alcohol rehabilitation program approved for such purpose by a federal, state, or local health agencies, law enforcement, or other appropriate agency.

## **Drug-Free Awareness Program**

### **Dangers of Drug Abuse**

Drug abuse occurs when a person begins a consistent pattern of use of a substance beyond what is recommended if the substance is prescribed. If the substance is not prescribed, abuse occurs when the quantity of the substance used is increased to achieve a high that was once achieved at a lower quantity. There are many dangers to abuse of drugs including physical and psychological addiction, change in brain chemistry and functioning, and death.

### **Danger of Addiction**

When a drug is abused, the potential for addiction is increased due to physical need that the body develops once the drug's effects are achieved. Abuse turns into addiction through chemical changes that the drug supplies to the body when used regularly. Additionally, an emotional and mental attachment develops, causing preoccupation with gaining the pleasurable effects that the drug brings. The body misses the drug when it is not present, causing the person to seek that feeling through ongoing drug abuse. Addiction has the unfortunate side effects of mental and physical withdrawal, depending on the drug abused. This can lead to need for medical and psychological intervention in order to break free from the addiction that develops.

### **Danger of Brain Change**

The brain is a natural messenger system with chemicals being created to provide the rest of the body with the tools needed to feel, think, function and thrive. Drugs provide additional or an overload of chemicals to the brain causing interference with the natural process. This occurs due to the drug imitating an already-occurring chemical provided by the brain and through over-stimulation of the pleasure circuits of the brain. Ultimately a process called flooding the circuits happens during drug abuse, which creates an imbalance in the normal body process. Initially the over-stimulation feels good, causing euphoria during early drug abuse. With time the body and the brain come to rely on the drug for feeling pleasure and stop creating the natural flow of chemicals that were once present. The danger of brain changes leads to depression, anxiety, disrupted communication patterns, memory impairment, poor appetite, reduced or increased sleeping, and isolation from once pleasurable people and activities.

### **Danger of Death**

According to the National Center for Health Statistics, over 19,000 people died of accidental poisoning or drug overdose in the United States in 2004 and by 2005, the Centers for Disease Control and Prevention reported over 22,000 people losing their lives to death by overdose. It is unknown how many of those deaths were suicide and how many were accidental, but this is an attestation to the severe danger of abusing drugs no matter if prescribed or illegal.

### **Government Policy**

The Drug-Free Workplace Act of 1988 ("Act") is a U.S. federal legislation that tries to reduce drug use within organizations that have contracts with the federal government. The Workplace Act directly affects federal contractors as well as organizations that receive grants from the federal government. The Act requires organizations and companies to agree to run a drug-free workplace before entering into a contract or grant program with the U.S. government.

The Act established formal guidelines for federal contractors and those who receive federal grants. The Act requires organizations to post antidrug-use policies within the workplace and provide employee awareness training on drug use policies.

All covered contractors and grantees must maintain a drug-free workplace. However, the specific components necessary to meet the requirements of the Act vary based on the type of organization.

(Drug-Free Workplace Act of 1988, n.d.)

### **Drug or Alcohol Abuse Counseling, Rehab, Assistance**

Port Human Services - 252-752-2431

Alcoholics Anonymous - 252-975-6113

Walter B. Jones Alcohol and Drug Abuse Treatment Center - 252-830-3426

### **Penalties for Violating Drug Alcohol Policies**

Any College employee or student violating these policies will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

Alternatively, the College may require the MCC employee or student to satisfactorily participate in a drug abuse assistance or rehabilitation program or alcohol rehabilitation program approved for such purposes by a federal, State, or local health, law enforcement, or other appropriate agency.

### **Works Cited**

*Drug-Free Workplace Act of 1988*. (n.d.) Retrieved from USLegal:

<https://definitions.uslegal.com/d/drug-free-workplace-act-of-1988/>

John, A. (2014, August 14). *Dangers of Drug Abuse*. Retrieved from Livestrong:

<https://www.livestrong.com/article/93006-dangers-drug-abuse/>

## **Campus Security and Crime Awareness**

Martin Community College (MCC or College) shall comply with the requirements of the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Title II of Public Law 101-542, amended 1998), also known as the *Clery Act*. It is available online at [http://www.martincc.edu/news/Crime/Annual\\_Security\\_Report.pdf](http://www.martincc.edu/news/Crime/Annual_Security_Report.pdf) or a hard copy is located at the front desk in Building 1.

The following statements of MCC Policy and associated practices shall be provided to the campus community and the public.

### **Reporting Crimes**

It is the policy of Martin Community College to require all persons to report all known and suspected criminal activities and other emergencies that occur on campus to the Dean of Administrative Services. The MCC switchboard operator shall be available during normal business hours so that reports of an urgent nature may be reported.

The Dean of Administrative Services, having been notified of an incident, shall notify appropriate personnel, including law enforcement personnel, and investigate and document the incident.

Martin Community College encourages anyone who is the victim of or witness to criminal incidents that occur at MCC sponsored off-campus activities to report them to the appropriate law enforcement agency having jurisdiction. If a victim or witness does not wish to pursue action under the MCC system or the criminal justice system, he/she may file a report on the details of the incident with the Dean of Administrative Services without revealing his/her identity. The purpose of a confidential report is to comply with one's wish to keep the matter confidential, while taking steps to ensure the future safety of the campus community. Reports filed in this manner shall be included in the Annual Crime Report.

All criminal activities that occur on any MCC campus or at MCC-sponsored activities, including off-campus activities, shall be reported by the College President, or his/her designee, to the appropriate law enforcement agency.

### **Security of and Access to Campus Facilities**

Access to MCC facilities (e.g., buildings) shall be provided to the public on weekdays from 7:00 a.m. until 9:00 p.m., except for scheduled holidays or announced periods of closure. Access at other times shall be controlled by the assignment

of keys and alarm system access codes.

Access to private offices shall be controlled by the assignment of keys to individuals.

Access to classrooms or sensitive areas (e.g., Maintenance facilities, network server rooms, etc.) shall be controlled by assignment of keys to responsible faculty and/or staff members.

### **Lockdown**

If there is a campus intruder who is armed, the campus will go on lockdown. Students who are on campus should seek cover in a classroom and follow the instructor's directions while the campus is on lockdown. If students are outside, they should seek concealment behind cars, dumpsters, or other large objects, using extreme caution to prevent being a visible target. Cell phones should be put on vibrate immediately. Students who are off campus will be notified by email to remain off campus until the emergency is resolved.

### **Campus Law Enforcement**

The College receives support from local and State agencies having jurisdiction. These security personnel have complete police authority to apprehend and arrest anyone involved in illegal acts, either on or off campus.

### **Alcohol and Illegal Drugs**

See MCC Policy, Illegal Drugs and Alcohol.

### **Title IX Policy: Discrimination on the Basis of Sex & Sexual Misconduct**

Martin Community College is committed to providing a learning and working environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sex discrimination violates an individual's fundamental rights and personal dignity. Martin Community College considers sex discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination, including but not limited to: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. See the complete MCC Title IX Policy and procedures on the MCC website.

### **Firearms and Other Weapons on Campus**

Martin Community College endorses North Carolina General Statute 14-269.2 "*Firearms and Other Weapons on Campus.*" It is therefore prohibited to possess or carry weapons as defined by GS 14-269.2 or powerful explosives as defined by GS 14-284.1 on College premises or to a curricular or extra-curricular activity sponsored by the College. This includes hunting rifles left in vehicles in parking lots.

Students who possess (openly or concealed) or use a Class I Felony Weapon of any kind or powerful explosive (see definitions) on campus or at a campus-related activity sponsored by the College will be suspended from enrollment for a period of not less than one year. For a second offense, the student will be expelled.

Employees who possess (openly or concealed) or use a Class I Felony Weapon of any kind or powerful explosive on campus or at a campus-related activity sponsored by the College will be terminated from employment at the College.

Students who possess (openly or concealed) or use a Class I Misdemeanor Weapon (see definitions) will be suspended from enrollment for a minimum period of at least one semester. For a second offense, the student will be expelled.

NOTE: Certain exceptions are made in GS 14-269.2(g) for weapons used solely for educational purposes or a College approved program conducted under the supervision of an adult whose supervision has been approved by the College (e.g., BLET).

### **Records Collection and Retention (Clery Act)**

The College shall establish and maintain records of crimes reported to the Dean of Administrative Services. Records to be kept include, but are not limited to, copies of crime reports; Daily Crime Logs; records of arrests made on College property

and referrals for disciplinary action related to criminal activity; Timely Warning reports; and documentation such as letters to and from local police having to do with *Clery Act* compliance.

The College shall establish and maintain a Daily Crime Log and ensure that it is open to public inspection. This Crime Log shall include all reported crimes, not just *Clery Act* crimes. The Daily Crime Log shall be kept for three years following the publication of the last Annual Crime Report to which they apply (in effect, seven years).

The College shall also make a reasonable good-faith effort to obtain crime statistics from appropriate law enforcement agencies to include in the Annual Crime Report and the web-based report to the U.S. Department of Education's Office of Postsecondary Education (OPE). If local law enforcement agencies having jurisdiction cannot provide a breakdown of statistics specific to *Clery Act* geographic areas, these statistics may be omitted from the Annual Crime Report and OPE data. In this situation, the College shall provide a statement explaining that local law enforcement could not provide a statistical breakdown appropriate for *Clery Act* reporting.

### **Information Dissemination**

To provide campus community members with the information necessary to make informed decisions about their safety, the College shall disseminate information in the following ways:

#### **Timely Warning**

In order to keep the campus community informed about safety and security issues on an ongoing basis, the Dean of Administrative Services shall alert the campus community of any *Clery Act* crimes that are

- ◆ reported to campus security authorities or local police agencies; and
- ◆ considered by the College to represent a serious or continuing threat to students, employees, or visitors.

(See definitions of *Clery Act* crimes in The Handbook for Campus Crime Reporting, published by the U.S. Department of Education Office of Postsecondary Education).

These alerts shall be issued by the Dean of Administrative Services (or his/her designee) to students, faculty, staff, and, where appropriate, visitors by means of the College email system, bulletin boards, including electronic bulletin boards, or circulars. These warnings shall include the nature of the threat, when and where it occurred, and what, if any, action one should take to mitigate the threat to themselves.

Exceptions: The College is not required to provide a timely warning for crimes reported to a professional counselor. There are no other exceptions.

#### **Access to the Daily Crime Log**

The Daily Crime Log for the most recent 60-day period shall be accessible to the public at MCC's main campus, upon request, during normal business hours. Any portion of the log that is older than 60 days shall be made available within two business days of a request for public inspection.

#### **Annual Crime Report**

The Dean of Academic Affairs and Student Services (or designee) shall prepare an Annual Crime Report and distribute it to all current students and employees. The categories of crimes so reported shall comply with the definitions given in the *Clery Act*.

The Annual Crime Report shall be distributed to all current students and employees by giving a copy to individuals via the US Post Office, campus mail, email, or a combination of these methods. This distribution shall take place no later than October 1 of each year. In addition, the Annual Crime Report shall be posted on the MCC web site. The report shall also be provided free of charge to prospective students and employees upon request. The Annual Crime Report shall be made available at the offices of Student Services and Administrative Services.

#### **Security [Crime] Awareness and Prevention Programs**

Crime awareness shall be addressed periodically through appropriate media.

### **Information about Registered Sex Offenders**

The College shall inform the campus community that an SBI registration list of sex offenders is maintained and available from the NC SBI at the following site: <http://ncfindoffender.com/search.aspx>.

### **Submission of Crime Statistics to the OPE (ED.gov)**

The Dean of Academic Affairs and Student Services or his/her designee shall participate in the Campus Crime and Security at Postsecondary Education Institutions Survey, conducted by the U.S. Department of Education's Office of Postsecondary Education (OPE). This will be accomplished by entering crime data included in the Annual Crime Report into a database at the URL: <http://surveys.ope.ed.gov/security>

### **Access to Pertinent Regulations, Laws, and Statutes**

Copies of or access to regulations, laws, and statutes pertinent to the *Clery Act*, including G.S. 14-269.2 Firearms and Other Weapons on Campus, G.S. 14-2841, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Title II of Public Law 101-542, amended 1998) shall be made available at the offices of Administrative Services and Student Services.

### **Definitions**

**Class I Felony Weapon:** per GS 14-269.2(b) any gun, rifle, pistol, or other firearm of any kind. (Does not apply to BB guns, stun guns, air rifles, or air pistols).

**Class I Misdemeanor Weapon:** per GS 14-269.2(d) any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except for personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for the preparation of food, instruction, and maintenance.

**Expelled:** a student who has been expelled is cut off from membership or relations with the College. Expelled students are barred from registering and/or attending classes and official College functions. Appearance on College premises should be limited to official business with the College, such as attendance at a Grievance Hearing or reinstatement proceedings.

**Powerful Explosive:** per GS 14-284.1 includes but is not limited to nitroglycerin, trinitrotoluene, and blasting caps, detonators, and fuses for the explosion thereof.

**Professional Counselor:** a person whose official responsibilities include providing mental health counseling to members of the College's community and who is functioning within the scope of his or her license or certification. This definition applies even to professional counselors who are not employees of the institution, but are under contract to provide counseling at the institution.

**Prospective Employee:** an individual who has contacted the College requesting information concerning employment with the College.

**Prospective Student:** an individual who has contacted the College requesting information about admission to the College.

## **INTELLECTUAL PROPERTY**

Martin Community College encourages students, faculty, and staff to participate in creating innovative ideas. This includes but is not limited to research, publication, copyrighted protections, and patents. This policy outlines the ownership of intellectual property.



Ownership of intellectual property created by faculty and staff is retained by the creator provided the following conditions are met:

- ◆ There is no direct, significant use of institutional resources including, but not limited to, College supplied equipment, supplies, computer usage, laboratory, shop, office time, or College funds.
- ◆ The development of the intellectual property is neither performed at the College nor while under contract to the College for any purpose such that a conflict of interest would occur.
- ◆ The intellectual property is not created as part of the faculty or staff member's normal job duties or as a special project requested by College administrators.

Students are allowed to retain ownership of all intellectual property created in the course of their education at the College. In order to comply with State and MCC policy (Item #45560 [student test papers]), originals of course work may be retained by the instructor as proof of completion or requirements of a course. These will be destroyed in compliance with policy in order to protect the student's ownership and confidentiality of the material.

Members of the faculty/staff, including full-time and part-time adjunct faculty, are allowed to take course materials created for the College, including distance education courses and any supplemental materials created for the courses, to other institutions of higher education for institutional, educational use. However, Martin Community College retains the rights to continue to use and distribute these course materials, including distance education courses and supplemental materials, created during the faculty/staff member's employment with the College. The College also retains the right to use those materials as it sees fit and to make changes to the course and the materials without notification to the creator of the course or material.

Unless otherwise provided in a written agreement, the College owns all rights to copyright or patentable work created by an employee in the course or scope of employment with College facilities, time, or resources. The College may enter into an agreement with the employee for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the College for its costs and support of the employee's creation of intellectual property.

## **SMALL BUSINESS CENTER**

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

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

Confidential counseling services and most seminars and workshops are free of charge. Services provided by the Small Business Center can be customized to suit specific business needs.

Contact the Small Business Center for seminar schedules, counseling, and more information on services provided. The Small Business Center is located in Building 4.

**MARTIN COMMUNITY COLLEGE**  
**2017**  
**PERFORMANCE MEASURES FOR STUDENT SUCCESS**

The 2017 Performance Measures for Student Success provide system-wide baselines and goals for each measurement shown below, thus providing a consistent, statistically-defined baseline and goal to promote transparency, simplicity, and objectivity.

Measurement	System Excellence Level	System Baseline	Average College %	System Totals (All Students)	Martin Community College	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Below College Average, Above Baseline Level	Below Baseline Level
BASIC SKILLS PROGRESS	68.3%	34.5%	59.1%	58.3%	58.1%	No	No	Yes	No
CREDIT ENGLISH SUC.	55.9%	23.8%	50.9%	52.0%	29.8%	No	No	Yes	No
CREDIT MATH SUC.	32.5%	10.1%	29.0%	29.8%	31.8%	No	Yes	Yes	No
FIRST YEAR PROGRESS	75.0%	54.1%	70.5%	69.7%	69.4%	No	No	Yes	No
CURR. COMP. RATE	51.9%	35.9%	43.7%	44.0%	34.5%	No	No	No	Yes
LICENSURE-PASSING RATE	90.9%	69.9%	82.0%	84.1%	56.3%	No	No	No	Yes
TRANS. PERF.	87.6%	65.1%	82.5%	82.8%	77.8%	No	No	Yes	No

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

# VOCATIONAL AND TECHNICAL EDUCATION

# ACCOUNTING & FINANCE

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

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

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

## **Mission Statement**

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

## **Program Learning Outcome:**

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

## **Student Learning Outcomes:**

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

## **ACCOUNTING & FINANCE**

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

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

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

#### **SPRING SEMESTER 1**

ACC 121	Principles of Managerial Accounting	3	2	0	0	4
ACC 129	Individual Income Taxes	2	2	0	0	3
ACC 140	Payroll Accounting	1	2	0	0	2
CIS 110	Intro. to Computers <i>or</i>	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
ECO 252	Principles of Macroeconomics	3	0	0	0	3
MAT 110	Math Measurement & Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra <i>or</i>	3	2	0	0	4
MAT 143	Quantitative Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>12/14</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>17/19</b>

#### **FALL SEMESTER 2**

ACC 220	Intermediate Accounting I	3	2	0	0	4
ACC 225	Cost Accounting	3	0	0	0	3
BUS 115	Business Law I	3	0	0	0	3
COM 231	Public Speaking <i>or</i>					
ENG 115	Oral Communications	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
<b>TOTALS</b>		<b>14</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>16</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
ACC 150	Accounting Software Applications <i>or</i>					
WBL 112	Work-Based Learning II	1	2	0	0	2
ACC 269	Auditing & Assurances Services	3	0	0	0	3
BUS 225	Business Finance	2	2	0	0	3
BUS 260	Business Communication	3	0	0	0	3
	Behavioral/Social Sciences Elective	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>PROGRAM TOTAL</b>						<b>67/69</b>

## **ACCOUNTING & FINANCE**

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

#### **Required Courses**

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

#### **CERTIFICATE TOTAL**

**14**

# AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

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

### **Student Learning Outcomes:**

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

## **AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY**

**A.A.S. Degree (A35100)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 220	Commercial Building Codes	2	0	0	0	2
COM 231	Public Speaking <i>or</i>					
ENG 115	Oral Communications	3	0	0	0	3
ELC 125	Diagrams and Schematics	1	2	0	0	2
<b>TOTALS</b>		<b>12</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>SPRING SEMESTER 1</b>						
AHR 112	Heating Technology	2	4	0	0	4
AHR 114	Heat Pump Technology	2	4	0	0	4
AHR 115	Refrigeration Systems	1	3	0	0	2
AHR 160	Refrigeration Certification	1	0	0	0	1
AHR 180	HVAC Customer Relations	1	0	0	0	1
AHR 211	Residential Systems Design	2	2	0	0	3
MAT 110	Math Measurement & Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
<b>TOTALS</b>		<b>11/12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>18/19</b>
<b>FALL SEMESTER 2</b>						
AHR 120	HVAC Maintenance	1	3	0	0	2
AHR 130	HVACR Controls	2	2	0	0	3
AHR 133	HVAC Servicing	2	6	0	0	4
AHR 210	Residential Building Code	1	2	0	0	2
AHR 213	HVACR Building Code	1	2	0	0	2
AHR 215	Commercial HVAC Controls	1	3	0	0	2
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 2</b>						
AHR 140	All-Weather Systems	1	3	0	0	2
AHR 212	Advanced Comfort Systems	2	6	0	0	4
AHR 240	Hydronic Heating	1	3	0	0	2
AHR 245	Chiller Systems	1	3	0	0	2
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
	Behavioral/Social Sciences Elective	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>PROGRAM TOTAL</b>						<b>74/75</b>

## **AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY**

**Diploma Program (D35100)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 220	Commercial Building Codes	2	0	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
ENG 115	Oral Communications	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>SPRING SEMESTER 1</b>						
AHR 112	Heating Technology	2	4	0	0	4
AHR 114	Heat Pump Technology	2	4	0	0	4
AHR 115	Refrigeration Systems	1	3	0	0	2
AHR 160	Refrigeration Certification	1	0	0	0	1
AHR 180	HVAC Customer Relations	1	0	0	0	1
AHR 211	Residential Systems Design	2	2	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>DIPLOMA TOTAL</b>						<b>38</b>

*Gainful Employment information is available at...*

[http://www.martincc.edu/sites/default/files/](http://www.martincc.edu/sites/default/files/AirConditioningHeatingandRefrigerationTechnologyDiploma.html)

[AirConditioningHeatingandRefrigerationTechnologyDiploma.html](http://www.martincc.edu/sites/default/files/AirConditioningHeatingandRefrigerationTechnologyDiploma.html)

**AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY**

**Refrigeration Certificate Program (C35100A)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 115	Refrigeration Systems	1	3	0	0	2
ELC 125	Diagrams & Schematics	1	2	0	0	2
<b>TOTALS</b>		<b>6</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL 12**

**AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY**

**Year-Round Comfort Systems Certificate Program (C35100D)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 112	Heating Technology	2	4	0	0	4
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 140	All-Weather Systems	1	3	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL 13**

**AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY**

**Air Conditioning Certificate Program (C35100B)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
<b>TOTALS</b>		<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL 12**

**AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY**

**Installation Certificate Program (C35100E)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 211	Residential System Design	2	2	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>15</b>

**CERTIFICATE TOTAL 15**

**AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY**

**Heat Pumps Certificate Program (C35100C)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 114	Heat Pump Technology	2	4	0	0	4
<b>TOTALS</b>		<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>

**CERTIFICATE TOTAL 12**

# AUTOMOTIVE SYSTEMS TECHNOLOGY

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 transmissions/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.

## Student Learning Outcomes:

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

## AUTOMOTIVE SYSTEMS TECHNOLOGY

A.A.S. Degree (A60160)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
AUT 151	Brake Systems	2	3	0	0	3
AUT 151A	Brake Systems Lab	0	3	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	0	3
TRN 110	Intro to Transport Tech	1	2	0	0	2
TRN 120	Basic Transport Electricity	4	3	0	0	5
<b>TOTALS</b>		<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>18</b>

### SPRING SEMESTER 1

AUT 141	Suspension and Steering Systems	2	3	0	0	3
AUT 141A	Suspension and Steering Systems Lab	0	3	0	0	1
AUT 181	Engine Performance I	2	3	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
TRN 140	Transport Climate Control	1	2	0	0	2
TRN 140A	Transport Climate Control Lab	1	2	0	0	2
TRN 145	Adv. Transport Electronics	2	3	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>16</b>

### FALL SEMESTER 2

AUT 116	Engine Repair	2	3	0	0	3
AUT 116A	Engine Repair Lab	0	3	0	0	1
AUT 183	Engine Performance II	2	6	0	0	4
AUT 231	Manual Trans/Axles/Drivetrains	2	3	0	0	3
AUT 231A	Manual Trans/Axles/Drivetrains Lab	0	3	0	0	1
COM 231	Public Speaking	3	0	0	0	3
WLD 112	Basic Welding Processes	1	3	0	0	2
<b>TOTALS</b>		<b>10</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>17</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
AUT 221	Auto Transmission/Transaxles	2	3	0	0	3
AUT 221A	Auto Transmission/Transaxles Lab	0	3	0	0	1
HUM 110	Technology and Society	3	0	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>PROGRAM TOTAL</b>						<b>61</b>



## AUTOMOTIVE SYSTEMS TECHNOLOGY

### Diploma Program (D60160)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
AUT 151	Brake Systems	2	3	0	0	3
AUT 151A	Brake Systems Lab	0	3	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	0	3
TRN 110	Intro to Transport Technology	1	2	0	0	2
TRN 120	Basic Transport Electricity	4	3	0	0	5
<b>TOTALS</b>		<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>18</b>

#### SPRING SEMESTER 1

AUT 141	Suspension and Steering	2	3	0	0	3
AUT 141A	Suspension and Steering Lab	0	3	0	0	1
AUT 181	Engine Performance I	2	3	0	0	3
TRN 140	Transport Climate Control	1	2	0	0	2
TRN 140A	Transport Climate Control Lab	1	2	0	0	2
TRN 145	Adv. Transport Electronics	2	3	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>14</b>

#### FALL SEMESTER 2

AUT 116	Engine Repair	2	3	0	0	3
AUT 116A	Engine Repair Lab	0	3	0	0	1
AUT 183	Engine Performance II	2	6	0	0	4
AUT 231	Manual Trans/Axles/Drivetrains	2	3	0	0	3
AUT 231A	Manual Trans/Axles/Drivetrains Lab	0	3	0	0	1
<b>TOTALS</b>		<b>6</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>12</b>

#### DIPLOMA TOTAL

44

## AUTOMOTIVE SYSTEMS TECHNOLOGY

### Engine Management, Steering, and HVAC Certificate Program (C60160B)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AUT 141	Suspension and Steering	2	3	0	0	3
AUT 141A	Suspension and Steering Lab	0	3	0	0	1
AUT 181	Engine Performance I	2	3	0	0	3
AUT 281	Advanced Engine Performance	2	2	0	0	3
TRN 140	Transport Climate Control	1	2	0	0	2
TRN 140A	Transport Climate Control Lab	1	2	0	0	2
<b>TOTALS</b>		<b>8</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>14</b>

#### CERTIFICATE TOTAL

14

## AUTOMOTIVE SYSTEMS TECHNOLOGY

### Basic Automotive Certificate Program (C60160C)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AUT 116	Engine Repair	2	3	0	0	3
AUT 116A	Engine Repair Lab	0	3	0	0	1
AUT 151	Brake Systems	2	3	0	0	3
AUT 151A	Brake Systems Lab	0	3	0	0	1
AUT 181	Engine Performance I	2	3	0	0	3
TRN 110	Intro to Transport Technology	1	2	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>13</b>

#### CERTIFICATE TOTAL

13

Gainful Employment information is available at...

[http://www.martincc.edu/sites/default/files/](http://www.martincc.edu/sites/default/files/AutomotiveSystemsTechnologyDiploma.html)

[AutomotiveSystemsTechnologyDiploma.html](http://www.martincc.edu/sites/default/files/AutomotiveSystemsTechnologyDiploma.html)





# BIOTECHNOLOGY

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

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

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

## **Student Learning Outcomes:**

- ◆ Students should be able to apply principles of sound critical thinking to analyze and solve problems and make logical decisions.
- ◆ Students should be able to demonstrate effective speaking, writing, and reading skills.
- ◆ Students should be able to use the appropriate technology required for academic and work-related tasks.
- ◆ Students should be able to demonstrate appropriate mathematical skills required for academic and work-related tasks.

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

## **BIOTECHNOLOGY (A20100)**

### **Suggested Sequence of Courses**

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
BIO 111	General Biology I	3	3	0	0	4
CHM 131	Introduction to Chemistry <i>and</i>	3	0	0	0	3
CHM 131A	Introduction to Chemistry Lab <i>or</i>	0	3	0	0	1
CHM 151	General Chemistry I	3	3	0	0	4
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
	Behavioral/Social Science Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>14</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 1</b>						
BIO 112	General Biology II	3	3	0	0	4
CHM 132	Organic and Biochemistry <i>or</i>					
CHM 152	General Chemistry II	3	3	0	0	4
ENG 112	Writing/Research in the Disc	3	0	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
	Humanities/Fine Arts Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>17/18</b>
	<b>PROGRAM TOTAL</b>					<b>31/32</b>

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

## **The remaining hours will be offered through Pitt Community College.**

## **BIOTECHNOLOGY (A20100)**

### **Suggested Sequence of Courses**

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BIO 275	Microbiology	3	3	0	0	4
BTC 181	Basic Lab Techniques	3	3	0	0	4
BTC 250	Molecular Genetics	3	0	0	0	3
BTC 270	Recombinant DNA Tech	3	3	0	0	4
BTC 281	Bioprocess Techniques	2	6	0	0	4
BTC 285	Cell Culture	2	3	0	0	3
	Science Elective	3	1	0	0	8
	Elective Experience	2	0	0	0	2
	<b>TOTALS</b>	<b>21</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>32</b>
	<b>PROGRAM TOTAL</b>					<b>32</b>

### **Humanities/Fine Arts Electives:**

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

### **Behavioral/Social Science Electives:**

POL 120, PSY 150, SOC 210

# BUSINESS ADMINISTRATION

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

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

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

## Student Learning Outcomes:

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

## BUSINESS ADMINISTRATION

A.A.S. Degree (A25120)

### Suggested Sequence of Courses

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

### SPRING SEMESTER 1

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

### FALL SEMESTER 2

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

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
BUS 152	Human Relations	3	0	0	0	3
BUS 153	Human Resource Management	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
BUS 239	Business Applications Seminar <i>or</i>	1	2	0	0	2
WBL 112	Work-Based Learning II	0	0	0	20	2
BUS 260	Business Communications	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
	<b>TOTALS</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>20</b>	<b>17</b>

### PROGRAM TOTAL

64/66



**BUSINESS ADMINISTRATION**  
**Diploma Program (D25120)**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 121	Business Math	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
	<b>TOTALS</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>SPRING SEMESTER 1</b>						
CIS 110	Introduction to Computers	2	2	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>	3	0	0	0	3
MAT 171	Precalculus Algebra <i>or</i>	3	2	0	0	4
MAT 143	Quantitative Literacy	2	2	0	0	3
	<b>TOTALS</b>	<b>7/8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9/10</b>
<b>FALL SEMESTER 2</b>						
BUS 115	Business Law I	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
	<b>TOTALS</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>SPRING SEMESTER 2</b>						
BUS 152	Human Relations	3	0	0	0	3
BUS 153	Human Resource Management	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
	<b>TOTALS</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>
	<b>PROGRAM TOTAL</b>					<b>41/42</b>

**BUSINESS ADMINISTRATION**  
**Management/Supervision Certificate (C25120)**  
*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BUS 137	Principles of Management	3	0	0	0	3
BUS 152	Human Relations	3	0	0	0	3
BUS 153	Human Resource Management	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
	<b>TOTALS</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>
	<b>CERTIFICATE TOTAL</b>					<b>12</b>



*Gainful Employment information is available at...*  
<http://www.martincc.edu/sites/default/files/BusinessAdministrationDiploma.html>



# COMMERCIAL REFRIGERATION TECHNOLOGY

The Commercial Refrigeration Technology curriculum is designed to prepare technicians with the knowledge and skills necessary for the installation, troubleshooting, and repair of refrigeration equipment found in commercial environments.

Students will work on commercial refrigeration systems including walk-in units, reach-in refrigerators and freezers, ice machines, and other refrigeration equipment found in restaurants, supermarkets, convenience markets, and food processing plants.

Graduates should be able to assist in the start-up, preventive maintenance, service, repair, and/or installation of commercial refrigeration equipment and systems.

## Student Learning Outcomes:

- ◆ Service, repair, and troubleshoot commercial refrigeration equipment using the appropriate tools.
- ◆ Describe the principle operating functions of commercial refrigeration systems.
- ◆ Describe the installation requirements for commercial refrigeration systems.

## COMMERCIAL REFRIGERATION TECHNOLOGY

### A.A.S. Degree (A35200)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 220	Commercial Building Codes	2	0	0	0	2
ELC 125	Diagrams & Schematics	1	2	0	0	2
ENG 115	Oral Communications	3	0	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
<b>TOTALS</b>		<b>12/13</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>19/20</b>
<b>SPRING SEMESTER 1</b>						
AHR 114	Heat Pump Technology	2	4	0	0	4
AHR 115	Refrigeration Systems	1	3	0	0	2
AHR 160	Refrigerant Certification	1	0	0	0	1
AHR 180	HVACR Customer Relations	1	0	0	0	1
AHR 211	Residential System Design	2	2	0	0	3
REF 117	Refrigeration Controls	2	6	0	0	4
REF 123	Electrical Devices	2	6	0	0	4
<b>TOTALS</b>		<b>11</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>SUMMER SEMESTER</b>						
REF 116	Commercial Systems I	2	6	0	0	4
<b>TOTALS</b>		<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>FALL SEMESTER 2</b>						
AHR 125	HVAC Electronics	2	2	0	0	3
AHR 235	Refrigeration Design	2	2	0	0	3
AHR 263	Energy Management	1	3	0	0	2
REF 260	Commercial Systems II	2	6	0	0	4
	Behavioral/Social Science Elective	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>13</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 2</b>						
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
REF 259	Refrigeration Codes	3	0	0	0	3
REF 270	Refrigeration Servicing	3	9	0	0	6
<b>TOTALS</b>		<b>10</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>PROGRAM TOTAL</b>						<b>74/75</b>

## COMMERCIAL REFRIGERATION TECHNOLOGY

### Diploma Program (D35200)

#### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 220	Commercial Building Codes	2	0	0	0	2
ELC 125	Diagrams & Schematics	1	2	0	0	2
ENG 115	Oral Communications	3	0	0	0	3
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
<b>TOTALS</b>		<b>12/13</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>19/20</b>
<b>SPRING SEMESTER 1</b>						
AHR 114	Heat Pump Technology	2	4	0	0	4
AHR 115	Refrigeration Systems	1	3	0	0	2
AHR 160	Refrigerant Certification	1	0	0	0	1
AHR 180	HVACR Customer Relations	1	0	0	0	1
AHR 211	Residential System Design	2	2	0	0	3
REF 117	Refrigeration Controls	2	6	0	0	4
REF 123	Electrical Devices	2	6	0	0	4
<b>TOTALS</b>		<b>11</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>SUMMER SEMESTER</b>						
REF 116	Commercial Systems I	2	6	0	0	4
<b>TOTALS</b>		<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>DIPLOMA TOTAL</b>						<b>42/43</b>
<i>Gainful Employment information is available at...</i>						
<a href="http://www.martincc.edu/sites/default/files/CommercialRefrigerationTechnologyDiploma.html">http://www.martincc.edu/sites/default/files/CommercialRefrigerationTechnologyDiploma.html</a>						

**COMMERCIAL REFRIGERATION  
TECHNOLOGY  
Energy Management Certificate Program (C35200A)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 125	HVAC Electronics	2	2	0	0	3
AHR 160	Refrigerant Certification	1	0	0	0	1
AHR 263	Energy Management	1	3	0	0	2
REF 123	Electrical Devices	2	6	0	0	4
<b>TOTALS</b>		<b>8</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

**COMMERCIAL REFRIGERATION  
TECHNOLOGY  
Control Systems Certificate Program (C35200D)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 125	HVAC Electronics	2	2	0	0	3
REF 117	Refrigeration Controls	2	6	0	0	4
REF 123	Electrical Devices	2	6	0	0	4
<b>TOTALS</b>		<b>8</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>CERTIFICATE TOTAL</b>						<b>14</b>



# COSMETOLOGY / MANICURING & NAIL

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

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

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

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

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

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

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

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

## Student Learning Outcomes:

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

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

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 115	Success and Study Skills	0	2	0	0	1	COS 117	Cosmetology Concepts IV	2	0	0	0	2
CIS 111	Basic PC Literacy	1	2	0	0	2	COS 118	Salon IV	0	21	0	0	7
COS 111	Cosmetology Concepts I	4	0	0	0	4	COS 224	Trichology & Chemistry	1	3	0	0	2
COS 112	Salon I	0	24	0	0	8	COS 240	Contemporary Design	1	3	0	0	2
	<b>TOTALS</b>	<b>5</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>15</b>	ENG 111	Writing & Inquiry	3	0	0	0	3
								<b>TOTALS</b>	<b>7</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
COS 113	Cosmetology Concepts II	4	0	0	0	4	BUS 230	Small Business Management	3	0	0	0	3
COS 114	Salon II	0	24	0	0	8	ENG 115	Oral Communication	3	0	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	0	3	HUM 121	The Nature of America	3	0	0	0	3
	<b>TOTALS</b>	<b>7</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>15</b>	MAT 110	Math Measurement & Literacy	2	2	0	0	3
								<b>TOTALS</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>SUMMER SEMESTER</b>							<b>PROGRAM TOTAL</b>						
COS 115	Cosmetology Concepts III	4	0	0	0	4							<b>66</b>
COS 116	Salon III	0	12	0	0	4							
	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>							

**COSMETOLOGY  
Diploma Program (D55140)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
	<b>TOTALS</b>	<b>4</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>SPRING SEMESTER</b>						
COS 113	Cosmetology Concepts II	4	0	0	0	4
COS 114	Salon II	0	24	0	0	8
PSY 118	Interpersonal Psychology	3	0	0	0	3
	<b>TOTALS</b>	<b>7</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>SUMMER SEMESTER</b>						
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>FALL SEMESTER 2</b>						
COS 117	Cosmetology Concepts IV	2	0	0	0	2
COS 118	Salon IV	0	21	0	0	7
ENG 115	Oral Communication	3	0	0	0	3
	<b>TOTALS</b>	<b>5</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>DIPLOMA TOTAL</b>						<b>48</b>

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/CosmetologyDiploma.html>



## MANICURING/NAIL TECHNOLOGY

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics.

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

**MANICURING/NAIL TECHNOLOGY  
Certificate Program (C55400)**

*Required Courses*

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



# 1200-HOUR COSMETOLOGY CERTIFICATE

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

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

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

### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
<b>TOTALS</b>		<b>4</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>SPRING SEMESTER 1</b>						
COS 113	Cosmetology Concepts II	4	0	0	0	4
COS 114	Salon II	0	24	0	0	8
<b>TOTALS</b>		<b>4</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>12</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SUMMER SEMESTER 1</b>						
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
COS 224	Trichology and Chemistry	1	3	0	0	2
<b>TOTALS</b>		<b>5</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>CERTIFICATE TOTAL</b>						<b>34</b>

*Gainful Employment information is available at...*  
<http://www.martincc.edu/sites/default/files/1200-HourCosmetologyCertificate.html>





# CRIMINAL JUSTICE TECHNOLOGY

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

## **Student Learning Outcomes:**

- ◆ Criminal Justice Technology is designed as an introduction to, and provide knowledge of varying groups within the criminal justice system.
- ◆ Study will focus on diverse agencies of law enforcement, judicial processes, corrections, and theories of crime and criminal behavior.
- ◆ The criminal justice system's role within society will be explored, as well as employment possibilities.

## CRIMINAL JUSTICE TECHNOLOGY

### A.A.S. Degree (A55180)

#### Required Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 122	College Transfer Success	0	2	0	0	1	CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 111	Intro to Criminal Justice	3	0	0	0	3	CJC 221	Investigative Principles	3	2	0	0	4
CJC 112	Criminology	3	0	0	0	3	CJC 231	Constitutional Law	3	0	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3	PSY 150	General Psychology	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3	SOC 210	Intro to Sociology	3	0	0	0	3
	Social/Behavioral Elective	3	0	0	0	3	<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>							
<b>SPRING SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
CIS 110	Intro to Computers <i>or</i>	2	2	0	0	3	COM 231	Public Speaking <i>or</i>					
CIS 111	Basic PC Literacy	2	2	0	0	3	ENG 115	Oral Communication	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3	CJC 113	Juvenile Justice	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3	CJC 225	Crisis Intervention	3	0	0	0	3
CJC 213	Substance Abuse	3	0	0	0	3	CJC 241	Community-Based Corrections	3	0	0	0	3
MAT 110	Math Measurement & Literacy <i>or</i>						HEA 110	Personal Health & Wellness	3	0	0	0	3
MAT 143	Quantitative Literacy <i>or</i>	3	2	0	0	3		Humanities/Fine Arts Elective	3	0	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4	<b>TOTALS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>TOTALS</b>		<b>14</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>15/16</b>	<b>PROGRAM TOTAL</b>						<b>65/66</b>

# DENTAL ASSISTING

The Dental Assisting curriculum prepares individuals to assist the dentist in the delivery of dental treatment and to function as integral members of the dental team while performing chair side and related office and laboratory procedures.

Course work includes instruction in general studies, biomedical sciences, dental sciences, clinical sciences, and clinical practice. A combination of lecture, laboratory, and clinical experiences provide students with knowledge in infection/hazard control, radiography, dental materials, preventive dentistry, and clinical procedures.

Graduates may be eligible to take the Dental Assisting National Board Examination to become Certified Dental Assistants. As a Dental Assistant II, defined by the Dental Laws of North Carolina, graduates work in dental offices and other related areas.

The Program is a full-time curriculum with entry in the fall semester only. Students should complete the program in three consecutive semesters. A diploma is granted upon completion of the one-year program.

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

**NOTE:** The Dental Assisting Diploma Program uses clock/credit hour conversion for awarding Financial Aid.

## ***Mission Statement***

The MCC Dental Assisting program offers students a quality dental assisting education encompassing a broad scope of patient care, education and service to the community in a learner-focused environment. The aspects of the Dental Assisting Program are continually assessed to provide on-going excellence and continuing improvement.

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

The Dental Assisting Program will provide students with the knowledge and job skills required for entry level employment in the dental field.

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

- ◆ Students will demonstrate appropriate knowledge to function competently in all areas of dental assisting, including appropriate infection control practices as mandated by OSHA.
- ◆ Students will be certified to perform all radiography procedures within the State of North Carolina.
- ◆ Students will demonstrate academic knowledge and skill competence to pass the Dental Assisting National Board Exam.
- ◆ Students will be engaged in the promotion of dental health ideals through service to the community.

The Dental Assisting Program will admit a maximum of 12 students each fall semester with admission being selective. In addition, applicants must:

1. Complete and submit an Application for Admission to Martin Community College. This can be done in the MCC website [www.martincc.edu](http://www.martincc.edu)
2. Submit official copies of all college and high school transcripts or GED scores. Because of the heavy course load and 12-month time-frame for the program, applicants must have a cumulative GPA of 2.5 or higher and have met all developmental course requirements (DRE 098 and DMA 010, 020, and DMA 030) before being considered for admission. Students with developmental needs or a low GPA are encouraged to enroll as GOT pre-dental students. This will allow students to complete curriculum courses such as Interpersonal or General Psychology (PSY 118 or PSY 15), Writing and Inquiry (ENG 111) and Oral Communications (ENG 115 or COM 231), Success and Study Skills (ACA 115), Introduction to Anatomy & Physiology, and Microbiology (BIO 106), and Basic PC Literacy or Introduction to Computers (CIS 111 or 110).
3. In order of relative rank, applicants with a **COMPLETED** file who have met the admission requirements will be contacted to schedule an interview. The interviewing committee will be composed of the Dental Assisting Program Director, a program instructor, a general education faculty member, and an administrative faculty member. The format is specified with each applicant being asked a series of questions, with the intent to determine the level of interest and commitment to the program. The

results of the interview, cumulative GPA, and the final grades from any course work completed at the college or accepted for transfer credit from other colleges, will be used to assign a numerical ranking for each applicant. The top 12 applicants will receive acceptance letters with the remaining qualified applicants being placed on a waiting list. Students will move up or down the list depending on their relative scores. The process will be repeated until the class is full. Only students with a complete file will be considered for admission. The application deadline is **March 15** of each year, with interviews starting May 15. It is recommended that an applicant seeking admission into the Dental Assisting Program complete and submit to the Director letters of recommendations as well as proof of any kind of dental job shadowing hours that he/she may have completed. This is not required for admission, but greatly improves the applicant's chances for acceptance.

- ◆ These recommendation letters and letters of job shadowing can be mailed to the Director at the following address:

Shelby Brothers, Director of Dental Assisting  
Martin Community College  
1161 Kehukee Park Road  
Williamston, NC 27892

- ◆ Or the letters can be emailed to the Director at [shelby.brothers@martincc.edu](mailto:shelby.brothers@martincc.edu)

4. Notification letters of applicants status will be mailed by June 15. Inside the letter of acceptance will be a medical form to be filled out by your family physician. If spaces are available after June 15, additional qualified students will be accepted from the wait list according to ranking scores. There will be a mandatory orientation session for all accepted students in July. Accepted students **MUST** submit their medical form to the Program Director at the orientation. If not received, the student will not be able to accept his/her position in the program.
5. Before beginning the lab portion of the program (beginning in August), students are required to maintain and show proof of current CPR certification (including both hands-on and written assessments) and to complete and show proof of both Hepatitis B Vaccination series (students are reminded that this series takes SIX MONTHS to complete) and a current Tuberculosis Tine Test. Failure to provide this information in a timely manner will render the student ineligible to participate in dental labs, clinic, and clinical rotations and thus will prevent the student from completing the necessary requirements of the program. Courses are offered only once per year, failure to complete clinical requirements on time will result in dismissal from the program (see below for re-admission policies).
6. Additional information concerning the Dental Assisting program is outlined in the *Dental Assistant Student Handbook*.

### **RE-APPLYING TO THE DENTAL ASSISTANT PROGRAM**

In the event a student is dismissed from the program, the following procedures will apply:

1. Students who have been dismissed from the program and wish to return the following year **MUST** reapply to the program. This may be done by notifying the program Director in writing of your intent to apply for re-admission and updating his/her application in the Registrar's office. Because information in any allied health field changes so quickly, students absent from the program for more than 12 months will be required to re-take all program specific courses (DEN prefixes). Re-admission to the program is competitive, **not guaranteed**, and is limited by the number of slots available. Students should be aware that no financial aid will be available to pay for re-taking courses in which the students has previously earned a grade of "A", "B", or "C."

2. Students who have not been absent from the program for more than 12 months will sign a written plan of remediation. A written plan of remediation will be drawn up for the student which may include any of the following: self-directed study, additional practical examinations in addition to the ones required in the curriculum, and extra assignments needed for the best interest of the student. This plan will be signed by the student and the program Director and will be kept in the student's file with a copy sent to the Registrar's office to be kept in the student's permanent file.
3. Re-admission who left the program as a result of unsatisfactory academic/clinical performance may re-enter the program, if accepted, on probation and will remain on probation for the entire fall semester.

### **COLLABORATIVE AGREEMENTS**

Martin Community College has collaborative agreements with Beaufort, Edgecombe, College of the Albemarle, Nash, and Pitt Community Colleges. These agreements allow two applicants from each college who meet required criteria to be admitted into the Dental Assisting Program.

#### **DENTAL ASSISTING Diploma Program (D45240)**

##### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit			
<b>FALL SEMESTER 1</b>							ENG 102	Applied Communications II <i>or</i>	3	0	0	0	3			
ACA 115	Success and Study Skills	0	2	0	0	1	ENG 111	Writing and Inquiry & ENG 114 Prof Research & Reporting <i>or</i>	3	0	0	0	3			
DEN 100	Basic Orofacial Anatomy	2	0	0	0	2	ENG 111	Writing and Inquiry &								
DEN 101	Preclinical Procedures	4	6	0	0	7	ENG 115	Oral Communication	3	0	0	0	3			
DEN 102	Dental Materials	2	4	0	0	4	<b>TOTALS</b>	<b>13/14</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>19/20</b>				
DEN 111	Infection/Hazard Control	2	0	0	0	2	<b>SUMMER SEMESTER</b>									
DEN 112	Dental Radiography	2	3	0	0	3	DEN 105	Practice Management	2	0	0	0	2			
<b>TOTALS</b>		<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>19</b>	DEN 107	Clinical Practice II	1	0	12	0	5			
<b>SPRING SEMESTER 1</b>							PSY 118	Interpersonal Psychology <i>or</i> PSY 150 General Psychology	3	0	0	0	3			
BIO 106	Introduction to Anatomy/Physiology/ Microbiology	2	2	0	0	3	<b>TOTALS</b>	<b>6</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>10</b>				
CIS 110	Introduction to Computers <i>or</i>	2	2	0	0	3	<b>DIPLOMA TOTAL</b>									
CIS 111	Basic PC Literacy	2	2	0	0	2										
DEN 103	Dental Sciences	2	0	0	0	2										
DEN 104	Dental Health Education	2	2	0	0	3										
DEN 106	Clinical Practice I	2	0	12	0	6										

*Gainful Employment information is available at...*  
<http://www.martincc.edu/sites/default/files/DentalAssistingDiploma.html>

# EARLY CHILDHOOD EDUCATION

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

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start programs, and school-age programs.

## **Program Major Description:**

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

## ***Mission Statement***

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

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

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

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

- ◆ Demonstrate professional traits expected in early childhood education (ECE).
- ◆ Plan and implement developmentally/culturally appropriate (DCAP) environments and curriculum in early childhood education.
- ◆ Create and use authentic assessment to guide planning and decision-making in early childhood education.

## **EARLY CHILDHOOD EDUCATION**

### **A.A.S. Degree (A55220G)**

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

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>FALL SEMESTER 2</b>						
ACA 115	Success and Study Skills <i>or</i>						EDU 151	Creative Activities	3	0	0	0	3
ACA 122	College Transfer Success	0	2	0	0	1	EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 131	Children, Family, & Community	3	0	0	0	3	EDU 284	Early Child Capstone Prac.	1	9	0	0	4
EDU 144	Child Development I	3	0	0	0	3		Biological Sciences Transfer	3	3	0	0	4
EDU 153	Health, Safety & Nutrition	3	0	0	0	3	<b>TOTALS</b>		<b>10</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>14</b>
ENG 111	Writing and Inquiry	3	0	0	0	3	<b>SPRING SEMESTER 2</b>						
PSY 150	General Psychology	3	0	0	0	3	EDU 234	Infants, Toddlers, & Twos	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>	EDU 280	Language & Literacy Experiences	3	0	0	0	3
<b>SPRING SEMESTER 1</b>								Natural ASciences Elective	3	3	0	0	4
COM 231	Public Speaking	3	0	0	0	3		Humanities Elective	3	0	0	0	3
EDU 119	Introduction to Early Child Education	4	0	0	0	4	<b>TOTALS</b>		<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>13</b>
EDU 145	Child Development II	3	0	0	0	3	<b>PROGRAM TOTAL</b>						
EDU 146	Child Guidance	3	0	0	0	3	<b>59</b>						
MAT 110	Measurement & Literacy <i>or</i>												
MAT 143	Quantitative Literacy	2	2	0	0	3							
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>							

**EARLY CHILDHOOD EDUCATION**  
**A.A.S. Degree (A55220L) B-K Licensure Transfer**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>

<b>SPRING SEMESTER 1</b>						
COM 231	Public Speaking	3	0	0	0	3
EDU 119	Introduction to Early Child Education	4	0	0	0	4
EDU 145	Child Development II	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>

<b>FALL SEMESTER 2</b>						
EDU 151	Creative Activities	3	0	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 284	Early Child Capstone Prac	1	9	0	0	4
	Humanities Elective	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>13</b>

<b>SPRING SEMESTER 2</b>						
BIO 110	Principles of Biology <i>or</i>					
BIO 111	General Biology I	3	3	0	0	4
EDU 234	Infants, Toddlers, and Twos	3	0	0	0	3
EDU 280	Language & Literacy Experiences	3	0	0	0	3
ENG 112	Writing/Research in the Disc <i>or</i>					
ENG 114	Prof Research & Reporting	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>13</b>

**PROGRAM TOTAL** **58**

*Gainful Employment information is available at...*  
<http://www.martincc.edu/sites/default/files/EarlyChildhoodEducationDiploma.html>

**EARLY CHILDHOOD EDUCATION**  
**A.A.S. Degree (A55220NL) Non-Teaching Licensure**  
*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 122	College Transfer Success	0	2	0	0	1
EDU 131	Children, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>

<b>SPRING SEMESTER 1</b>						
COM 231	Public Speaking	3	0	0	0	3
EDU 119	Introduction to Early Child Education	4	0	0	0	4
EDU 145	Child Development II	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>

<b>FALL SEMESTER 2</b>						
EDU 151	Creative Activities	3	0	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 284	Early Child Capstone Prac	1	9	0	0	4
	Humanities Elective	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>13</b>

<b>SPRING SEMESTER 2</b>						
EDU 234	Infants, Toddlers, and Twos	3	0	0	0	3
EDU 261	Early Childhood Admin I	3	0	0	0	3
EDU 262	Early Childhood Admin II	3	0	0	0	3
EDU 280	Language & Literacy Experiences	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

**PROGRAM TOTAL** **57**

*Gainful Employment information is available at...*  
<http://www.martincc.edu/sites/default/files/EarlyChildhoodEducationCertificate.html>

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



# ELECTRICAL SYSTEMS TECHNOLOGY

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

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

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

## **Student Learning Outcomes:**

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

## **ELECTRICAL SYSTEMS TECHNOLOGY**

### **A.A.S. Degree (A35130)**

#### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
ELN 133	Digital Electronics	3	4	0	0	3
MAT 110	Math Measurement and Literacy	2	2	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>SPRING SEMESTER 1</b>						
CIS 110	Intro to Computers <i>or</i>	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
ELC 220	Photovoltaic Systems Tech	2	3	0	0	3
ELC 128	Introduction to PLC	2	3	0	0	3
<b>TOTALS</b>		<b>9/10</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>16/17</b>
<b>FALL SEMESTER 2</b>						
ELC 115	Industrial Wiring	2	6	0	0	4
ELC 138	DC Circuit Analysis	3	3	0	0	4
ELC 139	AC Circuit Analysis	3	3	0	0	4
ELC 228	PLC Applications	2	6	0	0	4
	Behavioral/Social Science Elective	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>19</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
BUS 121	Business Math <i>or</i>	2	2	0	0	3
BUS 137	Principles of Management <i>or</i>	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
<i>or</i>						
ISC 112	Industrial Safety <i>and</i>	2	0	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
COM 231	Public Speaking	3	0	0	0	3
ELC 234	Electrical System Design	2	3	0	0	3
	Humanities/Fine Arts	3	0	0	0	3
<b>TOTALS</b>		<b>10/11</b>	<b>5/6</b>	<b>0</b>	<b>0</b>	<b>12/13</b>
<b>PROGRAM TOTAL</b>						<b>65/67</b>



**ELECTRICAL SYSTEMS TECHNOLOGY  
Diploma Program (D35130)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 117	Motors and Controls	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>17</b>

**SPRING SEMESTER 2**

CIS 111	Basic PC Literacy	1	2	0	0	2
ELC 115	Industrial Wiring	2	6	0	0	4
ELC 128	Introduction to Programmable Logic Controller (PLC)	2	3	0	0	3
ELC 228	PLC Applications	2	6	0	0	4
MAT 110	Math Measurement and Literacy <i>or</i>					
MAT 120	Geometry and Trigonometry	2	2	0	0	3
<b>TOTALS</b>		<b>19</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>16</b>

**FALL SEMESTER 2**

ELC 113	Residential Wiring	2	6	0	0	4
ELC 127	Software for Technicians	1	3	0	0	2
<b>TOTALS</b>		<b>3</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>6</b>

**SPRING SEMESTER 2**

ELC 114	Commercial Wiring	2	6	0	0	4
<b>TOTALS</b>		<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>4</b>

**DIPLOMA TOTAL 43**

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/ElectricalSystemsTechnologyDiploma/gedt.html>

**ELECTRICAL SYSTEMS TECHNOLOGY  
Industrial Electrical Technician I  
Certificate Program (C35130C)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 117	Motors and Controls	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
ELC 125	Diagrams and Schematics	1	2	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL 13**

**ELECTRICAL SYSTEMS TECHNOLOGY  
Industrial Electrical Technician II  
Certificate Program (C35130D)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 115	Industrial Wiring	2	6	0	0	4
ELC 128	Introduction to Programmable Logic Controller (PLC)	2	3	0	0	3
ELC 228	PLC Applications	2	6	0	0	4
ELC 229	Applications Project	1	3	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL 13**

**ELECTRICAL SYSTEMS TECHNOLOGY  
Bertie Correctional Institute  
Basic Industrial Electrical Technician I  
Certificate Program (C35130A)**

*Required Courses*

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

**CERTIFICATE TOTAL 13**

**ELECTRICAL SYSTEMS TECHNOLOGY  
Bertie Correctional Institute  
Basic Industrial Electrical Technician II  
Certificate Program (C35130B)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
ELC 127	Software for Technicians	1	3	0	0	2
ELC 128	Introduction to Programmable Logic Controller (PLC)	2	3	0	0	3
<b>TOTALS</b>		<b>7</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>13</b>

**CERTIFICATE TOTAL 13**



# EQUINE BUSINESS TECHNOLOGY

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

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

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

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

## Student Learning Outcomes:

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

## EQUINE BUSINESS TECHNOLOGY

### A.A.S. Degree (A15170)

#### Suggested Sequence of Courses

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

**EQUINE BUSINESS TECHNOLOGY  
Diploma Program (D15170)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
BUS 137	Principles of Management	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
EQU 111	Horse Science I	2	9	0	0	5
EQU 120	Horsemanship	1	6	0	0	3
EQU 130	Equine Anatomy & Physiology	2	2	0	0	3
EQU 140	Equine Evaluation I	1	3	0	0	2
<b>TOTALS</b>		<b>12</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>SPRING SEMESTER 1</b>						
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
EQU 112	Horse Science II	2	9	0	0	5
EQU 150	Equine Nutrition	2	0	0	0	2
EQU 240	Equine Evaluation II	1	3	0	0	2
EQU 270	Equine Business Law	1	0	0	0	1
MAT 110	Math Measurement and Literacy <i>or</i>	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
<b>TOTALS</b>		<b>14/15</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>19/20</b>
<b>SUMMER SEMESTER</b>						
WBL 112	Work-Based Learning II	0	0	0	20	2
<b>TOTALS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
<b>DIPLOMA TOTAL</b>						<b>39/40</b>

*Gainful Employment information is available at...*  
<http://www.martincc.edu/sites/default/files/EquineBusinessTechnologyDiploma.html>



# EQUINE TRAINING TECHNOLOGY

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

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

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

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

## Student Learning Outcomes:

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

## EQUINE TRAINING TECHNOLOGY

### A.A.S. Degree (A15190)

#### Suggested Sequence of Courses

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

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
EQU 212	Horse Farm Management II	3	9	0	0	6
EQU 221	Horse Training II	0	6	0	0	2
EQU 241	Equine Reproduction & Genetics	3	2	0	0	4
EQU 260	Basic Colt Training Principles	0	4	0	0	2
EQU 270	Equine Business Law	1	0	0	0	1
	<b>TOTALS</b>	<b>7</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>PROGRAM TOTAL</b>						<b>69/71</b>



**EQUINE TRAINING TECHNOLOGY  
Diploma Program (D15190)**

*Suggested Sequence of Courses*

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

**SPRING SEMESTER 1**

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

**SUMMER SEMESTER**

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

**DIPLOMA TOTAL** **37**

**EQUINE TRAINING TECHNOLOGY  
Certificate Program (C15190)**

*Suggested Sequence of Courses*

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

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files>

EquineTrainingTechnologyDiploma.html



# GENERAL OCCUPATIONAL TECHNOLOGY

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

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

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

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

## *Student Learning Outcomes:*

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

	A.A.S.	DIPLOMA	CERTIFICATE
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
<b>Total Semester Hours Credit in Program</b>	<b>64-76</b>	<b>36-48</b>	<b>12-18</b>

## *Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/GeneralOccupationalTechnologyDiploma.html>

<http://www.martincc.edu/sites/default/files/GeneralOccupationalTechnologyCertificate.html>



## GENERAL OCCUPATIONAL TECHNOLOGY DEGREE (A55280)

### GENERAL EDUCATION

#### Communications - 6 Hours Required

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

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

ART 111 (3)	HUM 110 (3)	MUS 110 (3)
ENG 231 (3)	HUM 115 (3)	PHI 215 (3)
ENG 232 (3)	HUM 120 (3)	PHI 240 (3)
ENG 233 (3)	HUM 121 (3)	REL 110 (3)
ENG 241(3)	HUM 122 (3)	REL 211(3)
ENG 242 (3)	HUM 160 (3)	REL 212 (3)
ENG 243 (3)	HUM 211 (3)	SPA 111 (3)
	HUM 212 (3)	SPA 112 (3)

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

ECO 251 (3)	HIS 111 (3)	POL 120 (3)	SOC 210 (3)
ECO 252 (3)	HIS 112 (3)	PSY 118 (3)	SOC 213 (3)
GEO 110 (3)	HIS 121 (3)	PSY 150 (3)	SOC 220 (3)
GEO 111 (3)	HIS 122 (3)	PSY 241 (3)	
	HIS 131 (3)	PSY 243 (3)	
	HIS 132 (3)	PSY 244 (3)	
		PSY 245 (3)	

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

BIO 110 (4)	CHM 131 (3)	MAT 110 (3)	MAT 171 (4)
BIO 111 (4)	CHM 131A (1)	MAT 115 (3)	MAT 172 (4)
BIO 112 (4)	CHM 132 (4)	MAT 120 (3)	MAT 263 (4)
BIO 140 (3)	CHM 151 (4)	MAT 141 (3)	MAT 271 (4)
BIO 140A (1)	CHM 152 (4)	MAT 142 (3)	SCI 110 (4)
BIO 163 (5)	CIS 110 (3)	MAT 143 (3)	
BIO 168 (4)	CIS 115 (3)	MAT 151 (3)	
BIO 169 (4)		MAT 161 (3)	

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

*Required ACA 115 or ACA 122*

**TOTAL HOURS: 65 SHC**

## GENERAL OCCUPATIONAL TECHNOLOGY DIPLOMA (D55280)

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

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

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

**Required Course** - ACA 115 (1)

**TOTAL HOURS: 37 SHC**

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

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

Electives: (Select 49 hours):

ACC 120 (4)	AUT 285 (3)	COS 222 (6)	EDU 257 (3)	ISC 112 (2)	OST 243 (3)
ACC 121 (4)		COS 223 (2)	EDU 259 (3)		OST 247 (3)
ACC 129 (3)	*BIO 106 (3)	COS 224 (2)	EDU 261 (3)	MEC 111 (3)	OST 248 (2)
ACC 140 (2)	BIO 163 (5)	COS 240 (2)	EDU 262 (3)		OST 286 (3)
ACC 150 (2)	BIO 168 (4)	COS 250 (1)	EDU 271 (3)	MED 110 (1)	OST 289 (3)
ACC 220 (4)	BIO 169 (4)	COS 251 (8)	EDU 275 (2)	MED 118 (2)	
ACC 225 (3)	BIO 275 (4)	COS 252 (5)	EDU 280 (3)	MED 121 (3)	PED 175 (1)
ACC 269 (3)	BIO 280 (3)	COS 253 (11)		MED 122 (3)	PED 176 (1)
		COS 254 (11)	ELC 112 (5)	MED 130 (2)	
AHR 110 (5)	BPR 130 (2)	COS 260 (2)	ELC 113 (4)	MED 138 (2)	PLU 111 (2)
AHR 111 (3)		COS 271 (5)	ELC 114 (4)	MED 232 (2)	PLU 211 (3)
AHR 112 (4)	BUS 110 (3)	COS 272 (7)	ELC 115 (4)		
AHR 113 (4)	BUS 115 (3)	COS 273 (5)	ELC 117 (4)	MKT 120 (3)	PSY 243 (3)
AHR 114 (4)	BUS 121 (3)	COS 274 (7)	ELC 118 (2)		
AHR 115 (2)	BUS 135 (3)		ELC 125 (2)	MNT 110 (2)	REF 116 (4)
AHR 120 (2)	BUS 137 (3)	CTS 120 (3)	ELC 127 (2)	MNT 150 (2)	REF 117 (4)
AHR 125 (2)	BUS 153 (3)	CTS 130 (3)	ELC 128 (3)	MNT 222 (2)	REF 123 (4)
AHR 130 (3)	BUS 225 (3)	CTS 230 (3)	ELC 228 (4)	MNT 240 (2)	REF 259 (3)
AHR 133 (4)	BUS 228 (3)	CTS 285 (3)	ELC 229 (2)		REF 260 (4)
AHR 140 (2)	BUS 230 (3)	CTS 287 (3)		NET 125 (3)	REF 270 (6)
AHR 160 (1)	BUS 260 (3)	CTS 289 (3)	ELN 131 (4)	NET 126 (3)	REF 275 (4)
AHR 180 (1)			ELN 260 (4)	NET 175 (3)	
AHR 210 (2)	CHM 131 (3)	DBA 110 (3)		NET 225 (3)	SEC 110 (3)
AHR 211 (3)	CHM 131A (1)	DBA 115 (3)	*ENG 102 (3)	NET 226 (3)	
AHR 212 (4)	CHM 132 (4)				SPA 120 (3)
AHR 215 (2)	CHM 151 (4)	ECO 251 (3)	EQU 111 (5)	NOS 110 (3)	
AHR 220 (2)	CHM 152 (4)	ECO 252 (3)	EQU 112 (5)	NOS 130 (3)	TRN 110 (2)
AHR 235 (3)			EQU 120 (3)	NOS 230 (3)	TRN 120 (5)
AHR 240 (2)	CIS 110 (3)	EDU 119 (4)	EQU 121 (2)		TRN 140 (2)
AHR 245 (2)	CIS 111 (2)	EDU 131 (3)	EQU 130 (3)	OST 130 (2)	TRN 140A (2)
AHR 263 (2)	CIS 115 (3)	EDU 144 (3)	EQU 140 (2)	OST 134 (3)	TRN 145 (3)
		EDU 145 (3)	EQU 150 (2)	OST 135 (4)	
AUT 116 (3)	COS 111 (4)	EDU 146 (3)	EQU 211 (6)	OST 136 (3)	WBL 110 (1)
AUT 116A (1)	COS 112 (8)	EDU 151 (3)	EQU 212 (6)	OST 143 (3)	WBL 111 (1)
AUT 141 (3)	COS 113 (4)	EDU 152 (3)	EQU 220 (2)	OST 147 (3)	WBL 112 (2)
AUT 141A (1)	COS 114 (8)	EDU 153 (3)	EQU 221 (2)	OST 148 (3)	
AUT 151 (3)	COS 115 (4)	EDU 163 (3)	EQU 240 (2)	OST 149 (3)	WEB 140 (3)
AUT 151A (1)	COS 116 (4)	EDU 216 (4)	EQU 241 (4)	OST 153 (2)	
AUT 181 (3)	COS 117 (2)	EDU 221 (3)	EQU 260 (2)	OST 164 (3)	WLD 110 (2)
AUT 183 (4)	COS 118 (7)	EDU 234 (3)	EQU 270 (1)	OST 184 (3)	WLD 111 (2)
AUT 221 (3)	COS 119 (2)	EDU 235 (2)	EQU 280 (2)	OST 223 (3)	WLD 112 (2)
AUT 221A (1)	COS 120 (6)	EDU 243 (3)		OST 224 (2)	WLD 143 (2)
AUT 231 (3)	COS 121 (6)	EDU 244 (3)	HEA 112 (2)	OST 233 (3)	WLD 212 (2)
AUT 231A (1)	COS 125 (2)	EDU 245 (3)		OST 236 (3)	
AUT 281 (3)	COS 126 (6)	EDU 252 (3)	HYD 110 (3)	OST 241 (2)	
				OST 242 (2)	* Diploma Only

# INDUSTRIAL SYSTEMS TECHNOLOGY

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

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial systems technology.

## **Student Learning Outcomes:**

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

## **INDUSTRIAL SYSTEMS TECHNOLOGY**

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

#### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
BPR 111	Print Reading	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
MNT 110	Introduction to Maintenance Procedures	1	3	0	0	2
WLD 111	Oxy-Fuel Welding	1	3	0	0	2
WLD 212	Inert Gas Welding	1	3	0	0	2
<b>TOTALS</b>		<b>10</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>17</b>

#### **SPRING SEMESTER 1**

DFT 151	CAD I	2	3	0	0	3
COM 231	Public Speaking	3	0	0	0	3
MAT 110	Math Measurement and Literacy	2	2	0	0	3
MNT 160	Industrial Fabrication	1	3	0	0	2
WLD 110	Cutting Processes	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
<b>TOTALS</b>		<b>10</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>15</b>

#### **FALL SEMESTER 2**

ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 117	Motors & Controls	2	6	0	0	4
ELC 125	Diagrams & Schematics	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
ISC 170	Problem Solving Skills	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>17</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
ELC 128	Introduction to Programmable Logic Controller (PLC)	2	3	0	0	3
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3
MNT 165	Mechanical Industrial Systems	1	3	0	0	2
MNT 240	Industrial Equipment Troubleshooting	1	3	0	0	2
PSY 118	Interpersonal Psychology	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>16</b>

#### **PROGRAM TOTAL**

**65**





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

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
BPR 111	Print Reading	1	2	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
MNT 110	Introduction to Maintenance Procedures	1	3	0	0	2
PSY 118	Interpersonal Psychology	3	0	0	0	3
WLD 111	Oxy-Fuel Welding	1	3	0	0	2
WLD 212	Inert Gas Welding	1	3	0	0	2
<b>TOTALS</b>		<b>10</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>17</b>

**SPRING SEMESTER 1**

DFT 151	CAD I	2	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3
MNT 160	Industrial Fabrication	1	3	0	0	2
WLD 110	Cutting Processes	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
<b>TOTALS</b>		<b>10</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

**FALL SEMESTER 2**

ELC 112	DC/AC Electricity	3	6	0	0	5
<b>TOTALS</b>		<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>DIPLOMA TOTAL</b>						<b>37</b>

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/IndustrialSystemsTechnologyDiploma.html>

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

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BPR 111	Print Reading	1	2	0	0	2
ELC 125	Diagrams & Schematics	1	2	0	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
MNT 165	Mechanical Industrial Systems	1	3	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>16</b>
<b>CERTIFICATE TOTAL</b>						<b>16</b>

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/IndustrialSystemsTechnology-MechanicalInstallationCertificate.html>

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

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ELC 112	DC/AC Electricity	3	6	0	0	5
HYD 110	Hydraulics & Pneumatics I	2	3	0	0	3
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
MNT 165	Mechanical Industrial Systems	1	3	0	0	2
MNT 240	Industrial Equipment Troubleshooting	1	3	0	0	2
<b>TOTALS</b>		<b>8</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>CERTIFICATE TOTAL</b>						<b>14</b>

**INDUSTRIAL SYSTEMS TECHNOLOGY  
Welding Technology Certificate Program (C50240C)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BPR 111	Print Reading	1	2	0	0	2
ISC 112	Industrial Safety	2	0	0	0	2
WLD 110	Cutting Processes	1	3	0	0	2
WLD 111	Oxy-Fuel Welding	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
WLD 212	Inert Gas Welding	1	3	0	0	2
<b>TOTALS</b>		<b>7</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

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

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
BPR 111	Print Reading	1	2	0	0	2
DFT 151	CAD I	2	3	0	0	3
ISC 112	Industrial Safety	2	0	0	0	2
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
MNT 160	Industrial Fabrication	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
<b>TOTALS</b>		<b>8</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>CERTIFICATE TOTAL</b>						<b>13</b>

# INFORMATION TECHNOLOGY

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

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

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

### **Program Learning Outcomes:**

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

## **INFORMATION TECHNOLOGY**

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

#### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
CIS 110	Intro to Computers	2	2	0	0	3
CTI 110	Web, Program & DB Foundation	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
NET 125	Introduction to Networks	1	4	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
	<b>TOTALS</b>	<b>13</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>19</b>

#### **SPRING SEMESTER 1**

CTI 120	Network & Security Foundation	2	2	0	0	3
CTS 115	Information Systems Business Concept	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
NET 126	Routing Basics	1	4	0	0	3
SEC 150	Secure Communications (SP1)	2	2	0	0	3
	<b>TOTALS</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>15</b>

#### **FALL SEMESTER 2**

CCT 110	Intro to Cyber Crime	3	0	0	0	3
CIS 115	Intro to Program & Logic	2	3	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
NET 225	Routing & Switching I	1	4	0	0	3
NOS 130	Windows Single-User	2	2	0	0	3
	<b>TOTALS</b>	<b>12</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>18</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
COM 231	Public Speaking	3	0	0	0	3
CTI 140	Virtualization Concepts (FA2)	1	4	0	0	3
CTS 120	Hardware / Software Support	2	3	0	0	3
NET 226	Routing & Switching II	1	4	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
	<b>TOTALS</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>18</b>
	<b>PROGRAM TOTAL</b>					<b>70</b>

## **Choose One Subject Area**

### **Network Management**

**NET 125**

**NET 126**

### **Systems Security**

**CCT 110**

**SEC 110**

**INFORMATION TECHNOLOGY  
Diploma Program (D25590)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CTI 110	Web, Program, & DB Foundation	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
NET 125	Networking Basics	1	4	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>16</b>

**SPRING SEMESTER 1**

CTI 120	Network & Security Foundation	2	2	0	0	3
CTI 140	Virtualization Concepts	1	4	0	0	3
CTS 115	Information Systems Business Concept	3	0	0	0	3
NET 126	Routing Basics	1	4	0	0	3
<b>TOTALS</b>		<b>7</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>12</b>

**FALL SEMESTER 2**

CIS 110	Intro to Computers	2	3	0	0	3
CIS 115	Intro to Program & Logic	2	3	0	0	3
NOS 130	Windows Single-User	2	2	0	0	3
<b>TOTALS</b>		<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>9</b>

**SPRING SEMESTER 2**

CTS 120	Hardware/Software Support	2	3	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
<b>TOTALS</b>		<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>DIPLOMA TOTAL</b>						<b>43</b>

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/InformationTechnology-NetworkManagementDiploma.html>

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

*Required Courses*

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

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

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
NET 125	Networking Basic	1	4	0	0	3
NET 126	Routing Basics	1	4	0	0	3
NET 225	Routing & Switching I	1	4	0	0	3
NET 226	Routing & Switching II	1	4	0	0	3
<b>TOTALS</b>		<b>4</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

*Gainful Employment information is available at...*

[http://www.martincc.edu/sites/default/files/InformationTechnology-CISCO CCNA Prep Certificate](http://www.martincc.edu/sites/default/files/InformationTechnology-CISCO%20CCNA%20Prep%20Certificate).

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

*Required Courses*

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

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/ComputerInformationTechnology-WindowsOSCertificate.html>

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

*Required Courses*

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

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/InformationTechnology-SystemSecurityConceptsCertificate.html>

# MEDICAL ASSISTING

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

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

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

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

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

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

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

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

1. Complete and submit an Application for Admission to Martin Community College.
2. Submit official transcripts from high school, college, or GED testing scores to the registrar's office.
3. Take the placement test. Placement tests must be completed before entering the program. Applicants must score at least the minimum to place out of all developmental courses (English, Math, and Reading) or have scored 500 or above on each of the tests, the SAT or present evidence of successful completion of similar college-level courses.
4. Before beginning the clinical practicum portion of the program, students are required to have current Healthcare Provider First Aid/CPR certification and maintain certification throughout the entire two-semester externships (all rotations). Students will be asked for proof of certification at registration. Failure to show proof of certification will prevent the student being assigned a clinical site. Students will provide evidence of physical health by submitting a completed *Student Medical Form for North Carolina Community College System Institutions*. In order to provide such evidence, a current immunization record is also required. Students are required to have completed the Hepatitis B Vaccination series (students are reminded that this series take six months to complete). Verification of negative results for Tuberculosis (TB skin test) must be submitted yearly. Students must also have a

Varicella Titer drawn or verification of Varicella Immunization. Failure to provide this information in a timely manner will render the student ineligible for clinical rotations and thus will prevent the student from completing the program on time.

5. Students accepted into the Medical Assisting Program will be required to meet the safety standards for health care workers exposure to bloodborne pathogens.
6. All course work must be completed with a “C” or better. If a student receives a “D” in any of his/her courses, he/she must retake the course with the deficient grade and pass it with a “C” or better before progressing in the program.
7. Students entering clinical externships (usually in their last two semesters) may be required by the clinical site to provide a criminal background check and a drug screening test before or during each rotation. Failure to meet either standard may prevent the student from being assigned a clinical site and therefore prevent the student from finishing the degree. A positive drug screen during the rotation will result in a failing grade for that clinical and will prevent the student from continuing in the program.
8. Students must comply with the professional guidelines as determined by the Medical Assisting Program and any additional requirements of their clinical site. Additional information concerning the Medical Assisting Program is outlined in the **Medical Assisting Student Handbook**.

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

#### *Suggested Sequence of Courses*

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

#### **SPRING SEMESTER 1**

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

#### **SUMMER SEMESTER**

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

#### **FALL SEMESTER 2**

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

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
ENG 115	Oral Communication	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MED 260	Medical Clinical Externship	0	0	15	0	5
MED 262	Clinical Perspectives	1	0	0	0	1
MED 264	Medical Assisting Overview	2	0	0	0	2
<b>TOTALS</b>		<b>9</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>14</b>
<b>PROGRAM TOTAL</b>						<b>70/71</b>

### MEDICAL ASSISTING Certificate Program (C45400)

#### *Required Courses*

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

# MEDICAL OFFICE ADMINISTRATION

This curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

## Student Learning Outcomes:

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

## MEDICAL OFFICE ADMINISTRATION A.A.S. Degree (A25310)

### Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
OST 286	Professional Development	3	0	0	0	3
<b>TOTALS</b>		<b>13/14</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>15/16</b>

### SPRING SEMESTER 1

ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
MED 122	Medical Terminology II	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 148	Med Insurance & Billing	3	0	0	0	3
OST 164	Office Editing	3	0	0	0	3
	Behavioral/Social Science Elective	3	0	0	0	3
<b>TOTALS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>

### FALL SEMESTER 2

BUS 121	Business Math	2	2	0	0	3
MKT 223	Customer Service	3	0	0	0	3
OST 243	Medical Office Simulation	2	2	0	0	3
OST 247	Procedure Coding	2	2	0	0	3
OST 248	Diagnostic Coding	2	2	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
<b>TOTALS</b>		<b>14</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>18</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
BUS 260	Business Communication	3	0	0	0	3
MAT 110	Math Measurement and Literacy	2	2	0	0	3
OST 260	Adv Coding Methodologies	2	2	0	0	3
OST 264	Medical Auditing	3	0	0	0	3
OST 289	Office Admin Capstone	2	2	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>PROGRAM TOTAL</b>						<b>66/67</b>

*Program requirements may change periodically.*

## Choose One Subject Area

### Medical Billing & Coding

OST 247  
OST 248  
OST 260  
OST 264

### Patient Services Rep

BUS 121  
BUS 260  
MKT 223  
OST 286

**MEDICAL OFFICE ADMINISTRATION  
Diploma Program (D25310)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
<b>TOTALS</b>		<b>10/11</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>12/13</b>

**SPRING SEMESTER 1**

MED 122	Medical Terminology II	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 148	Medical Insurance & Billing	3	0	0	0	3
OST 164	Office Editing	3	0	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>

**FALL SEMESTER 2**

BUS 121	Business Math	2	2	0	0	3
OST 243	Medical Office Simulation	2	2	0	0	3
OST 247	Procedure Coding	2	2	0	0	3
OST 248	Diagnostic Coding	2	2	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>12</b>

**SPRING SEMESTER 2**

ENG 115	Oral Communication <i>or</i>	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
OST 260	Adv Coding Methodologies	2	2	0	0	3
OST 264	Medical Auditing	3	0	0	0	3
OST 289	Office Admin Capstone	2	2	0	0	3
<b>TOTALS</b>		<b>10</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>12</b>

**DIPLOMA TOTAL** 48/49

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/MedicalOfficeAdministrationDiploma.html>

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

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
CIS 111	Basic PC Literacy <i>or</i>	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 148	Medical Insurance & Billing	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
<b>TOTALS</b>		<b>12/13</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>14/15</b>

**CERTIFICATE TOTAL** 14/15

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

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
MED 121	Medical Terminology I	3	0	0	0	3
MED 122	Medical Terminology II	3	0	0	0	3
OST 148	Medical Insurance & Billing	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
OST 247	Procedural Coding	2	2	0	0	3
OST 248	Diagnostic Coding	2	2	0	0	3
<b>TOTALS</b>		<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>18</b>

**CERTIFICATE TOTAL** 18

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/MedicalOfficeAdministration-MedicalInsuranceCodingCertificate.html>



# OFFICE ADMINISTRATION

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.

## **Student Learning Outcomes:**

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

## **OFFICE ADMINISTRATION A.A.S. Degree (A25370)**

### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ACC 120	Prin of Financial Accounting	3	2	0	0	4
CIS 110	Introduction to Computers <i>or</i>	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
OST 130	Comprehensive Keyboarding	2	2	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>12/13</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>16/17</b>

### **SPRING SEMESTER 1**

ACC 150	Acct Software Application	1	2	0	0	2
CTS 130	Spreadsheet	2	2	0	0	3
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Office Editing	3	0	0	0	3
	Social/Behavioral Science Elective	3	0	0	0	3
	<b>TOTALS</b>	<b>14</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>17</b>

### **FALL SEMESTER 2**

BUS 121	Business Math	2	2	0	0	3
MAT 110	Math Measurement and Literacy	2	2	0	0	3
MKT 223	Customer Service	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
OST 286	Professional Development	3	0	0	0	3
	<b>TOTALS</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>15</b>

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>SPRING SEMESTER 2</b>						
BUS 152	Human Relations	3	0	0	0	3
BUS 153	Human Resource Management	3	0	0	0	3
BUS 260	Business Communication	3	0	0	0	3
CTS 287	Emerging Technologies	3	0	0	0	3
OST 289	Office Admin Capstone	2	2	0	0	3
WBL 112	Work-Based Learning II	0	0	0	20	2
	<b>TOTALS</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>20</b>	<b>17</b>

### **PROGRAM TOTAL**

**65/66**

## **Choose One Subject Area**

### **Customer Service**

**BUS 260**

**MKT 223**

**OST 286**

### **Office Finance**

**ACC 150**

**ACC 120**

**BUS 121**



**OFFICE ADMINISTRATION  
Diploma Program (D25370)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills	0	2	0	0	1
ACC 120	Prin of Financial Accounting	3	2	0	0	4
CIS 110	Introduction to Computers <i>or</i>	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
OST 130	Comprehensive Keyboarding	2	2	0	0	3
<b>TOTALS</b>		<b>9/10</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>13/14</b>
<b>SPRING SEMESTER 1</b>						
ACC 150	Acct Software Application	1	2	0	0	2
ENG 115	Oral Communication <i>or</i>					
COM 231	Public Speaking	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Office Editing	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>FALL SEMESTER 2</b>						
MKT 223	Customer Service	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
OST 286	Professional Development	3	0	0	0	3
<b>TOTALS</b>		<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>SPRING SEMESTER 2</b>						
BUS 153	Human Resources Management	3	0	0	0	3
BUS 260	Business Communication	3	0	0	0	3
CTS 287	Emerging Technologies	3	0	0	0	3
OST 289	Office Admin Capstone	2	2	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>DIPLOMA TOTAL</b>						<b>45/46</b>

**OFFICE ADMINISTRATION  
Microsoft Office Certificate (C25370A)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
CIS 110	Introction to Computers (U)	2	2	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Office Editing	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

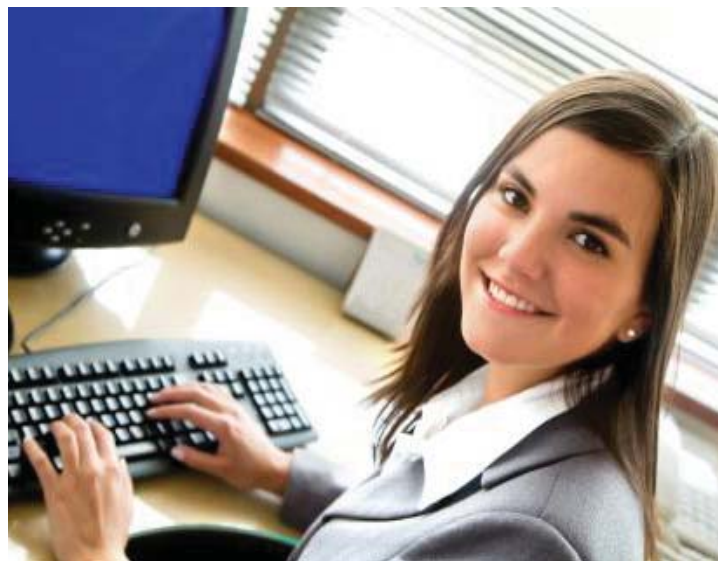
**OFFICE ADMINISTRATION  
Office Finance Support Certificate (C25370B)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
ACC 120	Prin of Financial Accounting	3	2	0	0	4
ACC 150	Acct Software Appl	1	2	0	0	2
OST 136	Word Processing	2	2	0	0	3
OST 164	Office Editing	3	0	0	0	3
<b>TOTALS</b>		<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>CERTIFICATE TOTAL</b>						<b>12</b>

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/OfficeAdministrationDiploma.html>



# PHYSICAL THERAPIST ASSISTANT

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

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

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

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

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

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

## **PHASE 1**

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

## PHASE II

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

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

### Academic Points

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

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

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

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

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

### Interview Point

The interview is worth a possible 15 points.

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

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

## PHASE III

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

- ◆ Applicants may be placed on the waiting list pending review of end-of-semester transcripts or other reasons to be determined by the program faculty and will be reevaluated for admission by fall registration with this process on-going as needed.
- ◆ If two or more applicants are tied and sufficient positions are not available to admit all of those applicants to the program, the Admissions/Retention Committee will make the final decision as to the ranking and acceptance. The Physical Therapist Assistant Program will admit up to a maximum of 24 applicants each Fall Semester. Applicants will be informed by letter as to their standing beginning April 1.

## **PHASE IV**

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

## **PHASE V**

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

## **ACADEMIC STANDING AND GRADING**

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

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

The grading scale for this program is as follows:

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

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

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

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

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

Students must take courses in the designated sequence.

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

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

### **GRADING OF CLINICAL EVALUATIONS**

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

Clinical Grading Scale:

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

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

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

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

1. Meet the current admission criteria required of all applicants to the Physical Therapist Assistant Program.
2. Students not actively enrolled in the Physical Therapist Assistant Program in the 12 months prior to the first day of the semester (elapsed time out of program > 12 months) must apply for **READMISSION** to the program. This may be done by notifying the program director in writing of your intent to re-apply, including the reasons for withdrawal or dismissal, reasons for re-application, and detailing the change of circumstances that will lead to a better result this time, and updating your application in the Registrar’s Office. Because information in any allied health field changes so quickly, students absent from the program for more than 12 months will be required to re-take all program specific courses (PTA prefixes). Readmission into the program is competitive, not guaranteed, and is limited by the number of slots available. Students should be aware that no financial aid will be available to pay for re-taking courses in which the student has previously earned a grade of “A”, “B”, or “C.” In addition, students must submit transcripts of work completed in the interim, and submit an updated medical history form. Students should be aware that they may need to update their CPR certification and/or TB test. This should be done before re-application as this information is required for placement in clinical rotations.
3. Students dismissed or withdrawn from the program within the previous 12 months (elapsed time out of program < 12 months) must apply for **RE-ENTRY** to the program. This may be done by notifying the program director in writing of your intent to re-apply, including the reasons for withdrawal or dismissal, reasons for re-application, and detailing the change of circumstances that will lead to a better result this time, and updating the application in the Registrar’s Office. Re-entry into the program is competitive, not guaranteed, and is limited by the number of slots available. If selected for re-entry to the pro-

gram the student will start with the classes in which the withdrawal or academic deficiency occurred and any required remediation of courses taken previously. Remediation of any deficiency, including deficiencies noted by clinical instructors in clinical rotations, must be completed for graduation from the program. In order to clearly define these requirements a written plan of remediation will be drawn up for the student which may include any of the following: self-directed study, practical examinations, and/or re-taking specific courses. This plan will be signed by the student and the program director and will be kept in the student's program file, with a copy sent to the Registrar's office to be kept in the student's permanent file. Re-entry students who left the program as a result of unsatisfactory academic/clinical performance will re-enter the program if admitted on probation and will remain on probation for the following semester. In addition, students must submit transcripts of work completed in the interim and submit an updated medical history form. Students should be aware that they may need to update their CPR certification and/or TB test. This should be done before re-application as this information is required for placement in clinical rotations.

4. Having met all the pertinent requirements as stated above, the readmission or re-entry student will be scheduled for an interview with the program director. Because of restricted space in the incoming class for each year, the number of readmission or re-entry students will be limited to no more than 10 percent of the students starting each fall.

### PHYSICAL THERAPIST ASSISTANT A.A.S. Degree (A45620)

#### Suggested Sequence of Courses

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

# SCHOOL-AGE EDUCATION

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

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

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

## **Student Learning Outcomes:**

- ◆ Demonstrate professional traits expected in school-age education.
- ◆ Plan, develop, and implement a developmentally/culturally appropriate (DCAP) lesson plan which includes an activity for school-age children.
- ◆ Develop a rubric, checklist, and/or rating scale for use with an activity for school-age children.

## **SCHOOL-AGE EDUCATION**

### **A.A.S. Degree (A55440)**

#### *Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit	Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>							<b>SPRING SEMESTER 2</b>						
ACA 115	Success and Study Skills <i>or</i>						EDU 285	Internship Exp-School Age	1	9	0	0	4
ACA 122	College Transfer Success	0	2	0	0	1	EDU 289	Adv Issues/School Age	2	0	0	0	2
EDU 131	Children, Family & Community	3	0	0	0	3		Biological Science Elective	3	3	0	0	4
EDU 144	Child Development I	3	0	0	0	3		EDU Elective	3	0	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	0	3	<b>TOTALS</b>		<b>9</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>13</b>
ENG 111	Writing and Inquiry	3	0	0	0	3	<b>PROGRAM TOTAL</b>						<b>66</b>
PSY 150	General Psychology	3	0	0	0	3							
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>							
<b>SPRING SEMESTER 1</b>													
EDU 145	Child Development II	3	0	0	0	3							
EDU 163	Classroom Mgt & Instruct	3	0	0	0	3							
EDU 216	Foundations in Education	4	0	0	0	4							
EDU 271	Educational Technology	2	2	0	0	3							
ENG 112	Writing/Research in the Disc <i>or</i>												
ENG 114	Prof Research & Reporting	3	0	0	0	3							
MAT 143	Quantitative Literacy	2	2	0	0	3							
<b>TOTALS</b>		<b>17</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>19</b>							
<b>FALL SEMESTER 2</b>													
EDU 151	Creative Activities	3	0	0	0	3							
EDU 221	Children with Exceptionalities	3	0	0	0	3							
EDU 259	Curriculum Planning	3	0	0	0	3							
	Humanities Elective	3	0	0	0	3							
	Social/Behavioral Science	3	0	0	0	3							
<b>TOTALS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>							



**SCHOOL-AGE EDUCATION  
Diploma Program (D55440)**

*Suggested Sequence of Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
<b>FALL SEMESTER 1</b>						
ACA 115	Success and Study Skills <i>or</i>					
ACA 122	College Transfer Success	0	2	0	0	1
EDU 144	Child Development I	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
<b>TOTALS</b>		<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>SPRING SEMESTER 1</b>						
EDU 145	Child Development II	3	0	0	0	3
EDU 163	Classroom Mgt & Instruct	3	0	0	0	3
EDU 216	Foundations in Education	4	0	0	0	3
EDU 271	Educational Technology	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
<b>TOTALS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>FALL SEMESTER 2</b>						
EDU 118	Princ and Prac of Inst Asst	3	0	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 285	Internship Exp-School Age	1	9	0	0	4
<b>TOTALS</b>		<b>7</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>DIPLOMA TOTAL</b>						<b>38</b>

**SCHOOL-AGE EDUCATION  
Certificate Program (C55440)**

*Required Courses*

Prefix	Course Title	Class	Lab	Clinic	Work	Credit
EDU 145	Child Development II	3	0	0	0	3
EDU 163	Classroom Mgt & Instruct	3	0	0	0	3
EDU 216	Foundations in Education	3	0	0	0	3
EDU 271	Educational Technology	2	2	0	0	3
<b>TOTALS</b>		<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>DIPLOMA TOTAL</b>						<b>12</b>

*Gainful Employment information is available at...*

<http://www.martincc.edu/sites/default/files/School-AgeEducationDiploma.html>





# COLLEGE TRANSFER

## ASSOCIATE IN ARTS/ASSOCIATE IN SCIENCE DEGREE

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

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

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

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

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

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

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

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

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

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

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

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

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

- a. The CAA enables North Carolina community college graduates of two-year AA and AS degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
- b. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.
- c. A student who completes the AA or AS degree prior to transfer to a UNC institution will have fulfilled the UNC institution’s lower-division general education requirements.

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

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

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

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

<b>English Composition - 6 Credits</b>	ENG 111 (3)	ENG 112 (3)		
<b>Humanities/Fine Arts - 9 Credits</b>	ART 111 (3) COM 231 (3)	ENG 231 (3) ENG 232 (3)	MUS 110 (3) PHI 215 (3)	PHI 240 (3)
<b>Social/Behav. Sciences - 9 Credits</b>	ECO 251 (3) ECO 252 (3)	HIS 131 (3) HIS 132 (3)	POL 120 (3) PSY 150 (3)	SOC 210 (3)
<b>Math - 3 - 4 Credits</b>	MAT 143 (3)	MAT 152 (4)	MAT 171 (4)	
<b>Natural Sciences - 4 Credits</b>	BIO 110 (4)	BIO 111 (4)	CHM 151 (4)	

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

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

**OTHER REQUIRED HOURS. 15 SHC.**

ACA 122 (1) Required

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

**TOTAL HOURS: 60-61 SHC**

**ASSOCIATE IN ARTS**

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

*Suggested Sequence of Courses*

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

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

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

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

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

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

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

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

ACA 122 (1) Required

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

**TOTAL HOURS: 60 - 61 SHC**

**ASSOCIATE IN SCIENCE****A.S. Degree (A10400)***Suggested Sequence of Courses*

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

# GENERAL EDUCATION

## ASSOCIATE IN GENERAL EDUCATION DEGREE

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

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

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

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

### I. GENERAL GRADUATION REQUIREMENTS

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

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

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

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

<b>Communications - 6 Hours Required</b>	ENG 111 (3)	ENG 112 (3)		
<b>Humanities/Fine Arts - 3 Hours Required</b>	ART 111 (3)	ENG 242 (3)	HUM 122 (3)	PHI 240 (3)
	COM 231 (3)	ENG 243 (3)	HUM 160 (3)	REL 110 (3)
	ENG 231 (3)	HUM 110 (3)	HUM 211 (3)	REL 211 (3)
	ENG 232 (3)	HUM 115 (3)	HUM 212 (3)	REL 212 (3)
	ENG 233 (3)	HUM 120 (3)	MUS 110 (3)	SPA 111 (3)
	ENG 241 (3)	HUM 121(3)	PHI 215 (3)	SPA 112 (3)
<b>Social/Behav. Sciences - 3 Hours Required</b>	ECO 251 (3)	HIS 112 (3)	HIS 132 (3)	SOC 210 (3)
	ECO 252 (3)	HIS 121 (3)	POL 120 (3)	SOC 213 (3)
	GEO 111 (3)	HIS 122 (3)	PSY 150 (3)	SOC 220 (3)
	HIS 111 (3)	HIS 131 (3)	PSY 241 (3)	
<b>Natural Science/Math - 3 Hours Required</b>	BIO 110 (4)	CHM 131 (3)	CIS 115 (3)	MAT 161 (3)
	BIO 111 (4)	CHM 131A (1)	MAT 141 (3)	MAT 171 (4)
	BIO 112 (4)	CHM 132 (4)	MAT 142 (3)	MAT 172 (4)
	BIO 140 (3)	CHM 151 (3)	MAT 143 (3)	MAT 263 (4)
	BIO 140A (1)	CIS 110 (3)	MAT 151 (3)	MAT 271 (4)



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

ACA 122 (1) Required

Electives (*Select 49 hours*):

ACC 120 (4)	CHM 131 (3)	ENG 243 (3)	HUM 160 (3)	OST 136 (3)
ACC 121 (4)	CHM 131A (1)	GEO 110 (3)	HUM 211 (3)	OST 184 (3)
ART 111 (3)	CHM 132 (4)	GEO 111 (3)	HUM 212 (3)	PED 110 (2)
BIO 110 (4)	CIS 110 (3)	HEA 110 (3)	MAT 141 (3)	PED 120 (1)
BIO 111 (4)	CIS 115 (3)	HEA 112 (2)	MAT 142 (3)	PED 187 (1)
BIO 112 (4)	COM 231 (3)	HIS 111 (3)	MAT 151 (3)	POL 120 (3)
BIO 140 (3)	ECO 251 (3)	HIS 112 (3)	MAT 161 (3)	PSY 150 (3)
BIO 140A (1)	ECO 252 (3)	HIS 121 (3)	MAT 263 (3)	PSY 241 (3)
BIO 163 (5)	EDU 216 (4)	HIS 122 (3)	MAT 272 (4)	PSY 243 (3)
BIO 168 (4)	EDU 221 (3)	HIS 131 (3)	MAT 273 (4)	REL 110 (3)
BIO 169 (4)	ENG 113 (3)	HIS 132 (3)	MED 118 (2)	REL 211 (3)
BIO 275 (4)	ENG 114 (3)	HIS 221 (3)	MED 121 (3)	REL 212 (3)
BIO 280 (3)	ENG 231 (3)	HUM 110 (3)	MED 122 (3)	SOC 210 (3)
BUS 110 (3)	ENG 232 (3)	HUM 115 (3)	MED 130 (2)	SOC 213 (3)
BUS 115 (3)	ENG 233 (3)	HUM 120 (3)	MED 138 (2)	SOC 220 (3)
BUS 137 (3)	ENG 241 (3)	HUM 121 (3)	MED 232 (2)	SPA 111 (3)
BUS 228 (3)	ENG 242 (3)	HUM 122 (3)	MUS 110 (3)	SPA 112 (3)

**TOTAL HOURS: 65 SHC**

## ASSOCIATE IN GENERAL EDUCATION

### A.G.E. Degree (A10300)

*Suggested Sequence of Courses*

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



# CAREER AND COLLEGE PROMISE



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

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

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

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

**Technical Careers** – Career Technical Education Pathways (CTE) allow students to earn tuition-free course credits toward a certificate or diploma in a technical career (aligned with a high school career cluster).

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

## CCP Program Qualifications

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

**College Transfer Pathway**

- Must be a high school junior or senior
- Have a weighted GPA of 3.0 or higher on high school courses
- Demonstrate college readiness in English, reading, and mathematics on an assessment or placement test or meet provisional status\*

\*To be considered for provisional status, the following criteria must be met:

- Must have a cumulative weighted GPA of 3.5 or higher
- Must have completed two years of high school English with a grade of “C” or better
- Must have completed high school Algebra II or Math III (or higher level) with a grade of “C” or better
- Obtain written approval of the high school principal or designee
- Obtain written approval of the community college president or designee

In order to no longer be considered provisional, the student must successfully complete ENG 111 and MAT 171 with a grade of “C” or better.

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

- Must be a high school junior or senior (\*see MCC catalog for details regarding freshman & sophomore enrollment)
- Have a weighted GPA of 3.0 or higher on high school courses or have the recommendation of the high school principal (or designee)
- Have received career pathway information outlining program requirements for completion of the certificate or diploma

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

- Must be enrolled in an approved Cooperative Innovative High School

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

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

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

## **Textbooks**

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

## **Expectations of Students**

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

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

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

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

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

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

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

# Career and College Promise

## College Transfer Pathways/Career Technical Education Pathways

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

### College Transfer Pathways

Associate in Arts Transfer Pathway	P1012C *for traditional high school students
Associate in Science Transfer Pathway	P1042C *for traditional high school students
Associate in Arts	A10100 *for innovative/early college high school students
Associate in Science	A10400 *for innovative/early college high school students

### Career Technical Education Pathways

Accounting & Finance Certificate Pathway	C25800P
Air Conditioning, Heating, & Refrigeration Technology – Heat Pump Certificate Pathway	C35100P1
Air Conditioning, Heating, & Refrigeration Technology – Refrigeration Certificate Pathway	C35100P2
Automotive Systems Technology Certificate Pathway	C60160P
Business Administration Diploma Pathway	D25120P
Cosmetology Certificate Pathway	C55140P
Criminal Justice Technology – Public Safety Cadet Program Pathway	C55180P
Early Childhood Education Certificate Pathway	C55220P
Electrical Systems Technology—Residential/Commercial Electrical Tech. I	C35130P1
Electrical Systems Technology—Industrial Electrical Tech. I	C35130P2
Equine Training Technology Diploma Pathway	D15190P
Industrial Systems Technology Diploma Pathway	D50240P
Industrial Systems Technology – Welding Technology Certificate Pathway	C50240P1
Industrial Systems Technology – Facility Maintenance Technology Certificate Pathway	C50240P2
Information Technology Diploma Pathway	D25590P
Information Technology – IT Foundations Certificate Pathway	C25590P1
Information Technology – Windows OS Certificate Pathway	C25590P2
Medical Assisting Certificate Pathway	C45400P
Medical Office Administration Certificate Pathway	C25310P
Office Administration Certificate Pathway	C25370P
School-Age Education Certificate Pathway	C55440P

**College Transfer Pathway**  
**Associate in Arts Transfer Pathway**  
**P1012C**  
**For traditional high school students**

The Associate in Arts Transfer Pathway is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

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

Preq = prerequisite required

**General Education Requirements = 32 SHC**

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

**English Composition**

ENG 111	Writing & Inquiry	3 SHC	Preq – appropriate score on placement test
ENG 112	Writing/Research in the Disciplines	3 SHC	Preq - ENG 111

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

**Communications/Humanities/Fine Arts**

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

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

**Social/Behavioral Sciences**

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

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

**Math**

MAT 143	Quantitative Literacy	3 SHC	Preq – appropriate score on placement test
MAT 152	Statistical Methods I	4 SHC	Preq – appropriate score on placement test
MAT 171	Precalculus Algebra	4 SHC	Preq – appropriate score on placement test

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

**Natural Sciences**

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

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

**Academic Transition**

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

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

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



**College Transfer Pathway**  
**Associate in Science Transfer Pathway**  
**P1042C**  
**For traditional high school students**

The Associate in Science Transfer Pathway is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

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

Preq = prerequisite required

**General Education Requirements = 34 SHC**

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

**English Composition**

ENG 111 Writing & Inquiry	3 SHC	Preq – appropriate score on placement test
ENG 112 Writing/Research in the Disciplines	3 SHC	Preq - ENG 111

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

**Communications/Humanities/Fine Arts**

ART 111	Art Appreciation	3 SHC	Preq – none
COM 231	Public Speaking	3 SHC	Preq – ENG 111
ENG 231	American Literature I	3 SHC	Preq – ENG 112
ENG 232	American Literature II	3 SHC	Preq – ENG 112
ENG 241	British Literature I	3 SHC	Preq – ENG 112
ENG 242	British Literature II	3 SHC	Preq – ENG 112
MUS 110	Music Appreciation	3 SHC	Preq – none
PHI 240	Introduction to Ethics	3 SHC	Preq – ENG 111

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

**Social/Behavioral Sciences**

ECO 25	Principles of Microeconomics	3 SHC	Preq – none
ECO 252	Principles of Macroeconomics	3 SHC	Preq – none
HIS 131	American History I	3 SHC	Preq – none
HIS 132	American History II	3 SHC	Preq – none
POL 120	American Government	3 SHC	Preq – none
PSY 150	General Psychology	3 SHC	Preq – appropriate score on placement test
SOC 210	Introduction to Sociology	3 SHC	Preq – appropriate score on placement test

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

**Math**

MAT 171	Precalculus Algebra	4 SHC	Preq – appropriate score on placement test
MAT 172	Precalculus Trigonometry	4 SHC	Preq – MAT 171
MAT 263	Brief Calculus	4 SHC	Preq – MAT 171
MAT 271	Calculus I	4 SHC	Preq – MAT 172
MAT 272	Calculus II	4 SHC	Preq – MAT 271

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

**Natural Sciences**

BIO 111	General Biology I	4 SHC	Preq – none <u>AND</u>
BIO 112	General Biology II	4 SHC	Preq – BIO 111
<b><u>OR</u></b>			
CHM 151	General Chemistry I	4 SHC	Preq – none <u>AND</u>
CHM 152	General Chemistry II	4 SHC	Preq – CHM 151

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

**Academic Transition**

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

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

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

## College Transfer Pathway

### Associate in Arts

#### A10100

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

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

The AA degree program of study is structured into:

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

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

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

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

#### Associate in Arts

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

##### **English Composition – 6 SHC**

ENG 111 (3 SHC)      ENG 112 (3 SHC)

##### **Humanities/Fine Arts – 9 SHC**

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

##### **Social/Behavioral Sciences – 9 SHC**

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

##### **Math – 3-4 SHC**

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

##### **Natural Sciences – 4 SHC**

BIO 110 (4 SHC)      BIO 111 (4 SHC)      CHM 151 (4 SHC)

**Additional General Education Component: 13-14 SHC**

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

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

**Other Required Hours: 15 SHC**

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

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

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

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

**College Transfer Pathway**  
**Associate in Science**  
**A10400**  
**For innovative/early college high school students**

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

The AS degree program of study is structured into:

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

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

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

\*See MCC Catalog for prerequisite requirements.

**Associate in Science**

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

**English Composition – 6 SHC**

ENG 111 (3 SHC)      ENG 112 (3 SHC)

**Humanities/Fine Arts – 6 SHC**

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

**Social/Behavioral Sciences – 6 SHC**

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

**Math – 8 SHC**

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

**Natural Sciences – 8 SHC**

BIO 111 (4 SHC) AND  
BIO 112 (4 SHC)

**OR**

CHM 151 (4 SHC) AND  
CHM 152 (4 SHC)

**Additional General Education Component: 11 SHC**

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

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

**Other Required Hours: 15 SHC**

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

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

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

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

**Career Technical Education Pathway  
Accounting & Finance Certificate Pathway  
C25800P**

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business”, accountants assemble and analyze, process, and communicate essential information about financial operations. In addition to coursework in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ACC 120	Principles of Financial Accounting	4 credits	Preq – appropriate score on placement test
ACC 121	Principles of Managerial Accounting	4 credits	Preq – ACC 120
CIS 110	Introduction to Computers	3 credits	Preq – none
BUS 115	Business Law I	3 credits	Preq – none
<b>CCP Certificate Total</b>		<b>14 credits</b>	

**Career Technical Education Pathway  
Air Conditioning, Heating, & Refrigeration Technology - Heat Pump Certificate Pathway  
C35100P1**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

AHR 110	Intro to Refrigeration	5 credits	Preq – none
AHR 111	HVACR Electricity	3 credits	Preq – none
AHR 114	Heat Pump Technology	4 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq - none
<b>CCP Certificate Total</b>		<b>14 credits</b>	

**Career Technical Education Pathway**  
**Air Conditioning, Heating, & Refrigeration Technology - Refrigeration Certificate Pathway**  
**C35100P2**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

AHR 110	Intro to Refrigeration	5 credits	Preq – none
AHR 111	HVACR Electricity	3 credits	Preq – none
AHR 115	Refrigeration Systems	2 credits	Preq – AHR 110
AHR 211	Residential System Design	3 credits	Preq – none
ELC 111	Intro to Electricity	3 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
<b>CCP Certificate Total</b>		<b>18 credits</b>	

**Career Technical Education Pathway**  
**Automotive Systems Technology Certificate Pathway**  
**C60160P**

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians.

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
AUT 181	Engine Performance I	3 credits	Preq – none
TRN 110	Intro to Transport Technology	2 credits	Preq – none
TRN 111	Chassis Maint./Light Repair	4 credits	Preq – none
TRN 120	Basic Transport Electricity	5 credits	Preq – none
<b>CCP Certificate Total</b>		<b>15 credits</b>	



**Career Technical Education Pathway  
Business Administration Diploma Pathway  
D25120P**

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

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

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

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
ACC 120	Principles of Financial Accounting	4 credits	Preq – appropriate score on placement test
BUS 121	Business Math	3 credits	Preq – appropriate score on placement test
ENG 111	Writing & Inquiry	3 credits	Preq – appropriate score on placement test

**Spring Semester 1**

CIS 110	Introduction to Computers	3 credits	Preq – none
ECO 252	Principles of Macroeconomics	3 credits	Preq – none
MAT 110	Math Measurement & Literacy	3 credits	Preq – appropriate score on placement test

**Fall Semester 2**

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

**Spring Semester 2**

BUS 152	Human Relations	3 credits	Preq – none
BUS 153	Human Resource Management	3 credits	Preq – none
BUS 230	Small Business Management	3 credits	Preq – none

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

**Career Technical Education Pathway  
Cosmetology Certificate Pathway  
C55140P**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

COS 111	Cosmetology Concepts I	4 credits	Preq – none; Coreq – COS 112
COS 112	Salon I	8 credits	Preq – none; Coreq – COS 111
COS 113	Cosmetology Concepts II	4 credits	Preq – none; Coreq – COS 114
COS 114	Salon II	8 credits	Preq – none; Coreq – COS 113
COS 115	Cosmetology Concepts III	4 credits	Preq – none; Coreq – COS 116
COS 116	Salon III	4 credits	Preq – none; Coreq – COS 115
COS 224	Trichology & Chemistry	2 credits	Preq—none
<b>CCP Certificate Total</b>		<b>34 credits</b>	

**Career Technical Education Pathway  
Criminal Justice Technology-Public Safety Cadet Program Certificate Pathway  
C55180P**

This program is an introduction to Criminal Justice Technology. This curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored.

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

CJC 111	Intro to Criminal Justice	3 credits	Preq – none
CJC 112	Criminology	3 credits	Preq – none
CJC 221	Investigative Principles	4 credits	Preq – none
CJC 231	Constitutional Law	3 credits	Preq – none
<b>CCP Certificate Total</b>		<b>13 credits</b>	

**Career Technical Education Pathway  
Early Childhood Education Certificate Pathway  
C55220P**

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments.

Student Learning Outcomes:

- Demonstrate professional traits expected in early childhood education (ECE)
- Plan and implement developmentally/culturally appropriate (DCAP) environments and curriculum in early childhood education
- Create and use authentic assessment to guide planning and decision making in early childhood education

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

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

EDU 119	Intro to Early Child Education	4 credits	Preq – none
EDU 131	Child, Family, & Community	3 credits	Preq/Coreq – appropriate score on placement test
EDU 144	Child Development I	3 credits	Preq/Coreq – appropriate score on placement test
EDU 153	Health, Safety, & Nutrition	3 credits	Preq/Coreq – appropriate score on placement test
EDU 234	Infants, Toddler, & Twos	3 credits	Preq-EDU 119, appropriate score on placement test
<b>CCP Certificate Total</b>		<b>16 credits</b>	

**Career Technical Education Pathway  
Electrical Systems Technology—Residential/Commercial Electrical Tech I  
C35130P1**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ELC 112	DC/AC Electricity	5 credits	Preq – none
ELC 113	Residential Wiring	4 credits	Preq – none
ELC 118	National Electrical Code	2 credits	Preq – none
ELC 220	Photovoltaic Systems Tech.	3 credits	Preq – none
<b>CCP Certificate Total</b>		<b>14 credits</b>	

**Career Technical Education Pathway**  
**Electrical Systems Technology—Industrial Electrical Tech I**  
**C35130P2**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ELC 112	DC/AC Electricity	5 credits	Preq – none
ELC 113	Residential Wiring	4 credits	Preq – none
ELC 117	Motors and Controls	4 credits	Preq – none
ELC 118	National Electrical Code	2 credits	Preq – none
<b>CCP Certificate Total</b>		<b>15 credits</b>	

**Career Technical Education Pathway  
Equine Training Technology Diploma Pathway  
D15190P**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

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

**Spring Semester 1**

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

**Summer Semester**

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

**Career Technical Education Pathway  
Industrial Systems Technology Diploma Pathway  
D50240P**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

*(Suggested Sequence of Courses)*

**Fall Semester 1**

ACA 115	Success & Study Skills	1 credit	Preq – none
BPR 111	Print Reading	2 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
MEC 111	Machine Processes I	3 credits	Preq – none
MNT 110	Intro to Maintenance Proced.	2 credits	Preq – none
PSY 118	Interpersonal Psychology	3 credits	Preq – none
WLD 111	Oxy-Fuel Welding	2 credits	Preq – none
WLD 212	Inert Gas Welding	2 credits	Preq – none

**Spring Semester 1**

DFT 151	CAD I	3 credits	Preq – none
ENG 111	Writing & Inquiry	3 credits	Preq – appropriate score on placement test
HYD 110	Hydraulics/Pneumatics I	3 credits	Preq – none
MNT 160	Industrial Fabrication	2 credits	Preq – none
WLD 110	Cutting Processes	2 credits	Preq – none
WLD 112	Basic Welding Processes	2 credits	Preq – none

**Fall Semester 2**

ELC 112	DC/AC Electricity	5 credits	Preq – none
<b>CCP Diploma Total</b>		<b>37 credits</b>	

**Career Technical Education Pathway**  
**Industrial Systems Technology - Welding Technology Certificate Pathway**  
**C50240P1**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

BPR 111	Print Reading	2 credits	Preq – none
ISC 112	Industrial Safety	2 credits	Preq – none
WLD 110	Cutting Processes	2 credits	Preq – none
WLD 111	Oxy-Fuel Welding	2 credits	Preq – none
WLD 112	Basic Welding Processes	2 credits	Preq – none
WLD 212	Inert Gas Welding	2 credits	Preq – none
<b>CCP Certificate Total</b>		<b>12 credits</b>	

**Career Technical Education Pathway**  
**Industrial Systems Technology - Facility Maintenance Technology Certificate Pathway**  
**C50240P2**

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

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ELC 112	DC/AC Electricity	5 credits	Preq – none
HYD 110	Hydraulics & Pneumatics	3 credits	Preq – none
MEC 111	Machine Processes I	3 credits	Preq – none
MNT 110	Intro to Maintenance Proced.	2 credits	Preq – none
MNT 160	Industrial Fabrication	2 credits	Preq – none
<b>CCP Certificate Total</b>		<b>15 credits</b>	

**Career Technical Education Pathway  
Information Technology Diploma Pathway  
D25590P**

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

Student Learning Outcomes:

- Identify and troubleshoot appropriate computer equipment, operating systems, software, security risks
- Build a small local area network using network devices
- Demonstrate the ability to utilize operating systems, hardware, and software to plan, design, and/or create various application tasks as needed to input, process, and manipulate data

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

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CCT 110	Intro to Cyber Crime	3 credits	Preq – none
CIS 110	Introduction to Computers	3 credits	Preq – none
CIS 115	Intro to Program & Logic	3 credits	Preq – appropriate score on placement test
COM 231	Public Speaking	3 credits	Preq – ENG 111
CTI 110	Web, Pgm, & DB Foundation	3 credits	Preq – none
CTS 115	Info Sys Business Concepts	3 credits	Preq – none
CTS 120	Hardware/Software Support	3 credits	Preq – CIS 110
DBA 110	Database Concepts	3 credits	Preq – none
ENG 111	Writing & Inquiry	3 credits	Preq – appropriate score on placement test
NOS 110	Operating Systems Concepts	3 credits	Preq – none
NOS 130	Windows Single User	3 credits	Preq – NOS 110
NOS 230	Windows Admin I	3 credits	Preq – none
SEC 110	Security Concepts	3 credits	Preq – none
SEC 150	Secure Communications	3 credits	Preq – none
<b>CCP Diploma Total</b>		<b>43 credits</b>	



**Career Technical Education Pathway**  
**Information Technology - IT Foundations Certificate Pathway**  
**C25590P1**

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

Student Learning Outcomes:

- Identify and troubleshoot appropriate computer equipment, operating systems, software, security risks
- Build a small local area network using network devices
- Demonstrate the ability to utilize operating systems, hardware, and software to plan, design, and/or create various application tasks as needed to input, process, and manipulate data

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

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CIS 110	Introduction to Computers	3 credits	Preq – none
CTI 110	Web, Pgm, & DB Foundation	3 credits	Preq – none
CTS 115	Info Sys Business Concepts	3 credits	Preq – none
CTS 120	Hardware/Software Support	3 credits	Preq – CIS 110
<b>CCP Certificate Total</b>		<b>13 credits</b>	

**Career Technical Education Pathway**  
**Information Technology - Windows OS Certificate Pathway**  
**C25590P2**

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

Student Learning Outcomes:

- Identify and troubleshoot appropriate computer equipment, operating systems, software, security risks
- Build a small local area network, using network devices
- Demonstrate the ability to utilize operating systems, hardware and software to plan, design, and/or create various application tasks as needed to input, process, and manipulate data

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

Preq = prerequisite required

**Required Courses:**

ACA 122	College Transfer Success	1 credit	Preq – none
CTI 120	Network & Security Foundation	3 credits	Preq – none
NOS 110	Operating Systems Concepts	3 credits	Preq – none
NOS 130	Windows Single User	3 credits	Preq – NOS 110
NOS 230	Windows Admin I	3 credits	Preq – none
<b>CCP Certificate Total</b>		<b>13 credits</b>	

**Career Technical Education Pathway  
Medical Assisting Certificate Pathway  
C45400P**

The Medical Assisting curriculum prepares multi-skilled healthcare professionals to perform administrative, clinical, and laboratory procedures. Employment opportunities include physician's offices, health maintenance organizations, health departments, and hospitals.

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
MED 110	Orientation to Med Assist	1 credit	Preq – none
MED 118	Medical Law & Ethics	2 credits	Preq – none
MED 121	Medical Terminology I	3 credits	Preq – none
MED 122	Medical Terminology II	3 credits	Preq – MED 121
MED 130	Admin Office Procedures I	2 credits	Preq – none
MED 131	Admin Office Procedures II	2 credits	Preq – MED 130
<b>CCP Certificate Total</b>		<b>14 credits</b>	

**Career Technical Education Pathway  
Medical Office Administration Certificate Pathway  
C25310P**

The Medical Office Administration curriculum teaches students administrative and support functions to prepare them for employment in medical and other healthcare-related offices.

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CIS 111	Basic PC Literacy	2 credits	Preq – none
MED 121	Medical Terminology I	3 credits	Preq – none
MED 122	Medical Terminology II	3 credits	Preq – MED 121
OST 130	Comprehensive Keyboarding	3 credits	Preq – none
OST 148	Medical Insurance & Billing	3 credits	Preq – none
OST 149	Medical Legal Issues	3 credits	Preq – none
<b>CCP Certificate Total</b>		<b>18 credits</b>	

**Career Technical Education Pathway  
Office Administration Certificate Pathway  
C25370P**

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.

Student Learning Outcomes:

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

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

Preq = prerequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
CIS 110	Intro. to Computers	3 credits	Preq – none
OST 136	Word Processing	3 credits	Preq – none
OST 164	Office Editing	3 credits	Preq – none
OST 184	Records Management	3 credits	Preq – none
<b>CCP Certificate Total</b>		<b>13 credits</b>	

**Career Technical Education Pathway  
School-Age Education Certificate Pathway  
C55440P**

This curriculum prepares individuals to work with children 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.

Student Learning Outcomes:

- Demonstrate professional traits expected in school-age education.
- Plan, develop, and implement developmentally/culturally appropriate (DCAP) lesson plan which includes an activity for school-age children.
- Develop a rubric, checklist, and/or rating scale for use with an activity for school-age children.

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

Preq = prerequisite required

Coreq = corequisite required

**Required Courses:**

ACA 115	Success & Study Skills	1 credit	Preq – none
EDU 131	Child, Family, & Community	3 credits	Preq/Coreq – appropriate score on placement test
EDU 145	Child Development II	3 credits	Preq/Coreq – appropriate score on placement test
EDU 163	Classroom Manag. & Instruct.	3 credits	Preq/Coreq – appropriate score on placement test
EDU 216	Foundations of Education	3 credits	Prereq—appropriate score on placement test
EDU 289	Adv. Issues/School-age	2 credits	Prereq—appropriate score on placement test
<b>CCP Certificate Total</b>		<b>15 credits</b>	

# CONTINUING EDUCATION

## DIVISION OF CONTINUING EDUCATION

The underlying philosophy of the Division of Continuing Education is that learning is a lifelong process. Education does not stop with the completion of formal schooling, but continues throughout life. The Division of Continuing Education offers classes to address the lifelong learning needs of the adult population in the service area.

In keeping with the Philosophy, Mission, and Goals of the College, the Division of Continuing Education delivers non-credit classes to the general public, government agencies, and business and industry. The Division of Continuing Education strives to meet the needs of the community at large by offering both professional and personal interest classes and may design or develop classes to meet specific needs.

Any adult 18 years of age or older, a high school graduate, or an individual between the ages of 16 and 18 who has officially withdrawn from high school is eligible to enroll in continuing education classes. High school students, 16 or older, are permitted to enroll under the dual enrollment policy with approval from the appropriate school officials.

The Division of Continuing Education provides learning opportunities in the following areas:

- \* **BASIC SKILLS**
  - ~ Adult Basic Education (ABE)
  - ~ High School Equivalency (HSE)
  - ~ Basic Life Skills
- \* **SPECIAL CLASSES**
  - ~ Workforce Education
  - ~ English as a Second Language (ESL)
  - ~ Community Services Classes
- \* **HUMAN RESOURCES DEVELOPMENT (HRD)**
  - ~ Personal Development Classes
  - ~ Job Seeking Classes
  - ~ Technology Awareness Classes
  - ~ Working Smart Classes
  - ~ Human Services Exploration Classes
  - ~ Career Pathways Classes
  - ~ Economic Literacy Classes
- \* **EXTENSION COURSES**
  - ~ Occupational Courses
  - ~ Community Service Courses
  - ~ Self-Supporting Courses
- \* **PUBLIC SAFETY**
  - ~ Fire/Rescue Training
  - ~ Emergency Medical Services Training
  - ~ Law Enforcement Training
- \* **BUSINESS & INDUSTRY**
  - ~ Specialized Training for Business and Industry
  - ~ Business and Industry Customized Training Program
- \* **HEALTH CARE**
  - ~ NA I, NA II, NAI Refresher, NA II Competency Assessment
  - ~ Phlebotomy
  - ~ Medication Aide, MEDAIDE for Long Term Care, MEDAIDE for Adult Care Homes
  - ~ Pharmacy Technician
  - ~ Healthcare Billing & Coding (Hybrid)
  - ~ Activity Director
  - ~ (Basic) Medical Terminology (Online)

Courses are offered at the Williamston campus, Bertie Campus, and other community sites in Martin and Bertie Counties.

Schedules are published prior to the start of each semester. Because of demand, some courses and services are offered on a continuing basis. However, the Division has the flexibility to offer courses on request that are customized to meet the needs of individuals, groups, industry, or other community service agencies. Visit our website at [www.martincc.edu](http://www.martincc.edu).

Express your interest by contacting the Division of Continuing Education at (252) 789-0248. For classes at the Bertie Campus call (252) 794-4861.

## GENERAL INFORMATION

### ADMISSION

Any adult 18 years of age or older or an individual between the ages of 16 and 18 who has officially withdrawn from high school is eligible to enroll in Continuing Education courses.

High school students, 16 or older, are permitted to enroll under the dual enrollment policy with approval from the appropriate school officials. Contact your local school counselor for additional information.

### FEES

Fees for occupational classes vary according to the length of the class (1-24 hours, \$70.00; 25-50 hours, \$125.00; 51+ hours, \$180.00). Fees for self-supporting classes are determined by the content, number of students, and length of each class.

HRD classes are under the same fee structure as occupational classes. However, some individuals enrolling in HRD classes may qualify for a fee waiver. (If unemployed; received notice of pending layoff; working and eligible for Federal Earned Income Tax Credit; or working and earning wages at or below 200% of the federal poverty lines).

No fees are required for Basic Skills classes. Students may register to take the GED® and pay any required fees directly through the GED® Testing Service website, rather than through the college.

Volunteer firemen, local fire department personnel, volunteer and local rescue and lifesaving department personnel, and local law enforcement officers are exempt from paying a registration fee when enrolling in work-related training programs.

Elementary and secondary school employees are exempt from paying a registration fee when enrolling in First-Aid or CPR courses.

Fees are subject to change.

### REFUND POLICY FOR OCCUPATIONAL CLASSES

To comply with Title 23 of the North Carolina Administrative Code 2D.0203 (d) and to enhance uniformity of the Occupational Extension Refund Policy, a refund will not be made except under the following circumstances:

1. A 75% refund shall be made upon the request of the student if the student officially withdraws from the class(es) prior to or at the official 10% point of the class(es). Requests for refunds will not be considered after the 10% point.
2. For classes beginning at times other than at the beginning of the semester, applicable provisions as noted in Subparagraphs (d) (1) and (2) of this rule apply. For contact hour classes, ten calendar days from the first day of the class(es) is the determination date.
3. At the time of official withdrawal under this policy, the College shall notify the student of the right to receive a refund.

To officially withdraw and to determine eligibility for a refund, the student should contact the Continuing Education Office.

### BOOKS AND SUPPLIES

Books and supplies are generally available through the College Bookstore. When classes meet at community centers, the College Bookstore makes it possible for books to be purchased at the community center. Minimal supply fees are required for certain classes. Healthcare students and BLEET students must purchase required uniforms.

**Note:** Textbooks and prices are subject to change based on instructor and publishers' adjustment or substitutions. To contact the MCC Bookstore, call (252) 789-0242.

## **ATTENDANCE**

Students are encouraged to attend all classes. Generally, for a student to be presented an attendance certificate, he/she must attend a minimum of 80 percent of the classes as well as successfully complete the course. Certain classes may exceed this requirement.

## **CANCELLATION**

Martin Community College reserves the right to cancel any course which has insufficient enrollment.

## **INSURANCE**

An accident policy is available to all Continuing Education students at a nominal fee.

## **CONTINUING EDUCATION UNITS (CEUs)**

Continuing Education courses may carry CEU credit. The Continuing Education Unit is a uniform standard of measurement for participation in non-credit Continuing Education courses. One CEU is defined as ten (10) contact hours of participation in an organized Continuing Education experience under appropriate sponsorship, capable direction, and qualified instruction.

Continuing Education Units may be used by individuals who need to verify participation in non-curriculum courses for purposes of required professional certification or recognition for job advancement.

The Division of Continuing Education maintains a permanent record on each student who takes a Continuing Education course. The records are available to students upon request.

## **BASIC SKILLS**

The purpose of the Basic Skills Program at MCC is to provide educational opportunities to individuals 16 years of age or older who are not in school and demonstrate a need to improve their math, reading, English, and/or life skills in order to further their education, earn their (HSE) High School Equivalency Diploma, or to function effectively in society. The Basic Skills Program is offered free of charge to students at all 58 community colleges in North Carolina.

Basic Skills classes are offered in Martin and Bertie Counties. Currently classes in Martin County are held on the MCC campus, Willow Acres, and at the Robersonville Senior Center site. Bertie County classes are held at the Bertie Campus in Windsor.

### ◆ **Adult Basic Education (ABE)**

The Adult Basic Education program provides instruction in reading, writing, and math for adults who need to learn or refresh skills. The instructional plan is a foundation for additional studies.

### ◆ **High School Equivalency (HSE)**

The High School Equivalency Diploma program is designed for persons preparing to take the HSE tests to qualify for a state-issued High School Diploma Equivalency. Individualized study in the areas of reading, science, social studies, writing, and math precedes a pre-test in each area to determine readiness for taking the HSE test battery. Graduates may participate in the annual graduation in May.

### ◆ **Basic Life Skills**

The Basic Life Skills program serves adults 18 years of age and older. Classes focus on seven areas of study: language, math, social studies, community living, consumer economics, health, and vocational education and enables students to develop to their ultimate potential and to achieve some level of independence. The program is offered at the MCC Bertie Campus in Windsor.

### ◆ **English as a Second Language (ESL)**

English as a Second Language is designed for adults who want to learn English language skills necessary to function effectively in an English-speaking environment.



## **SPECIAL CLASSES**

### ◆ **Workforce Education**

Basic Skills classes are customized for specific industry requests. The purpose of the on-site classes is to assist employees in upgrading competencies relating to job performance or personal development.

## **MCC LEARNING CENTER**

The MCC Learning Center located on the Main Campus in Williamston provides classes for those who demonstrate a need for improvement in math, reading, and/or English, and life skills in order to achieve a HSE, further education, or function in society.

## **HUMAN RESOURCES DEVELOPMENT PROGRAM**

The Human Resources Development (HRD) Program mission is to educate and train people in transition and the emerging workforce for success in the workplace. The goal of the HRD Program is three pronged in its purpose: to enhance and develop the student's employability skills; to assist the student in accessing meaningful training and/or employment opportunities and to develop and promote the individual's ability to acquire economic self-sufficiency. HRD core services include instructional training, skill and self assessments and career development activities.

## **EXTENSION COURSES**

### ◆ **Occupational Courses**

Occupational classes consist of single courses, each complete in itself, designed for the specific purpose of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for employment in a new or different field. Examples of occupational classes are Nurse Aide I and II, Auto Mechanics, Basic Law Enforcement Training (BLET), Emergency Medical Technician (EMT), Effective Substitute Teacher Training, Real Estate, Insurance Pre-licensing, Spanish for Professionals, CFC Certification, Vehicle Safety Inspection, and a variety of computer classes.

### ◆ **Self-Supporting Courses**

Self-Supporting courses consist of single courses, each complete in itself, in the academic, practical skills, and designed to appeal to the personal interests of the students who take those classes. Examples of self-supporting classes include Line Dancing, Art, Guitar, Floral Design, and Cake Decorating. **Fees for Self-Supporting Courses:** Fees for Self-Supporting courses are determined by the content, number of students, and length of each class and are paid by all students. No exemptions.

## **PUBLIC SAFETY**

### ◆ **Fire and Rescue Training**

The Fire Service Training program provides training to fire service personnel in the latest techniques and methods of firefighting and rescue. Training sessions may be held in the local communities or on campus.

### ◆ **Emergency Medical Services Training**

The Division of Continuing Education has an important function in providing Emergency Medical Services training to EMS personnel in the area. The College is committed to the concept of Emergency Medical Services and is active on the regional Emergency Medical Services Council and also the Training Committee. In order to assist local rescue squads and hospitals to meet and maintain qualified and proficient manpower, the College offers a variety of specially designed courses.

◆ **Law Enforcement Training**

The Division of Continuing Education offers the Basic Law Enforcement Training (BLET) program accredited by the North Carolina Criminal Justice Training and Standards Commission. This course is mandated as a requirement for potential law enforcement officers. Anyone seeking to become a sworn officer with a law enforcement agency in North Carolina must complete the course in its entirety and pass the state examination. The course is approximately 639 hours in length.

In-service Law Enforcement Training is provided to law enforcement agencies. Courses are specially designed for those engaged in law enforcement activities.

Additional Law Enforcement Training will be provided to law enforcement agencies as scheduled. Training will be at Martin and Bertie Campuses.

## **BUSINESS & INDUSTRY SERVICES**

◆ **Special Training Services to Business and Industry**

Extension classes may be developed by Martin Community College to meet the needs of business and industry and to provide training needed by employed individuals of the area. Because of the flexibility of these programs, courses are tailored to specific group needs.

◆ **Business and Industry Customized Training Program**

The Customized Training Program is available to businesses and industries upon request. The College, in cooperation with the North Carolina Community College System, will design and administer these special training programs for new and existing local businesses and industries.

## **HEALTH CARE SERVICES**

◆ **NAI, NAII, NAI Refresher, NAII Competency Assessment**

The NAI course provides training to individuals seeking entry into health care as basic care providers. The NAII expands on knowledge gained in NAI and trains students to competently perform higher level patient care skills. NAI Refresher prepares the NAI with expired state certification within the last three (3) years to retake the State NAI exam. NAII Competency Assessment prepares the NAII with expired state certification within the last 24 months to demonstrate competency in NAII skills and return to active status on the NAII registry.

◆ **Phlebotomy**

The Phlebotomy program trains students to safely and properly collect and handle blood specimens for diagnostic testing.

◆ **Medication Aide: MED AIDE for Long Term Care, MED AIDE for Adult Care Homes**

The Medication Aide for Long Term Care prepares NAI's to safely administer medications to individuals in skilled nursing homes. Medication Aide for Adult Care Homes prepares students to safely administer medications to individuals living in Adult Care, Assisted Living and Group Homes.

◆ **Pharmacy Technician**

The Pharmacy Technician program prepares students to enter the pharmacy field as an assistant to licensed pharmacists.

◆ **Healthcare Billing and Coding (Hybrid)**

The Healthcare Billing program trains students to correctly code patient information on third-party reimbursement forms used by medical offices and hospitals.

◆ **Activity Director**

The Activity Director course prepares students to organize, conduct and lead recreational activities for clients and residents in Nursing Homes, Assisted Living Homes, Senior Centers and Group Homes.

◆ **(Basic) Medical Terminology (Online)**

The Basic Medical Terminology course is an online course that introduces students to the linguistic terms of health care.

## SPECIAL SERVICES

◆ **Community Services Classes**

Martin Community College sponsors and promotes a number of community service classes. These classes contribute to the cultural, economic, and civic development of the community. The College may also be host to local, state, or national groups that will conduct seminars and conferences on campus. For out-of-town participants, lodging facilities and restaurants are located nearby.

◆ **Career Readiness Certificate (CRC):** The CRC is a portable nationally recognized credential that demonstrates achievement at a certain level of workplace employability skills in Applied Math, Graphic Literacy, and Workplace Documents. The CRC uses the Workkeys System to assess skills in Applied Math, Graphic Literacy, and Workplace Documents; an individual may earn:

- ◆ A Bronze level which signifies that a recipient scored at least a level 3 in each of the three core areas and has the necessary foundational skills for 16% of the jobs in the WorkKeys database.
- ◆ A Silver level which signifies that a recipient scored at least a level 4 in each of the three core areas and has the necessary foundational skills for 67% of the jobs in the WorkKeys database.
- ◆ A Gold level which signifies that a recipient scored at least a level 5 in each of the three core areas and has the necessary foundational skills for 93% of the jobs in the WorkKeys database.
- ◆ A Platinum level which signifies that a recipient scored at least a level 6 in each of the three core areas and has the necessary foundational skills for 99% of the jobs in the WorkKeys database.

Martin Community College offers training using Career Ready 101 for individuals to develop or improve their skills in Applied Math, Graphic Literacy, Workplace Documents, and other WorkKeys assessments.



# COURSE DESCRIPTIONS

	Class	Lab	Clinic	Work	Credit
<b>ACA 115 Success &amp; Study Skills</b>	0	2	0	0	1
Prerequisites: None					
Corequisites: None					
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. Topics include active reading strategies, time management, note taking, test taking, technology, career education, and other strategies for effective learning.					
<b>ACA 122 College Transfer Success</b>	0	2	0	0	1
Prerequisites: None					
Corequisites: None					
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>ACC 120 Principles of Financial Accounting</b>	3	2	0	0	4
Prerequisites: Take All DMA 010, DMA 020, DMA 030, DRE 098					
Corequisites: None					
This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>ACC 121 Principles of Managerial Accounting</b>	3	2	0	0	4
Prerequisites: ACC 120					
Corequisites: None					
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>ACC 129 Individual Income Taxes</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.					

	Class	Lab	Clinic	Work	Credit
<b>ACC 140 Payroll Accounting</b>	1	2	0	0	2
Prerequisites: ACC 115 or ACC 120					
Corequisites: None					
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger 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.					
<b>ACC 150 Accounting Software Applications</b>	1	2	0	0	2
Prerequisites: ACC 115 or ACC 120					
Corequisites: None					
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.					
<b>ACC 220 Intermediate Accounting I</b>	3	2	0	0	4
Prerequisites: ACC 120					
Corequisites: None					
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.					
<b>ACC 225 Cost Accounting</b>	3	0	0	0	3
Prerequisites: ACC 121					
Corequisites: None					
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.					
<b>ACC 269 Audit &amp; Assurance Services</b>	3	0	0	0	3
Prerequisites: ACC 220					
Corequisites: None					
This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance, services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.					
<b>AHR 110 Introduction to Refrigeration</b>	2	6	0	0	5
Prerequisites: None					
Corequisites: None					
This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation					

used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

<b>AHR 111</b>	<b>HVACR Electricity</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

<b>AHR 112</b>	<b>Heating Technology</b>	2	4	0	0	4
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Prerequisites: None

Corequisites: None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

<b>AHR 113</b>	<b>Comfort Cooling</b>	2	4	0	0	4
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Prerequisites: None

Corequisites: None

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

<b>AHR 114</b>	<b>Heat Pump Technology</b>	2	4	0	0	4
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Prerequisites: AHR 110 or AHR 113

Corequisites: None

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

<b>AHR 115</b>	<b>Refrigeration Systems</b>	1	3	0	0	2
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Prerequisites: AHR 110

Corequisites: None

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

<b>AHR 120</b>	<b>HVACR Maintenance</b>	1	3	0	0	2
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Prerequisites: None

Corequisites: None

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive



maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

**AHR 125 HVAC Electronics** 2 2 0 0 3

Prerequisites: Take One: AHR 111, ELC 111, or ELC 112

Corequisites: None

This course introduces the common electronic control components in HVAC systems. Emphasis is placed on identifying electronic components and their functions in HVAC systems and motor-driven control circuits. Upon completion, students should be able to identify components, describe control circuitry and functions, and use test instruments to measure electronic circuit values and identify malfunctions.

**AHR 130 HVAC Controls** 2 2 0 0 3

Prerequisites: Take One: AHR 111, ELC 111, or ELC 112

Corequisites: None

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

**AHR 133 HVAC Servicing** 2 6 0 0 4

Prerequisites: None

Corequisites: AHR 112 or AHR 113

This course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

**AHR 140 All-Weather Systems** 1 3 0 0 2

Prerequisites: AHR 112 or AHR 113

Corequisites: None

This course covers the principles of combination heating and cooling systems including gas-electric, all-electric, and oil-electric systems. Topics include PTACs and package and split-system units. Upon completion, students should be able to understand the systems performance and perform routine maintenance procedures.

**AHR 160 Refrigerant Certification** 1 0 0 0 1

Prerequisites: None

Corequisites: None

This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

**AHR 180 HVACR Customer Relations** 1 0 0 0 1

Prerequisites: None

Corequisites: None

This course introduces common business and customer relation practices that may be encountered in HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer complaints, invoices, telephone communications,

and warranties. Upon completion, students should be able to present themselves to customers in a professional manner, understand how the business operates, complete invoices, and handle complaints.

<b>AHR 210</b>	<b>Residential Building Code</b>	1	2	0	0	2
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Prerequisites: None

Corequisites: None

This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.

<b>AHR 211</b>	<b>Residential System Design</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

<b>AHR 212</b>	<b>Advanced Comfort Systems</b>	2	6	0	0	4
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Prerequisites: AHR 114

Corequisites: None

This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.

<b>AHR 213</b>	<b>HVACR Building Code</b>	1	2	0	0	2
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Prerequisites: None

Corequisites: None

This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.

<b>AHR 215</b>	<b>Commercial HVAC Controls</b>	1	3	0	0	2
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Prerequisites: AHR 111, ELC 111, or ELC 112

Corequisites: None

This course introduces HVAC control systems used in commercial applications. Topics include electric/electronic control systems, pneumatic control systems, DDC temperature sensors, humidity sensors, pressure sensors, wiring, controllers, actuators, and controlled devices. Upon completion, students should be able to verify or correct the performance of common control systems with regard to sequence of operation and safety.

<b>AHR 220</b>	<b>Commercial Building Codes</b>	2	0	0	0	2
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Prerequisites: None

Corequisites: None

This course covers the appropriate sections of the North Carolina State Building Code that govern the installation of commercial comfort, refrigeration, and mechanical systems. Emphasis is placed on using and understanding applications sections of the North Carolina State Building Code. Upon completion, students should be able to use the North Carolina State Building Code to locate information regarding the installation of commercial systems.

**AHR 235 Refrigeration Design** 2 2 0 0 3

Prerequisites: AHR 110

Corequisites: None

This course covers the principles of commercial refrigeration system operation and design. Topics include walk-in coolers, walk-in freezers, system components, load calculations, equipment selection, defrost systems, refrigerant line sizing, and electric controls. Upon completion, students should be able to design, adjust, and perform routine service procedures on a commercial refrigeration system.

**AHR 240 Hydronic Heating** 1 3 0 0 2

Prerequisites: AHR 112

Corequisites: None

This course covers the accepted procedures for proper design, installation, and balance of hydronic heating systems for residential or commercial buildings. Topics include heating equipment; pump, terminal unit, and accessory selection; piping system selection and design; and pipe sizing and troubleshooting. Upon completion, students should be able to assist with the proper design, installation, and balance of typical hydronic systems.

**AHR 245 Chiller Systems** 1 3 0 0 2

Prerequisites: AHR 110

Corequisites: None

This course introduces the fundamentals of liquid chilling equipment. Topics include characteristics of water, principles of water chilling, the chiller, the refrigerant, water and piping circuits, freeze prevention, purging, and equipment flexibility. Upon completion, students should be able to describe the components, controls, and overall operation of liquid chilling equipment and perform basic maintenance tasks.

**AHR 263 Energy Management** 1 3 0 0 2

Prerequisites: AHR 125 or AHR 215

Corequisites: None

This course covers building automation computer programming as currently used in energy management. Topics include night setback, duty cycling, synchronization, schedule optimization, and anticipatory temperature control. Upon completion, students should be able to write programs utilizing the above topics and connect computer systems to HVAC systems.

**ART 111 Art Appreciation** 3 0 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts..*

	Class	Lab	Clinic	Work	Credit
<b>AUT 116 Engine Repair</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.					
<b>AUT 116A Engine Repair Lab</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: AUT 116					
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.					
<b>AUT 141 Suspension &amp; Steering Systems</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust various alignment angles, repair tires, and balance wheels.					
<b>AUT 141A Suspension &amp; Steering Lab</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: AUT 141					
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.					
<b>AUT 151 Brake Systems</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers principles of operation, types, and diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.					
<b>AUT 151A Brake Systems Lab</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: AUT 151					
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.					

	Class	Lab	Clinic	Work	Credit
<b>AUT 181 Engine Performance I</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include and overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.					
<b>AUT 183 Engine Performance II</b>	2	6	0	0	4
Prerequisites: AUT 181					
Corequisites: None					
This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.					
<b>AUT 221 Automatic Transm/Transaxles</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.					
<b>AUT 221A Automatic Transm/Transaxles Lab</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: Take AUT 221					
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.					
<b>AUT 231 Manual Trans/Axles/Drtrains</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.					
<b>AUT 231A Manual Trans/Axles/Drtrains Lab</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: AUT 231					
This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.					

	Class	Lab	Clinic	Work	Credit
<b>AUT 281      Advanced Engine Performance</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.					
<b>BIO 106      Introduction to Anatomy/Physiology/Microbiology</b>	2	2	0	0	3
Prerequisites: Take All DMA 010, DMA 020, DMA 030, and DRE 097					
Corequisites: None					
This course covers the fundamentals and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. <i>This is a diploma-level course.</i>					
<b>BIO 110      Principles of Biology</b>	3	3	0	0	4
Prerequisites: None					
Corequisites: None					
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, 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. <i>Under the CAA, this course satisfies the general education Natural Science requirement for the AA and AFA Degrees. It does not satisfy the general education Natural Science requirement for the AS degree.</i>					
<b>BIO 111      General Biology I</b>	3	3	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Sciences.</i>					
<b>BIO 112      General Biology II</b>	3	3	0	0	4
Prerequisites: BIO 111					
Corequisites: None					
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Sciences.</i>					
<b>BIO 140      Environmental Biology</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able demonstrate an understanding of environmental interrelation-					

ships of contemporary environmental issues. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Sciences.*

<b>BIO 140A Environmental Biology Lab</b>	0	3	0	0	1
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Prerequisites: None

Corequisites: BIO 140

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Sciences.*

<b>BIO 163 Basic Anatomy and Physiology</b>	4	2	0	0	5
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Prerequisites: None

Corequisites: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.*

<b>BIO 168 Anatomy and Physiology I</b>	3	3	0	0	4
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Prerequisites: DRE 098 or the consent of the instructor.

Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.*

<b>BIO 169 Anatomy and Physiology II</b>	3	3	0	0	4
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Prerequisites: BIO 168

Corequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.*

<b>BIO 275 Microbiology</b>	3	3	0	0	4
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Prerequisites: Take one: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168.

Corequisites: None

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

	Class	Lab	Clinic	Work	Credit
<b>BIO 280      Biotechnology</b>	2	3	0	0	3
Prerequisites: Take one: BIO 111, CHM 131, or CHM 151					
Corequisites: None					
This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BPR 111      Print Reading</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.					
<b>BUS 110      Introduction to Business</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BUS 115      Business Law I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BUS 121      Business Math</b>	2	2	0	0	3
Prerequisites: Take All DMA 010, DMA 020, and DMA 030 or appropriate score on placement test.					
Corequisites: None					
This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.					
<b>BUS 135      Principles of Supervision</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the workplace.					



	Class	Lab	Clinic	Work	Credit
<b>BUS 137 Principles of Management</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>BUS 152 Human Relations</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the concepts of effective human interaction in the business work environment. Topics include effective communication techniques, motivation, ego states, stress, and conflict. Upon completion, students should be able to explain the importance of human relations, apply motivational techniques, and implement strategies for resolving work-related conflicts.					
<b>BUS 153 Human Resource Management</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.					
<b>BUS 225 Business Finance</b>	2	2	0	0	3
Prerequisites: ACC 120					
Corequisites: None					
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.					
<b>BUS 228 Business Statistics</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business.					
<b>BUS 230 Small Business Management</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the challenges of entrepreneurship including the start-up and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.					

	Class	Lab	Clinic	Work	Credit
<b>BUS 239 Business Applications Seminar</b>	1	2	0	0	2
Prerequisites: Take one set: Set 1: ACC 120, BUS 115, BUS 137, MKT 120, and ECO 151 Set 2: ACC 120, BUS 115, BUS 137, MKT 120, and ECO 251 Set 3: ACC 120, BUS 115, BUS 137, MKT 120, and ECO 252					
Corequisites: None					
This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply techniques, processes, and vital professional skills needed in the work place.					
<b>BUS 260 Business Communication</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.					
<b>CCT 110 Intro to Cyber Crime</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.					
<b>CCT 121 Computer Crime Investigation</b>	3	2	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cyber crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.					
<b>CCT 285 Trends in Cyber Crime</b>	2	2	0	0	3
Prerequisites: CCT 110					
Corequisites: None					
This course covers and explores advances and developments in cyber crime technologies. Emphasis is placed on computer forensics tools, information protection and security, threat response, and professional development. Upon completion, students should be able to articulate understanding of the current state of the industry as well as emerging technologies for syber crime technology.					
<b>CHM 090 Chemistry Concepts</b>	4	0	0	0	4
Prerequisites: None					
Corequisites: None					
This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and					

	Class	Lab	Clinic	Work	Credit
bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.					
<b>CHM 131 Introduction to Chemistry</b>	3	0	0	0	3
Prerequisites: CHM 90 or high school chemistry with a grade of C or higher.					
Corequisites: None					
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 131A Introduction to Chemistry Laboratory</b>	0	3	0	0	1
Prerequisites: None					
Corequisites: CHM 131					
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 132 Organic and Biochemistry</b>	3	3	0	0	4
Prerequisites: CHM 131 and CHM 131A or CHM 151					
Corequisites: None					
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 151 General Chemistry I</b>	3	3	0	0	4
Prerequisites: None					
Corequisites: None					
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					
<b>CHM 152 General Chemistry II</b>	3	3	0	0	4
Prerequisites: CHM 151					
Corequisites: None					
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.</i>					

	Class	Lab	Clinic	Work	Credit
<b>CIS 110      Introduction to Computers</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).</i>					
<b>CIS 111      Basic PC Literacy</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.					
<b>CIS 115      Introduction to Programming &amp; Logic</b>	2	3	0	0	3
Prerequisites: Take one set: Set 1: DMA 010, DMA 020, DMA 030, and DMA 040 Set 2: MAT 121 Set 3: MAT 171					
Corequisites: None					
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).</i>					
<b>CJC 111      Intro to Criminal Justice</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.					
<b>CJC 112      Criminology</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.					
<b>CJC 113      Juvenile Justice</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice sys-					

	Class	Lab	Clinic	Work	Credit
tem, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.					
<b>CJC 121 Law Enforcement Operations</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.					
<b>CJC 131 Criminal Law</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classifications of crimes, parties to crime, elements of crime, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.					
<b>CJC 141 Corrections</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolutions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.					
<b>CJC 212 Ethics &amp; Comm Relations</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.					
<b>CJC 213 Substance Abuse</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.					
<b>CJC 221 Investigative Principles</b>	3	2	0	0	4
Prerequisites: None Corequisites: None					
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident process-					

	Class	Lab	Clinic	Work	Credit
ing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.					
<b>CJC 225 Crisis Intervention</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.					
<b>CJC 231 Constitutional Law</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.					
<b>CJC 241 Community-Based Corrections</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.					
<b>COM 231 Public Speaking</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in Humanities/Fine Arts (substitute).</i>					
<b>COS 111 Cosmetology Concepts I</b>	4	0	0	0	4
Prerequisites: None					
Corequisites: COS 112					
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.					

	Class	Lab	Clinic	Work	Credit
<p><b>COS 112 Salon I</b>  Prerequisites: None  Corequisites: COS 111  This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.</p>	0	24	0	0	8
<p><b>COS 113 Cosmetology Concepts II</b>  Prerequisites: COS 111 &amp; COS 112  Corequisites: COS 114  This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.</p>	4	0	0	0	4
<p><b>COS 114 Salon II</b>  Prerequisites: COS 111 &amp; COS 112  Corequisites: COS 113  This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.</p>	0	24	0	0	8
<p><b>COS 115 Cosmetology Concepts III</b>  Prerequisites: COS 111 &amp; COS 112  Corequisites: COS 116  This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.</p>	4	0	0	0	4
<p><b>COS 116 Salon III</b>  Prerequisites: COS 111 &amp; COS 112  Corequisites: COS 115  This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.</p>	0	12	0	0	4
<p><b>COS 117 Cosmetology Concepts IV</b>  Prerequisites: COS 111 &amp; COS 112  Corequisites: COS 118  This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.</p>	2	0	0	0	2

	Class	Lab	Clinic	Work	Credit
<b>COS 118 Salon IV</b>	0	21	0	0	7
Prerequisites: COS 111 & COS 112					
Corequisites: COS 117					
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.					
<b>COS 119 Esthetics Concepts I</b>	2	0	0	0	2
Prerequisites: None					
Corequisites: None					
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.					
<b>COS 120 Esthetics Salon I</b>	0	18	0	0	6
Prerequisites: None					
Corequisites: None					
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.					
<b>COS 121 Manicure/Nail Technology I</b>	4	6	0	0	6
Prerequisites: None					
Corequisites: None					
This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating and artificial applications in a salon setting.					
<b>COS 125 Esthetics Concepts II</b>	2	0	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, makeup, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.					
<b>COS 126 Esthetics Salon II</b>	0	18	0	0	6
Prerequisites: None					
Corequisites: None					
This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians.					



	Class	Lab	Clinic	Work	Credit
<b>COS 222     Manicure/Nail Technology II</b>	4	6	0	0	6
Prerequisites: COS 121					
Corequisites: None					
This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.					
<b>COS 223     Contemporary Hair Coloring</b>	1	3	0	0	2
Prerequisites: COS 111 and COS 112					
Corequisites: None					
This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.					
<b>COS 224     Trichology &amp; Chemistry</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.					
<b>COS 240     Contemporary Design</b>	1	3	0	0	2
Prerequisites: COS 111 and COS 112					
Corequisites: None					
This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.					
<b>COS 250     Computerized Salon Options</b>	1	0	0	0	1
Prerequisites: None					
Corequisites: None					
This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.					
<b>COS 251     Manicure Instructor Concepts</b>	8	0	0	0	8
Prerequisites: None					
Corequisites: None					
This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.					

	Class	Lab	Clinic	Work	Credit
<b>COS 252      Manicure Instructor Practicum</b>	0	15	0	0	5
Prerequisites: None					
Corequisites: COS 251					
This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.					
<b>COS 253      Esthetics Instructor Concepts I</b>	6	15	0	0	11
Prerequisites: None					
Corequisites: None					
This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, student assessment in a laboratory setting. Upon completion, students should be able to demonstrate esthetic services and instruct and objectively assess student performance in a classroom setting.					
<b>COS 254      Esthetics Instructor Concepts II</b>	6	15	0	0	11
Prerequisites: None					
Corequisites: None					
This course covers advanced esthetic instructional concepts and skills. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping and other related topics. Upon completion, students should be able to demonstrate competencies in the areas covered by the Esthetics Licensing Examination and meet program requirements.					
<b>COS 260      Design Applications</b>	1	3	0	0	2
Prerequisites: COS 111 and COS 112					
Corequisites: None					
This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.					
<b>COS 271      Instructor Concepts I</b>	5	0	0	0	5
Prerequisites: None					
Corequisites: COS 272					
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.					
<b>COS 272      Instructor Practicum I</b>	0	21	0	0	7
Prerequisites: None					
Corequisites: COS 271					
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.					

	Class	Lab	Clinic	Work	Credit
<p><b>COS 273      Instructor Concepts II</b></p> <p>Prerequisites: COS 271 and COS 272</p> <p>Corequisites: COS 274</p> <p>This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.</p>	5	0	0	0	5
<p><b>COS 274      Instructor Practicum II</b></p> <p>Prerequisites: COS 271 and COS 272</p> <p>Corequisites: COS 273</p> <p>This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. <i>This is a certificate-level course.</i></p>	0	21	0	0	7
<p><b>CTI 110      Web, Programming &amp; Database Foundation</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion, students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.</p>	2	2	0	0	3
<p><b>CTI 120      Network &amp; Security Foundation</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.</p>	2	2	0	0	3
<p><b>CTI 140      Virtualization Concepts</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.</p>	1	4	0	0	3
<p><b>CTI 141      Cloud &amp; Storage Concepts</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.</p>	1	4	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>CTS 115 Information Systems Business Concepts</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems.					
<b>CTS 120 Hardware/Software Support</b>	2	3	0	0	3
Prerequisites: CIS 110 or CIS 111					
Corequisites: None					
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.					
<b>CTS 130 Spreadsheet</b>	2	2	0	0	3
Prerequisites: CIS 110 or CIS 111 or OST 137					
Corequisites: None					
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.					
<b>CTS 155 Technologies Support Functions</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.					
<b>CTS 210 Computer Ethics</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the student to current legal and ethical issues in the computer/engineering field. Topics include moral reasoning, ethical standards, intellectual property, social issues, encryption, software piracy, constitutional issues, and public policy in related matters. Upon completion, students should be able to demonstrate an understanding of the moral and social responsibilities and public policy issues facing an industry.					
<b>CTS 230 Advanced Spreadsheet</b>	2	2	0	0	3
Prerequisites: CTS 130					
Corequisites: None					
This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.					

	Class	Lab	Clinic	Work	Credit
<p><b>CTS 250      User Support &amp; Software Evaluation</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course provides provides an opportunity to evaluate software and hardware and make recommendations to meet end-user needs. Emphasis is placed on software and hardware evaluation, installation, training, and support. Upon completion, students should be able to present proposals and make hardware and software recommendations based on their evaluations.</p>	2	2	0	0	3
<p><b>CTS 272      Desktop Support: Applications</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course is designed to prepare students for a foundation in Desktop Support certification in office productivity applications. Emphasis is placed on developing proficiency in the end-user support skills, processes, and procedures necessary to correctly support office productivity products. Upon completion, students should be able to prepare for industry-level certification and utilize advanced support tools toward resolving office productivity end-user problems.</p>	2	2	0	0	3
<p><b>CTS 285      Systems Analysis &amp; Design</b></p> <p>Prerequisites: CIS 115</p> <p>Corequisites: None</p> <p>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.</p>	3	0	0	0	3
<p><b>CTS 287      Emerging Technologies</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces emerging information technologies. Emphasis is placed on evolving technologies and trends in business and industry. Upon completion, students should be able to articulate an understanding of the current trends and issues in emerging technologies for information systems.</p>	3	0	0	0	3
<p><b>CTS 289      System Support Project</b></p> <p>Prerequisites: CTS 285</p> <p>Corequisites: None</p> <p>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.</p>	1	4	0	0	3
<p><b>DBA 110      Database Concepts</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>	2	3	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>DBA 115 Database Applications</b>	2	2	0	0	3
Prerequisites: DBA 110					
Corequisites: None					
This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.					
<b>DBA 120 Database Programming I</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.					
<b>DEN 100 Basic Orofacial Anatomy</b>	2	0	0	0	2
Prerequisites: Take All DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: None					
This course provides a basic introduction to the structures of the head, neck, and oral cavity. Topics include tooth morphology, head and neck anatomy, histology, and embryology. Upon completion, students should be able to demonstrate knowledge of normal structures and development and how they relate to the practice of dental assisting. <i>This is a diploma-level course.</i>					
<b>DEN 101 Preclinical Procedures</b>	4	6	0	0	7
Prerequisites: Take All DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: None					
This course provides instruction in procedures for the clinical dental assistant as specified by the North Carolina Dental Practice Act. Emphasis is placed on orientation to the profession, infection control techniques, instruments, related expanded functions, and diagnostic, operative, and specialty procedures. Upon completion, students should be able to demonstrate proficiency in clinical dental assisting procedures. <i>This is a diploma-level course.</i>					
<b>DEN 102 Dental Materials</b>	2	4	0	0	4
Prerequisites: Take All DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: None					
This course provides instruction in identification, properties, evaluation of quality, principles, and procedures related to manipulation and storage of operative and specialty dental materials. Emphasis is placed on the understanding and safe application of materials used in the dental office and laboratory. Upon completion, students should be able to demonstrate proficiency in the laboratory and clinical application of routinely used dental materials. <i>This is a diploma-level course.</i>					
<b>DEN 103 Dental Sciences</b>	2	0	0	0	2
Prerequisites: Take All DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: None					
This course is a study of oral pathology, pharmacology, and dental office emergencies. Topics include oral pathological conditions, dental therapeutics, and management of emergency situations. Upon completion, students should be able to recognize abnormal oral conditions, identify classifications, describe actions and effects of commonly prescribed drugs, and respond to medical emergencies. <i>This is a diploma-level course.</i>					

	Class	Lab	Clinic	Work	Credit
<b>DEN 104      Dental Health Education</b>	2	2	0	0	3
Prerequisites: DEN 101, DEN 111, DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: DEN 106					
This course covers the study of preventive dentistry to prepare dental assisting students for the role of dental health educator. Topics include etiology of dental diseases, preventive procedures, and patient education theory and practice. Upon completion, students should be able to demonstrate proficiency in patient counseling and oral health instruction in private practice or public health settings. <i>This is a diploma-level course.</i>					
<b>DEN 105      Practice Management</b>	2	0	0	0	2
Prerequisites: Take All DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: None					
This course provides a study of principles and procedures related to management of the dental practice. Emphasis is placed on maintaining clinical and financial records, patient scheduling, and supply and inventory control. Upon completion, students should be able to demonstrate fundamental skills in dental practice management. <i>This is a diploma-level course.</i>					
<b>DEN 106      Clinical Practice I</b>	2	0	12	0	6
Prerequisites: DEN 101 and DEN 111 (Must show proof of valid CPR and Hep B Vaccination)					
Corequisites: DEN 102, DEN 104, and DEN 112					
This course is designed to provide experience assisting in a clinical setting. Emphasis is placed on the application of principles and procedures of four-handed dentistry and laboratory and clinical support functions. Upon completion, students should be able to utilize classroom theory and laboratory and clinical skills in a dental setting. <i>This is a diploma-level course.</i>					
<b>DEN 107      Clinical Practice II</b>	1	0	12	0	5
Prerequisites: DEN 106 (Must show proof of valid CPR and Hep B Vaccination)					
Corequisites: None					
This course is designed to increase the level of proficiency in assisting in a clinical setting. Emphasis is placed on the application of principles and procedures of four-handed dentistry and laboratory and clinical support functions. Upon completion, students should be able to combine theoretical and ethical principles necessary to perform entry-level skills including functions delegable to a DA II. <i>This is a diploma-level course.</i>					
<b>DEN 111      Infection/Hazard Control</b>	2	0	0	0	2
Prerequisites: Take All DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: None					
This course introduces the infection and hazard control procedures necessary for the safe practice of dentistry. Topics include microbiology, practical infection control, sterilization and monitoring, chemical disinfectants, aseptic technique, infectious diseases, OSHA standards, and applicable North Carolina laws. Upon completion, students should be able to understand infectious diseases, disease transmission, infection control procedures, biohazard management, OSHA standards, and applicable North Carolina laws.					
<b>DEN 112      Dental Radiography</b>	2	3	0	0	3
Prerequisites: Take All DMA 010, DMA 020, and DMA 030, DRE 098					
Corequisites: DEN 100 and DEN 111					
This course provides a comprehensive view of the principles and procedures of radiology as they apply to dentistry. Topics include techniques in exposing, processing, and evaluating radiographs, as well as radiation safety, quality assurance, and legal issues. Upon completion, students should be able to demonstrate proficiency in the production of diagnostically acceptable radiographs using appropriate safety precautions.					

	Class	Lab	Clinic	Work	Credit
<b>DFT 151 CAD I</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.					
<b>DMA 010 Operations With Integers</b>	.75	0.5	0	0	1
Prerequisites: None					
Corequisites: None					
This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures. Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.					
<b>DMA 020 Fractions and Decimals</b>	.75	0.5	0	0	1
Prerequisites: DMA 010					
Corequisites: None					
This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concepts of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.					
<b>DMA 030 Propor/Ration/Rate/Percent</b>	.75	0.5	0	0	1
Prerequisites: DMA 010 and DMA 020					
Corequisites: None					
This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversation of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.					
<b>DMA 040 Express/Lin Equat/Inequal</b>	.75	0.5	0	0	1
Prerequisites: Take One Set: Set 1: DMA 010, DMA 020 and DMA 030 Set 2: MAT 060					
Corequisites: None					
This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.					
<b>DMA 050 Graphs/Equations of Lines</b>	.75	0.5	0	0	1
Prerequisites: Take One Set: Set 1: DMA 010, DMA 020, DMA 030 and DMA 040 Set 2: DMA 040 and MAT 060					
Corequisites: None					
This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include					



	Class	Lab	Clinic	Work	Credit
slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.					
<b>DMA 060 Polynomial/Quadratic Appl</b>	.75	0.5	0	0	1
Prerequisites: Take One Set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050 Set 2: DMA 040, DMA 050 and MAT 060 Set 3: MAT 060 and MAT 070					
Corequisites: None					
This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.					
<b>DMA 070 Rational Express/Equation</b>	.75	0.5	0	0	1
Prerequisites: Take One Set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 and DMA 060 Set 2: DMA 040, DMA 050, DMA 060 and MAT 060 Set 3: DMA 060, MAT 060 and MAT 070 Set 4: DMA 010, DMA 020, DMA 030, DMA 060 and MAT 070					
Corequisites: None					
This course provides a conceptual study of problems involving graphic and algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications.					
<b>DMA 080 Radical Express/Equations</b>	.75	0.5	0	0	1
Prerequisites: Take One Set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060 and DMA 070 Set 2: DMA 060, DMA 070, MAT 060 and MAT 070 Set 3: DMA 040, DMA 050, DMA 060, DMA 070 and MAT 060 Set 4: DMA 010, DMA 020, DMA 030, DMA 060, DMA 070 and MAT 070					
Corequisites: None					
This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.					
<b>DRE 096 Integrated Reading and Writing</b>	2.50	1	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile (TM) range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. <i>Please note:</i> (TM) stands for registered trademark.					

	Class	Lab	Clinic	Work	Credit
<b>DRE 097      Integrated Reading and Writing II</b>	2.50	1	0	0	3
Prerequisites: DRE 096					
Corequisites: None					
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught at a reinforcement level using texts primarily in a Lexile (TM) range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. <i>Please note:</i> (TM) stands for registered trademark.					
<b>DRE 098      Integrated Reading and Writing III</b>	2.50	1	0	0	3
Prerequisites: DRE 097					
Corequisites: None					
This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in a Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. <i>Please note:</i> (TM) stands for registered trademark.					
<b>ECO 251      Principles of Microeconomics</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>ECO 252      Principles of Macroeconomics</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>EDU 119      Introduction to Early Childhood Education</b>	4	0	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism, and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career professional development plan and appropriate environments, schedules, and activity plans.					

	Class	Lab	Clinic	Work	Credit
<b>EDU 131 Children, Family, and Community</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: DRE 097					
This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools, and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the <i>NAEYC Code of Ethical Conduct</i> . Upon completion, students should be able to identify appropriate relationship building strategies between these groups and demonstrate a variety of communication skills including appropriate use of technology to enhance educational experiences to support every child.					
<b>EDU 144 Child Development I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: DRE 097					
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.					
<b>EDU 145 Child Development II</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: DRE 097					
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from pre-school through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.					
<b>EDU 146 Child Guidance</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: DRE 097					
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.					
<b>EDU 151 Creative Activities</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: DRE 097					
This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while aligning with <i>NC Foundations</i>					

for *Early Learning and Development*. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt, developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

**EDU 153 Health, Safety, and Nutrition** 3 0 0 0 3

Prerequisites: None

Corequisites: DRE 097

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able apply knowledge of *NC Foundations for Early Learning and Development* for health, safety, and nutritional needs, and safe learning environments.

**EDU 163 Classroom Mgt & Instruct** 3 0 0 0 3

Prerequisites: None

Corequisites: DRE 097

This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, developmentally appropriate classroom guidance techniques, and communication strategies including the use of technology. Upon completion, students should be able to utilize developmentally appropriate behavior management techniques and high quality instructional strategies and interactions that enhance the teaching/learning process and promote students' academic success.

**EDU 216 Foundations in Education** 4 0 0 0 4

Prerequisites: None

Corequisites: DRE 098

This course is an introduction to the American educational system and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in K-12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.

**EDU 221 Children with Exceptionalities** 3 0 0 0 3

Prerequisites: Take one set:

Set 1: EDU 144, EDU 145

Set 2: PSY 244, PSY 245

Corequisites: DRE 098

This course covers atypical patterns of child development, inclusive/diverse settings, evidence-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe referral processes, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the *NC Foundations for Early Learning and Development*.

	Class	Lab	Clinic	Work	Credit
<b>EDU 234     Infants, Toddlers, and Twos</b>	3	0	0	0	3
Prerequisites: EDU 119					
Corequisites: DRE 098					
This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing interactions, and the use of the <i>NC Foundations for Early Learning and Development</i> . Upon completion, students should be able to demonstrate responsive planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.					
<b>EDU 235     School-Age Dev &amp; Program</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: DRE 098					
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally-appropriate programs and activities.					
<b>EDU 256     Inst Strat/Social Studies</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: DRE 098					
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.					
<b>EDU 257     Inst Strat/Math</b>	2	2	0	0	3
Prerequisites: Take all DMA 010, DMA 020, and DMA 030					
Corequisites: DRE 098					
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.					
<b>EDU 259     Curriculum Planning</b>	3	0	0	0	3
Prerequisites: EDU 119					
Corequisites: DRE 098					
This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the <i>NC Foundations for Early Learning and Development</i> . Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.					

	Class	Lab	Clinic	Work	Credit
<b>EDU 261 Early Childhood Administration I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: Take All DRE 098 and EDU 119					
This course introduces the principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.					
<b>EDU 262 Early Childhood Administration II</b>	3	0	0	0	3
Prerequisites: EDU 261					
Corequisites: Take All DRE 098 and EDU 119					
This course focuses on advocacy, leadership skills, public relations, community outreach/resources, program quality, curriculum, and evaluation for diverse early childhood programs. Topics include program evaluation, accreditation, curriculum, early childhood professional organizations, leadership, emergency procedures/crisis management, early childhood advocacy, and family and community engagement. Upon completion, students should be able to identify and evaluate strong leadership qualities, various types of resources, all components of quality early childhood programs, and describe advocacy strategies.					
<b>EDU 271 Educational Technology</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: DRE 098					
This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology, resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.					
<b>EDU 280 Language &amp; Literacy Exp</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: DRE 098					
This course provides evidence-based strategies for enhancing language and literacy experiences that align with <i>NC Foundations for Early Learning and Development</i> . Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability divers.					
<b>EDU 281 Instruct Strat/Reading &amp; Writing</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: DRE 098					
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 NC Standard Course of Study.					

	Class	Lab	Clinic	Work	Credit
<p><b>EDU 284     Early Child Capstone Prac</b></p> <p>Prerequisites: Take one set:  Set 1: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151  Set 2: EDU 119, EDU 146, PSY 244, PSY 245, and EDU 151  Set 3: EDU 119, EDU 144, EDU 146, PSY 245, and EDU 151  Set 4: EDU 119, EDU 145, EDU 146, PSY 244, and EDU 151</p> <p>Corequisites: DRE 098</p> <p>This courses designed to allow students to demonstrate acquired skills in a three-star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques, and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.</p>	1	9	0	0	4
<p><b>EDU 285     Internship Exp-School Age</b></p> <p>Prerequisites: Take one set:  Set 1: EDU 118, EDU 144, EDU 145, EDU 163  Set 2: EDU 118, EDU 163, PSY 244, PSY 245  Set 3: EDU 118, EDU 163, PSY 244, EDU 145  Set 4: EDU 118, EDU 144, EDU 163, PSY 245  Set 5: EDU 163, EDU 216, PSY 244, PSY 245  Set 6: EDU 144, EDU 145, EDU 163, EDU 216  Set 7: EDU 144, EDU 163, EDU 216, PSY 245  Set 8: EDU 163, EDU 216, PSY 244</p> <p>Corequisites: DRE 098</p> <p>This course is desined to allow students to demonstrate acquired 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/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty visits.</p>	1	9	0	0	4
<p><b>EDU 289     Adv Issues/School-Age</b></p> <p>Prerequisites: None</p> <p>Corequisites: DRE 098</p> <p>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.</p>	2	0	0	0	2
<p><b>ELC 111     Intro to Electricity</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the fundamental concepts of electricity and test equipment to nonelectrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors);</p>	2	2	0	0	3

	Class	Lab	Clinic	Work	Credit
power; and operation of test equipment. Upon completion students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.					
<b>ELC 112 DC/AC Electricity</b>	3	6	0	0	5
Prerequisites: None Corequisites: None					
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and troubleshoot, and repair simple DC/AC circuits.					
<b>ELC 113 Basic Wiring I</b>	2	6	0	0	4
Prerequisites: None Corequisites: None					
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code (NEC). Topics include the 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.					
<b>ELC 114 Basic Wiring II</b>	2	6	0	0	4
Prerequisites: None Corequisites: None					
This course provides additional 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.					
<b>ELC 115 Industrial Wiring</b>	2	6	0	0	4
Prerequisites: ELC 128 or approval of instructor Corequisites: None					
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.					
<b>ELC 117 Motors and Controls</b>	2	6	0	0	4
Prerequisites: None Corequisites: None					
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, conductors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.					
<b>ELC 118 National Electrical Code</b>	1	2	0	0	2
Prerequisites: None Corequisites: None					
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.					



	Class	Lab	Clinic	Work	Credit
<b>ELC 125     Diagrams and Schematics</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.					
<b>ELC 127     Software for Technicians</b>	1	3	0	0	2
Prerequisites: ELC 117 or approval of instructor					
Corequisites: None					
This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronics related applications.					
<b>ELC 128     Introduction to Programmable Logic Controller (PLC)</b>	2	3	0	0	3
Prerequisites: ELC 117 or approval of instructor					
Corequisites: None					
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.					
<b>ELC 215     Electrical Maintenance</b>	2	3	0	0	3
Prerequisites: ELC 117 or approval of instructor					
Corequisites: None					
This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities.					
<b>ELC 220     Photovoltaic System Tech</b>	2	3	0	0	3
Prerequisites: ELC 117 or approval of instructor					
Corequisites: None					
This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.					
<b>ELC 228     PLC Applications</b>	2	6	0	0	4
Prerequisites: ELC 128 or approval of instructor					
Corequisites: None					
This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.					

	Class	Lab	Clinic	Work	Credit
<b>ELC 229 Applications Project</b>	1	3	0	0	2
Prerequisites: ELC 128 or approval of instructor					
Corequisites: None					
This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.					
<b>ELC 234 Electrical System Design</b>	2	3	0	0	3
Prerequisites: ELC 117 or approval of instructor					
Corequisites: None					
This course introduces the principles of electrical design for commercial and industrial facilities. Topics include services, high and low power distribution, switchboards, panelboards, motor control centers, switchgear, overcurrent protection, and grounding. Upon completion, students should be able to design services, feeders, and branch circuits for typical commercial/industrial applications in accordance with the National Electric Code.					
<b>ELN 131 Analog Electronics I</b>	3	3	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify and troubleshoot discrete component circuits using appropriate techniques and test equipment.					
<b>ELN 260 Prog Logic Contollers</b>	3	3	0	0	4
Prerequisites: ELC 128 or approval of instructor					
Corequisites: None					
This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.					
<b>ENG 102 Applied Communications II</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. <i>This is a diploma-level course.</i>					
<b>ENG 111 Writing and Inquiry</b>	3	0	0	0	3
Prerequisites: DRE 098 or appropriate score on placement test.					
Corequisites: None					
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well developed essays using standard written English. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition.</i>					

	Class	Lab	Clinic	Work	Credit
<p><b>ENG 112 Writing/Research in the Disc</b></p> <p>Prerequisites: ENG 111</p> <p>Corequisites: None</p> <p>This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analysing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition.</i></p>	3	0	0	0	3
<p><b>ENG 113 Literature-Based Research</b></p> <p>Prerequisites: ENG 111</p> <p>Corequisites: None</p> <p>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, culture context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. A focus on critical thinking skills prepares the student for more advanced research-based courses. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition.</i></p>	3	0	0	0	3
<p><b>ENG 114 Professional Research and Reporting</b></p> <p>Prerequisites: ENG 111</p> <p>Corequisites: None</p> <p>This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition.</i></p>	3	0	0	0	3
<p><b>ENG 115 Oral Communication</b></p> <p>Prerequisites: DRE 097</p> <p>Corequisites: None</p> <p>This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.</p>	3	0	0	0	3
<p><b>ENG 231 American Literature I</b></p> <p>Prerequisites: ENG 112, ENG 113, or ENG 114</p> <p>Corequisites: None</p> <p>This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i></p>	3	0	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>ENG 232 American Literature II</b>	3	0	0	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114					
Corequisites: None					
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>ENG 241 British Literature I</b>	3	0	0	0	3
Prerequisites: ENG 112 or ENG 113 or ENG 114					
Corequisites: None					
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>ENG 242 British Literature II</b>	3	0	0	0	3
Prerequisites: ENG 112 or ENG 113 or ENG 114					
Corequisites: None					
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>ENG 243 Major British Writers</b>	3	0	0	0	3
Prerequisites: ENG 112 or ENG 113 or ENG 114					
Corequisites: None					
This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>EQU 111 Horse Science I</b>	2	9	0	0	5
Prerequisites: None					
Corequisites: None					
This course introduces the horse industry and emphasizes basic horse husbandry and stable management practices. Topics include breeds, disciplines, colors and markings, gaits, hoof care, anatomy, bandaging and wrapping, show turnout, restraints, trailering, elementary health topics, and career opportunities. Upon completion, students should be able to perform basic horse husbandry and stable management practices and explain theory that is basic to the horse industry.					
<b>EQU 112 Horse Science II</b>	2	9	0	0	5
Prerequisites: EQU 111					
Corequisites: None					
This course continues horse industry theory and practices and emphasizes basic horse husbandry and stable management practices. Topics continue from EQU 111 and include prevention, identification and treatment of diseases, injuries and treatments,					

lameness, parasites, and common medications. Upon completion, students should be able to further perform horse husbandry and stable management practices and explain related theory.

	Class	Lab	Clinic	Work	Credit
<b>EQU 120     Horsemanship I</b>	1	6	0	0	3

Prerequisites: None

Corequisites: EQU 111

This course concentrates on the rider: a balanced seat, a feel for and influence of the horse's movements and reactions, and communication with the horse. Emphasis is placed on horse care, equipment, position development and strengthening, and riding theory. Upon completion, students should be able to efficiently care for horse and tack, demonstrate balanced position, coordinate aids to perform maneuvers, and discuss riding theory.

<b>EQU 121     Horsemanship II</b>	0	6	0	0	2
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Prerequisites: EQU 120

Corequisites: EQU 112

This course concentrates on the rider and horse working together. Emphasis is placed on balance and communication of the rider and horse team. Upon completion, students should be able to influence the horse to change his balance and produce more complex movements.

<b>EQU 130     Equine Anatomy and Physiology</b>	2	2	0	0	3
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Prerequisites: None

Corequisites: EQU 140

This course covers the anatomy and physiology of various systems of the equine body. Emphasis is placed on practical application of class topics. Upon completion, students should be able to demonstrate a working understanding of equine anatomy and physiology and be able to communicate effectively with veterinarians.

<b>EQU 140     Equine Evaluation I</b>	1	3	0	0	2
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Prerequisites: None

Corequisites: EQU 130

This course evaluates conformation and movement, covers related anatomy, identifies characteristics of major breeds, and introduces judging. Topics include the relationship of form to function and ideals and terminology for breed, halter, and performance specialties. Upon completion, students should be able to demonstrate correct technique in judging halter and performance classes and justify reasons for judging decisions.

<b>EQU 150     Equine Nutrition</b>	2	0	0	0	2
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Prerequisites: None

Corequisites: None

This course studies equine nutrition and its application, including concentrates, hays, forages, and supplements. Topics include basic digestive anatomy and physiology, common feeds and supplements, nutritional needs in specific situations, and ration balancing. Upon completion, students should be able to explain feeding practices and critique rations for classifications of horses.

<b>EQU 211     Horse Farm Management I</b>	3	9	0	0	6
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Prerequisites: EQU 112 and EQU 150

Corequisites: None

This course covers horse farm management practices. Topics include facility planning, marketing, record keeping, safety, labor (advertising, hiring, résumé, interviewing), problem solving, and teamwork skills. Upon completion, students should be able to design a facility on paper and assist in the management of selected aspects of an equine facility, including supervision.

	Class	Lab	Clinic	Work	Credit
<b>EQU 212 Horse Farm Management II</b>	3	9	0	0	6
Prerequisites: EQU 211					
Corequisites: None					
This course continues the study of horse farm management practices. Topics include insurance, liability, contracts, finances and bookkeeping, and other related topics. Upon completion, students should be able to assist in the management of selected aspects of an equine facility, including supervision.					
<b>EQU 220 Horse Training I</b>	0	6	0	0	2
Prerequisites: EQU 121					
Corequisites: EQU 211					
This course provides an opportunity to polish the rider's skills as if for competition. Emphasis is placed on communication with and influence of the horse by a balanced and knowledgeable rider in order for the horse and rider to perform to their potential. Upon completion, students should be able to demonstrate polished equitation while riding a variety of show-type patterns.					
<b>EQU 221 Horse Training II</b>	0	6	0	0	2
Prerequisites: EQU 220					
Corequisites: EQU 212					
This course culminates the study of horse and rider as a team. Emphasis is placed on complex movements done with correct equitation with the intent of showing and/or schooling/reschooling horses. Upon completion, students should be able to demonstrate polished equitation in maneuvers that require complex changes in the horse's direction, balance, frame, and pace.					
<b>EQU 240 Equine Evaluation II</b>	1	3	0	0	2
Prerequisites: EQU 140					
Corequisites: None					
This course continues the evaluation of conformation and movement and advances judging and oral presentation techniques. Topics include further development of the relationship of form to function and terminology for breed, halter, and performance specialties. Upon completion, students should be able to demonstrate correct technique in judging and placing halter and performance classes and giving oral reasons.					
<b>EQU 241 Equine Reproduction</b>	3	2	0	0	4
Prerequisites: EQU 112					
Corequisites: EQU 212					
This course covers the theory and practices associated with efficient reproduction, including mare and stallion care and basic principles of genetic selection. Topics include anatomy and physiology, cycles, fertility, heat detection, breeding methods, semen evaluation, gestation, parturition, diseases, embryo transfer, and genetics of desirable and undesirable traits. Upon completion, students should be able to demonstrate laboratory competencies in aspects of breeding and explain reproduction theories.					
<b>EQU 260 Basic Colt Training</b>	0	4	0	0	2
Prerequisites: EQU 220					
Corequisites: EQU 221					
This course covers starting of young or untrained/difficult older horses from first contact through riding and basic training. Topics include early handling, halter breaking, groundwork, lunging, long lining, and saddling and bridling through riding; different training methods will be covered with a focus on natural horsemanship. Upon completion, students should be able to explain and demonstrate various training theories and practices of colt strating or retraining an older horse under saddle.					

	Class	Lab	Clinic	Work	Credit
<b>EQU 270 Equine Business Law</b>	1	0	0	0	1
Prerequisites: EQU 111					
Corequisites: None					
This course presents the legal options and responsibilities of horse businesses and equine professionals. Topics include liability, lawsuits and relevant precedents, insurance, contracts, taxes, debt collection, purchase of property, estate planning, trailering laws, and abuse and neglect. Upon completion, students should be able to discuss legal options and responsibilities and make choices based on legal options and responsibilities.					
<b>EQU 280 Principles of Riding Instruction</b>	1	2	0	0	2
Prerequisites: EQU 120					
Corequisites: None					
This course covers principles of teaching beginning and intermediate horsemanship, stressing riding theory and safety practices. Topics include riding theory, position, exercises, rein and leg aids, lesson plans, activities, psychology of horse and rider, horse selection, conducting lessons, and safety considerations. Upon completion, students should be able to develop and present lessons and assist with classes, providing appropriate feedback to student and instructor.					
<b>GEO 110 Introduction to Geography</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces map reading skills and the physical and cultural features of different areas of the earth. Topics include spatial association, the importance of location, physical characteristics of the earth, and the impact of humans on the environment. Upon completion, students should be able to demonstrate an ability to read a map and describe physical and cultural features of different regions. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>GEO 111 World Regional Geography</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HEA 110 Personal Health/Wellness</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					

	Class	Lab	Clinic	Work	Credit
<b>HEA 112 First Aid and CPR</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>HIS 111 World Civilizations I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 112 World Civilizations II</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 121 Western Civilization I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 122 Western Civilization II</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 131 American History I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the					



	Class	Lab	Clinic	Work	Credit
Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 132 American History II</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>HIS 221 African-American History</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
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 for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>					
<b>HUM 110 Technology and Society</b>	3	0	0	0	3
Prerequisites: None Corequisites: None					
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 115 Critical Thinking</b>	3	0	0	0	3
Prerequisites: DRE 098 Corequisites: None					
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on information, problem-solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 120 Cultural Studies</b>	3	0	0	0	3
Prerequisites: DRE 098 Corequisites: None					
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					

	Class	Lab	Clinic	Work	Credit
<b>HUM 121 The Nature of America</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 122 Southern Culture</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 160 Introduction to Film</b>	2	2	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 211 Humanities I</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>HUM 212 Humanities II</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					

	Class	Lab	Clinic	Work	Credit
<p><b>HYD 110     Hydraulics/Pneumatics I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>	2	3	0	0	3
<p><b>ISC 112     Industrial Safety</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.</p>	2	0	0	0	2
<p><b>ISC 170     Problem-Solving Skills</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers basic concepts of interpersonal and problem-solving skills. Topics include leadership development, constructive feedback, building relationships, and winning support from others. Upon completion, students should be able to use interpersonal skills effectively and lead others.</p>	3	0	0	0	3
<p><b>ISC 261     Methods Improvement</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the principles of methods improvement. Topics include the analysis, development, and installation of new methods and/or equipment in the manufacturing operation. Upon completion, students should be able to analyze operations for methods improvements and recommend process modifications. Methods improvements will also cover energy efficiency and ways to improve energy conservation in a business/industry/manufacturing operation.</p>	2	3	0	0	3
<p><b>MAT 110     Math Measurement and Literacy</b></p> <p>Prerequisites: Take All DMA 010, DMA 020, and DMA 030</p> <p>Corequisites: None</p> <p>This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to apply to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.</p>	2	2	0	0	3
<p><b>MAT 141     Mathematical Concepts I</b></p> <p>Prerequisites: Take One Set: Set 1: DMA 010, DMA 020, DMA 030, and DMA 040 Set 2: MAT 121 Set 3: MAT 171</p> <p>Corequisites: None</p> <p>This course is the first of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of</p>	3	0	0	0	3

	Class	Lab	Clinic	Work	Credit
<p>mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. <i>Under the CAA, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.</i></p>					
<p><b>MAT 142 Mathematical Concepts II</b></p> <p>Prerequisites: MAT 141</p> <p>Corequisites: None</p> <p>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. <i>Under the CAA, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.</i></p>	3	0	0	0	3
<p><b>MAT 143 Quantitative Literacy</b></p> <p>Prerequisites: Take All DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098</p> <p>Corequisites: None</p> <p>This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).</i></p>	2	2	0	0	3
<p><b>MAT 152 Statistical Methods I</b></p> <p>Prerequisites: Take all: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098</p> <p>Corequisites: None</p> <p>This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.</p>	3	2	0	0	4
<p><b>MAT 171 Precalculus Algebra</b></p> <p>Prerequisites: Take One Set</p> <p>Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080</p> <p>Set 2: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 065</p> <p>Set 3: MAT 121</p> <p>Corequisites: None</p> <p>This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.</p>	3	2	0	0	4

*This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

<b>MAT 172</b>	<b>Precalculus Trigonometry</b>	3	2	0	0	4
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Prerequisites: MAT 171

Corequisites: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

<b>MAT 263</b>	<b>Brief Calculus</b>	3	2	0	0	4
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Prerequisites: MAT 171

Corequisites: None

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze communicate results. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

<b>MAT 271</b>	<b>Calculus I</b>	3	2	0	0	4
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Prerequisites: MAT 172

Corequisites: None

This course is designed to develop the topics of differential and integral calculus Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

<b>MAT 272</b>	<b>Calculus II</b>	3	2	0	0	4
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Prerequisites: MAT 271

Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and different equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

<b>MAT 273</b>	<b>Calculus III</b>	3	2	0	0	4
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Prerequisites: MAT 272

Corequisites: None

This course is designed to develop the topics of multivariate calculus Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to multivariate-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

	Class	Lab	Clinic	Work	Credit
<b>MEC 111     Machine Processes I</b>	1	4	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture a simple parts to specified tolerance.					
<b>MED 110     Orientation to Medical Assisting</b>	1	0	0	0	1
Prerequisites: None					
Corequisites: None					
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.					
<b>MED 113     Orientation to Clinic Setting II</b>	0	0	6	0	2
Prerequisites: Enrollment in MA Program, MED 140, MED 150, MED 240, MED 272					
Corequisites: MED 114					
This course provides an opportunity to observe and/or perform in the medical setting. Emphasis is placed on administrative and clinical medical assisting. Upon completion, students should be able to identify administrative and clinical procedures in the health care environment.					
<b>MED 114     Professional Interactions in Health Care</b>	1	0	0	0	1
Prerequisites: Enrollment in MA Program, MED 140, MED 150, MED 240, MED 272					
Corequisites: MED 113					
This course is designed to identify various patient behaviors encountered in the medical setting. Emphasis is placed on stressors related to illness, cultural influences, death and dying, and needs specific to patients. Upon completion, students should be able to utilize appropriate methods of verbal and nonverbal communication with empathy and impartiality.					
<b>MED 118     Medical Law and Ethics</b>	2	0	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.					
<b>MED 121     Medical Terminology I</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.					

	Class	Lab	Clinic	Work	Credit
<b>MED 122 Medical Terminology II</b>	3	0	0	0	3
Prerequisites: MED 121					
Corequisites: None					
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.					
<b>MED 130 Administrative Office Procedures I</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.					
<b>MED 131 Administrative Office Procedures II</b>	1	2	0	0	2
Prerequisites: MED 130					
Corequisites: None					
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.					
<b>MED 140 Examination Room Procedures I</b>	3	4	0	0	5
Prerequisites: Take All DMA 010, DMA 020, DMA 030, DRE 098 - Enrollment in MA Program					
Corequisites: None					
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.					
<b>MED 150 Laboratory Procedures I</b>	3	4	0	0	5
Prerequisites: Take All DMA 010, DMA 020, DMA 030, DRE 098 - Enrollment in MA Program					
Corequisites: None					
This course provides instruction in basic lab techniques by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.					
<b>MED 232 Medical Insurance Coding</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.					
<b>MED 240 Examination Room Procedures II</b>	3	4	0	0	5
Prerequisites: MED 140					
Corequisites: None					
This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate competence in selected exam room procedures.					

		Class	Lab	Clinic	Work	Credit
<b>MED 260</b>	<b>MED Clinical Practicum</b>	0	0	15	0	5
Prerequisites: All MED courses required in Program of study & MAT 110, except corequisites Enrollment in MA Program						
Corequisites: MED 262, MED 264						
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.						
<b>MED 262</b>	<b>Clinical Perspectives</b>	1	0	0	0	1
Prerequisites: All MED courses required in Program of study & MAT 110, except corequisites Enrollment in MA Program						
Corequisites: MED 260, MED 264						
This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.						
<b>MED 264</b>	<b>Medical Assisting Overview</b>	2	0	0	0	2
Prerequisites: All MED courses required in Program of study & MAT 110, except corequisites Enrollment in MA Program						
Corequisites: MED 260, MED 262						
This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.						
<b>MED 270</b>	<b>Symptomatology</b>	2	2	0	0	3
Prerequisites: BIO 163, MED 122 - Enrollment in MA Program						
Corequisites: None						
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills, and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.						
<b>MED 272</b>	<b>Drug Therapy</b>	3	0	0	0	3
Prerequisites: BIO 163, MED 122 - Enrollment in MA Program						
Corequisites: None						
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.						
<b>MKT 120</b>	<b>Principles of Marketing</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing.						



	Class	Lab	Clinic	Work	Credit
ing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.					
<b>MKT 223     Customer Service</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.					
<b>MNT 110     Introduction to Maintenance Procedures</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
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.					
<b>MNT 160     Industrial Fabrication</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers the necessary techniques to fabricate and assemble basic items common in industrial environments. Emphasis is placed on students being able to create basic items such as frames, guards, supports, and other components commonly used in industry. Upon completion, students should be able to safely fabricate and assemble selected items within specifications.					
<b>MNT 165     Mechanical Industrial Systems</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers mechanical components used in industrial machine operations. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.					
<b>MNT 222     Industrial Systems Schematics</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers the reading and drawing of schematics and diagrams. Emphasis is placed on water and gas plumbing, hydraulic and pneumatic circuits, electrical circuits, and welding diagrams. Upon completion, students should be able to interpret and construct industrial schematics and diagrams.					
<b>MNT 240     Industrial Equipment Troubleshoot</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.					

	Class	Lab	Clinic	Work	Credit
<b>MUS 110 Music Appreciation</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>NET 125 Networking Basics</b>	1	4	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the networking field. Emphasis is placed on networking 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.					
<b>NET 126 Routing Basics</b>	1	4	0	0	3
Prerequisites: NET 125					
Corequisites: None					
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocols, 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.					
<b>NET 225 Routing &amp; Switching I</b>	1	4	0	0	3
Prerequisites: NET 126					
Corequisites: None					
This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.					
<b>NET 226 Routing &amp; Switching II</b>	1	4	0	0	3
Prerequisites: NET 225					
Corequisites: None					
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.					
<b>NOS 110 Operating System Concepts</b>	2	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.					

	Class	Lab	Clinic	Work	Credit
<b>NOS 120      Linux/UNIX Single-User</b>	2	2	0	0	3
Prerequisites: Take One: CET 211, CTI 130, or NOS 110					
Corequisites: None					
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.					
<b>NOS 130      Windows Single User</b>	2	2	0	0	3
Prerequisites: NOS 110					
Corequisites: None					
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.					
<b>NOS 230      Windows Administration I</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the installation and administration of a Windows Server network operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.					
<b>OST 130      Comprehensive Keyboarding</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
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.					
<b>OST 136      Word Processing</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.					
<b>OST 143      Dental Office Terminology</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces prefixes, suffixes, and word roots used in the dental office. Topics include dental anatomy and oral structures, tooth origin and formation, examination and prevention, tooth restorations, radiography, pain management and pharmacology. Upon completion, students should be able to pronounce, spell, and define dental terms as related to a dental practice.					

	Class	Lab	Clinic	Work	Credit
<b>OST 147      Dental Billing and Coding</b>	3	0	0	0	3
Prerequisites: OST 143					
Corequisites: None					
This course introduces Current Procedural Terminology, International Classification of Diseases, and Healthcare Common Procedural Coding System coding as they apply to dental insurance and billing. Topics include Current Dental Terminology-2 Dental Codes, office collections, American Dental Association Dental Claim form, and insurance coverage. Upon completion, students should be able to describe the steps of the total billing/collections cycle for a dental office.					
<b>OST 148      Medical Coding, Billing and Insurance</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.					
<b>OST 149      Medical Legal Issues</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.					
<b>OST 153      Office Finance Solutions</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
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.					
<b>OST 164      Office Editing</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.					
<b>OST 184      Records Management</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.					

	Class	Lab	Clinic	Work	Credit
<b>OST 233 Office Publications Design</b>	2	2	0	0	3
Prerequisites: OST 136					
Corequisites: None					
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.					
<b>OST 236 Advanced Word/Information Processing</b>	2	2	0	0	3
Prerequisites: OST 136					
Corequisites: None					
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.					
<b>OST 241 Medical Office Transcription I</b>	1	2	0	0	2
Prerequisites: MED 121 or OST 141					
Corequisites: None					
This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties.					
<b>OST 242 Medical Office Transcription II</b>	1	2	0	0	2
Prerequisites: OST 241					
Corequisites: None					
This course continues building transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription and text editing, efficient use of reference materials, increasing transcription speed and accuracy, and improving understanding of medical terminology. Upon completion, students should be able to display competency in accurately transcribing medical documents.					
<b>OST 243 Med Office Simulation</b>	2	2	0	0	3
Prerequisites: OST 148					
Corequisites: None					
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.					
<b>OST 247 Procedure Coding</b>	1	2	0	0	2
Prerequisites: MED 121 or OST 141					
Corequisites: None					
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.					

		Class	Lab	Clinic	Work	Credit
<b>OST 248</b>	<b>Diagnostic Coding</b>	1	2	0	0	2
Prerequisites: MED 121 or OST 141						
Corequisites: None						
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.						
<b>OST 286</b>	<b>Professional Development</b>	3	0	0	0	3
Prerequisites: None						
Corequisites: None						
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health life-styles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.						
<b>OST 289</b>	<b>Office Admin Capstone</b>	2	2	0	0	3
Prerequisites: Take One Set: Set 1: OST 134 and OST 164 <b>or</b> OST 136 and OST 164						
Corequisites: None						
This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.						
<b>PED 110</b>	<b>Fit and Well for Life</b>	1	2	0	0	2
Prerequisites: None						
Corequisites: None						
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>						
<b>PED 120</b>	<b>Walking for Fitness</b>	0	3	0	0	1
Prerequisites: None						
Corequisites: None						
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid need and injury prevention. Upon completion, students should be able to participate in a recreational walking program. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.</i>						
<b>PED 175</b>	<b>Horseback Riding I</b>	0	2	0	0	1
Prerequisites: None						
Corequisites: None						
This course introduces beginning and non-riders to recreational horseback riding. Topics include riding skills, equipment, handling of horses, mounting, care of the horses, and coordinated horse-rider balance. Upon completion, students should be able to demonstrate riding, safety, and horse management skills.						

	Class	Lab	Clinic	Work	Credit
<b>PED 187 Social Dance - Beginning ( for NERSBA Only)</b>	0	2	0	0	1
Prerequisites: None					
Corequisites: None					
This course introduces the fundamentals of popular social dance. Emphasis is placed on basic dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.</i>					
<b>PLU 111 Intro to Basic Plumbing</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.					
<b>POL 120 American Government</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>PHI 240 Introduction to Ethics</b>	3	0	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course introduces theories about the nature and foundations of moral judgements and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>PSY 118 Interpersonal Psychology</b>	3	0	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.					
<b>PSY 150 General Psychology</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other					

relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.*

<b>PSY 241</b>	<b>Developmental Psychology</b>	3	0	0	0	3
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Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.*

<b>PSY 243</b>	<b>Child Psychology</b>	3	0	0	0	3
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Prerequisites: PSY 150

Corequisites: None

This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.*

<b>PTA 110</b>	<b>Introduction to Physical Therapy</b>	2	3	0	0	3
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Prerequisites: Take All DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098

Corequisites: PTA 130, PTA 150

This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care.

<b>PTA 120</b>	<b>Functional Anatomy</b>	1	6	0	0	3
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Prerequisites: PTA 110, PTA 150

Corequisites: PTA 140, PTA 170,

This course provides an organized study of anatomy and kinesiology. Emphasis is placed on the integration of structure and function of the skeletal, articular, muscular, nervous, and circulatory systems to include gait analysis. Upon completion, students should be able to describe the components and demonstrate function of these systems as applied to physical therapy.

<b>PTA 130</b>	<b>Physical Therapy Procedures I</b>	1	6	0	0	3
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Prerequisites: Enrollment in the Physical Therapist Assistant program.

Corequisites: PTA 110

This course includes concepts of injury and repair and documentation methods. Emphasis is placed on physiological effects, indications, contraindications, and skilled applications of selected therapeutic modalities. Upon completion, students should be able to safely, correctly, and effectively apply the emphasized techniques and procedures with understanding of correct documentation.



	Class	Lab	Clinic	Work	Credit
<p><b>PTA 140 Therapeutic Exercise</b></p> <p>Prerequisites: PTA 110, PTA 150</p> <p>Corequisites: PTA 120, PTA 170</p> <p>This course covers muscle physiology, exercise, concepts, testing, and applications to the spine and extremities. Topics include strength, endurance, flexibility, and exercise protocols and progressions. Upon completion, students should be able to demonstrate skill in applying therapeutic exercise principles for non-neurological conditions in a safe and appropriate manner.</p>	2	6	0	0	4
<p><b>PTA 150 Physical Therapy Procedures II</b></p> <p>Prerequisites: PTA 130</p> <p>Corequisites: PTA 110</p> <p>This course is designed to include the theory and practice of additional therapeutic interventions. Topics include but are not limited to electrotherapy, burn and wound care, biofeedback, and selected data collection methods. Upon completion, students should be able to apply these modalities and treatment techniques effectively and safely and demonstrate knowledge of physiological principles involved.</p>	1	6	0	0	3
<p><b>PTA 160 Physical Therapy Procedures III</b></p> <p>Prerequisites: PTA 120, PTA 140, PTA 170</p> <p>Corequisites: None</p> <p>This course introduces treatment and measurement techniques and discusses treatment programs for selected neuromusculoskeletal dysfunction and injuries. Topics include soft tissue and joint dysfunction, selected assessment techniques, and various exercise programs. Upon completion, students should be able to demonstrate the application of selected data collection methods and functional interventions.</p>	2	3	0	0	3
<p><b>PTA 170 Pathophysiology</b></p> <p>Prerequisites: PTA 110, PTA 150</p> <p>Corequisites: PTA 120, PTA 140</p> <p>This course is a survey of basic pathology with emphasis on conditions most frequently observed and treated in physical therapy. Topics include etiology, pathology, manifestation, treatment, and prognosis. Upon completion, students should be able to explain repair processes, categorize diseases, define pathology, identify organ/body systems involved, and discuss treatment and prognosis.</p>	3	0	0	0	3
<p><b>PTA 182 PTA Clinical Education I</b></p> <p>Prerequisites: PTA 240, PTA 280</p> <p>Corequisites: PTA 222</p> <p>This course provides a short-term affiliation for planned learning experiences and practice under supervision. Emphasis is placed on basic skills including patient transfers, elementary exercise programs, and other learned skills. Upon completion, students should be able to demonstrate satisfactory performance as an introductory-level physical therapist assistant student.</p>	0	0	6	0	2
<p><b>PTA 210 PTA Clinical Education II</b></p> <p>Prerequisites: PTA 182</p> <p>Corequisites: PTA 222</p> <p>This course provides a short-term affiliation for planned learning experiences and practice under supervision. Emphasis is placed on goniometric analysis, intermediate-level exercise regimens, medications, and pathological conditions. Upon completion, students should be able to demonstrate satisfactory performance as an intermediate-level physical therapist assistant student.</p>	0	0	6	0	2

		Class	Lab	Clinic	Work	Credit
<b>PTA 212</b>	<b>Health Care/Resources</b>	2	0	0	0	2
Prerequisites: PTA 222, PTA 210						
Corequisites: PTA 254, PTA 260, PTA 270						
This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery.						
<b>PTA 222</b>	<b>Professional Interactions</b>	2	0	0	0	2
Prerequisites: PTA 182, PTA 210, PTA 240, PTA 280						
Corequisites: PTA 260						
This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, methods of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers.						
<b>PTA 240</b>	<b>Physical Therapy Procedures IV</b>	3	6	0	0	5
Prerequisites: PTA 160						
Corequisites: PTA 222, PTA 280						
This course covers normal development, adult and pediatric/CNS dysfunction, spinal cord injuries, amputee rehabilitation techniques, and cardiopulmonary rehabilitation. Topics include neurology review, selected rehabilitation techniques, ADL and functional training, prosthetic and orthotic training, and environmental access. Upon completion, students should be able to demonstrate safe and correct application of selected rehabilitation techniques for neurological dysfunction, cardiopulmonary conditions, and amputations.						
<b>PTA 254</b>	<b>Pediatrics for the PTA</b>	0	3	0	0	1
Prerequisites: PTA 210, PTA 222						
Corequisites: PTA 212						
This course provides an in-depth study of pediatric dysfunction and rehabilitation techniques. Topics include severe and profound attention deficit disorder, sensory integration, and rehabilitation in the school setting. Upon completion, students should be able to discuss selected pediatric dysfunctions and demonstrate specialized rehabilitation techniques.						
<b>PTA 260</b>	<b>Advanced PTA Clinical Education</b>	0	0	30	0	10
Prerequisites: Take One Set: Set 1: PTA 180 Set 2: PTA 182 and PTA 210						
Corequisites: PTA 212						
This course provides full-time clinical affiliations for planned learning experiences and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care, communications, and professional behaviors. Upon completion, students should be able to demonstrate satisfactory performance as an entry-level physical therapist assistant and as a member of the physical therapy team.						
<b>PTA 270</b>	<b>PTA Topics</b>	1	0	0	0	1
Prerequisites: PTA 260						
Corequisites: PTA 212						
This course covers the physical therapist assistant profession in preparation for the state licensure exam. Topics include devel-						

	Class	Lab	Clinic	Work	Credit
<p>oping time management skills and practicing for the competency examinations. Upon completion, students should be able to identify individual academic strengths and weaknesses and utilize this information to continue self-study for the licensure exam.</p>					
<p><b>PTA 280      PTA Issues I</b></p> <p>Prerequisites: PTA 160 Corequisites: PTA 222, PTA 240</p> <p>This course consists of reports, discussions, and guest lectures on the latest physical therapy techniques, equipment, and health sciences specialties. Topics include reports on extra-department experiences, case studies, and literature reviews. Upon completion, students should be able to discuss specialized physical therapy equipment and/or related fields and display competent writing skills</p>	1	0	0	0	1
<p><b>REF 116      Commercial Systems I</b></p> <p>Prerequisites: AHR 115 Corequisites: None</p> <p>This course introduces and compares various commercial refrigeration systems. Topics include service, repair, and diagnostic procedures for commercial systems and components, as well as evacuation, charging, start up, and evaluation. Upon completion, students should be able to use appropriate tools, instruments, and procedures to service and install basic refrigeration systems or components.</p>	2	6	0	0	4
<p><b>REF 117      Refrigeration Controls</b></p> <p>Prerequisites: AHR 110, AHR 111, or ELC 111 Corequisites: None</p> <p>This course covers the design, operation, function, and schematics of basic control systems used in the refrigeration industry. Topics include proper control application, selection, and use of test instruments; simple control wiring; and the use of schematics as a troubleshooting tool. Upon completion, students should be able to identify, diagnose, and repair electrical and mechanical malfunctioning components.</p>	2	6	0	0	4
<p><b>REF 123      Electrical Devices</b></p> <p>Prerequisites: AHR 111 or ELC 111 Corequisites: None</p> <p>This course introduces the electrical and electronic components and test instruments commonly found in commercial refrigeration. Emphasis is placed on troubleshooting electrical and electronic devices, including motors, starting devices, switches, transformers, programmable controls, defrost controls, thermostats, and wiring systems. Upon completion, students should be able to use test equipment appropriately and safely to troubleshoot, test, and repair electrical devices.</p>	2	6	0	0	4
<p><b>REF 259      Refrigeration Codes</b></p> <p>Prerequisites: None Corequisites: None</p> <p>This course covers the current commercial refrigeration codes, including applicable North Carolina laws and codes. Emphasis is placed on the application of the codes in respect to systems installation, operation, recovery, and repair. Upon completion, students should be able to demonstrate knowledge of codes, accepted standards, and recommended practices as related to commercial refrigeration.</p>	3	0	0	0	3

	Class	Lab	Clinic	Work	Credit
<b>REF 260 Commercial Systems II</b>	2	6	0	0	4
Prerequisites: AHR 115 or ELC 111					
Corequisites: None					
This course covers the installation and start up of common commercial refrigeration systems. Topics include the installation of display/storage boxes or cases, walk-in systems, dispensing machines, ice-making equipment, and refrigerated laboratory equipment. Upon completion, students should be able to safely install and start up common commercial refrigeration systems.					
<b>REF 270 Refrigeration Servicing</b>	3	9	0	0	6
Prerequisites: AHR 115 and REF 117					
Corequisites: None					
This course provides an in-depth study of the servicing methods for the standard components found in modern refrigeration systems. Topics include compressors, condensers, evaporators, fan motors, metering devices, oil separators, accumulators, receivers, pressure regulators, heat exchangers, and electrical control components. Upon completion, students should be able to utilize proper test equipment to safely locate, analyze, and repair malfunctioning components.					
<b>REL 110 World Religion</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>REL 211 Intro to Old Testament</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>REL 212 Intro to New Testament</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.</i>					
<b>SCI 110 Principles of Science</b>	3	2	0	0	4
Prerequisites: None					
Corequisites: None					
This course introduces basic principles of chemistry, physics, and biology. Emphasis is placed on chemical reactions, energy forms, and ecological studies. Upon completion, students should be able to demonstrate mastery of the scientific method of thought and a basic understanding of chemistry, physics, and biology.					

	Class	Lab	Clinic	Work	Credit
<b>SEC 110 Security Concepts</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.					
<b>SEC 150 Secure Communications</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPsec. Upon completion, students should be able to implement secure data transmission technologies.					
<b>SEC 160 Security Administration I</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal traffic using network analysis tools and design basic security defenses.					
<b>SOC 210 Introduction to Sociology</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>SOC 213 Sociology of the Family</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					
<b>SOC 220 Social Problems</b>	3	0	0	0	3
Prerequisites: DRE 098					
Corequisites: None					
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion,					

	Class	Lab	Clinic	Work	Credit
students should be able to recognize, define, analyze, and propose solutions to these problems. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.</i>					

<b>SPA 111 Elementary Spanish I</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish, and to demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.*

<b>SPA 112 Elementary Spanish II</b>	3	0	0	0	3
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Prerequisites: SPA 111

Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish, and to demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.*

<b>SPA 120 Spanish for the Workplace</b>	3	0	0	0	3
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Prerequisites: None

Corequisites: None

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

<b>TRN 110 Intro to Transport Tech</b>	1	2	0	0	2
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Prerequisites: None

Corequisites: None

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

<b>TRN 120 Basic Transp Electricity</b>	4	3	0	0	5
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Prerequisites: None

Corequisites: None

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

	Class	Lab	Clinic	Work	Credit
<b>TRN 140 Transp Climate Control</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.					
<b>TRN 140A Transp Climate Control Lab</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: TRN 140					
This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.					
<b>TRN 145 Adv Transp Electronics</b>	2	3	0	0	3
Prerequisites: TRN 120					
Corequisites: None					
This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLCs, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLCs, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.					
<b>WBL 110 World of Work</b>	1	0	0	0	1
Prerequisites: None					
Corequisites: None					
This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethics, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.					
<b>WBL 111 Work-Based Learning I</b>	0	0	0	10	1
Prerequisites: None					
Corequisites: None					
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.					
<b>WBL 112 Work-Based Learning II</b>	0	0	0	20	2
Prerequisites: None					
Corequisites: None					
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students					

	Class	Lab	Clinic	Work	Credit
should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.					
<b>WEB 110 Internet/Web Fundamentals</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.					
<b>WEB 140 Web Development Tools</b>	2	2	0	0	3
Prerequisites: None					
Corequisites: None					
This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.					
<b>WLD 110 Cutting Processes</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve, and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metal of varying thickness.					
<b>WLD 111 Oxy-Fuel Welding</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces the oxy-fuel welding process. Topics include safety, proper equipment setup, and operation of oxy-fuel welding equipment with emphasis on bead application, profile, and discontinuities. Upon completion, students should be able to oxy-fuel weld fillets and grooves on plate and pipe in various positions.					
<b>WLD 112 Basic Welding Processes</b>	1	3	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.					
<b>WLD 143 Welding Metallurgy</b>	1	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.					



Class	Lab	Clinic	Work	Credit
1	3	0	0	2

**WLD 212 Inert Gas Welding**

Prerequisites: None

Corequisites: None

This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.



# PERSONNEL

## ADMINISTRATIVE STAFF

- Tammy Bailey.....Chief Financial Officer (CFO) / Director of Aux Services  
A.A., Beaufort Community College
- Billy Barber..... Assistant to the President for Business & Industry / Special Projects  
B.S., East Carolina University
- Dr. Brian Busch.....Executive Vice President  
B.S. Ed., Western Carolina  
M. Div., Ph.D., Southern Baptist Theological Seminary
- Elijah T. Freeman.....Director of Information Technology  
A.A.S., Martin Community College  
B.A., University of North Carolina at Chapel Hill
- Dr. Deryl Davis Fulmer ..... Dean, Academic Affairs/Chief Academic Officer  
B.A., UNC - Chapel Hill  
M.S./Ph.D., University of Wisconsin
- Maureen Green..... Director of Institutional Research and IE  
B.S., M.A., East Carolina University
- Dr. Paul Hutchins ..... President  
B.A., Ed.D., University of Florida  
M.A., University of South Florida
- Judy Jennette ..... Director of Public Affairs and Institutional Advancement  
B.S., M.P.A., East Carolina University
- Kismet Matthews ..... Executive Assistant to the President and Board of Trustees  
A.A.S., Pitt Community College  
B.S., Jones College  
M.Ed., EGC, Strayer  
Ed.S., Liberty University
- Steve Taylor ..... Dean of Administrative Services/Capital Projects  
B.S., University of North Carolina
- Amanda Wells..... Director of Human Resources  
B.S., Barton College  
M.S., Central Michigan University
- Clarence E. Biggs.....Dean of Students Emeritus  
B.S., Elizabeth City State University  
M.A.Ed., East Carolina University

## FACULTY

<p>Rhonda Breed.....  A.A.S., Pamlico Community College  B.A., M.A., East Carolina University</p>	<p>.....Psychology/Sociology</p>
<p>Shelby Brothers.....  B.S., M.S., East Carolina University</p>	<p>.....Director, Dental Assisting</p>
<p>Patricia Cale .....  B.S., M.B.A., East Carolina University</p>	<p>.....Office Systems Technology</p>
<p>Mary Carson.....  B.S, M.A., East Carolina University</p>	<p>.....Math</p>
<p>Mary Huffman Dalcourt.....  A.A.S., Martin Community College</p>	<p>.....Barn Manager</p>
<p>Alfred Dawes .....  A.A.S., Pitt Community College</p>	<p>.....Automotive</p>
<p>George Dixon.....  B.S., University Mount Olive  M.S., East Carolina University</p>	<p>.....Criminal Justice</p>
<p>Marty Flynn.....  A.A.S., Pitt Community College</p>	<p>.....Director, Medical Assisting/Division Chair Allied Health</p>
<p>Curtis Hyler.....  Diploma., Martin Community College  Teacher’s Certificate and Registered Cosmetology Certification  License NC State Board of Cosmetic Art</p>	<p>.....Cosmetology</p>
<p>Jennifer Joyce.....  Diploma, Pitt Community College  Teacher’s Certificate and Registered Cosmetology Certification  License NC State Board of Cosmetic Art</p>	<p>.....Cosmetology</p>
<p>Guy Leggett.....  A.A.S., Martin Community College  Commercial Refrigeration License  NC Limited Electrical License  H2, H3, HVAC NC License</p>	<p>.....HVAC</p>
<p>Dr. Andrea Rochelle Mabry .....  B.A., University of Virginia  M.A., East Carolina University  Ph.D., University of Florida</p>	<p>.....English</p>

Kimberly Matthews .....Biology  
 B.S., M.S., East Carolina University

Dr. Dean McCall .....Director, Physical Therapist Assistant  
 A.A.S., Martin Community College  
 B.S., East Carolina University  
 D.P.T., Duke University

Dr. Michael McCann .....Chemistry  
 B.S., Dickinson College  
 M.S., Western Kentucky University  
 Ph.D., University of Tennessee

Christina Measamer .....English  
 B.A., M.A., East Carolina University

Vickie Murphy .....Information Technology  
 A.A.S., Craven Community College  
 B.A., East Carolina University  
 M.A., Capella University

Dawn Parker .....Physical Therapist Assistant /Clinical Coordinator  
 A.A.S., Martin Community College

Jarvis Parker .....Welding  
 Certified, Shielded Metal ARC Welding  
 Certified, Metal Inert Gas Welding  
 Certified, Flux-Cored Arc Welding  
 Certified, Career and Technical Education

Desiree Perry .....Dental Assisting  
 A.A.S., Martin Community College

Daniel Price .....Math / Director of CbD/Division Chair College Transfer  
 B.A., M.A.Ed., M.S.A., East Carolina University

Marsha M. Rogers .....Reading and English  
 B.S., M.A.Ed., East Carolina University

Carey Stewart .....Equine Technology  
 A.A.S., Martin Community College  
 B.S., West Texas A & M University

Tammie M. Thurston .....Director, Equine Business/Training Technology  
 B.S., University of Findlay, OH

Ryal Watkins .....Industrial Systems/Welding  
 A.A.S., Beaufort County Community College

Dr. Deborah Wyman ..... Business Administration  
A.A.S., B.S., M.B.A., Thomas College  
Ed.D., Argosy University

## CONTINUING EDUCATION DIVISION

Steven Anderson ..... Instructional Coordinator - EMS  
A.A.S., Davidson Community College  
B.S., Western Carolina  
NC Paramedic, Gaston College  
NREMT-Paramedic, National Registry EMT  
NC OEMS Level II Instructor & NC Level II Level II Fire Instructor, NC OSFM

Debra Armstrong..... Basic Skills Instructor, Bertie Correctional Institution  
B.S., St. Augustine's College

Catina Blake ..... Director of Basic Skills  
B.A., East Carolina University

Leslie I. Bond ..... Continuing Education Administrative Assistant  
A.A.S., Martin Community College

Sharon M. Brabble ..... Instructional Assistant, Bertie Campus

Norman Cherry ..... Director of Bertie Campus  
B.S., Elizabeth City State University  
M.Ed., East Carolina University  
PCP Certificate, Chapel Hill

Sue Gurley ..... Coordinator, Health Occupations  
A.A.S., Beaufort County Community College  
B.A., M.A., East Carolina University  
N.C. Medication Aide Instructor, Edgecombe Community College  
American Heart Association BLS/CPR, Vidant Pitt Training Center

Larry Johnson..... Instructional Coordinator, Fire  
B.S., Mount Olive  
NC Certified Fire Fighter  
NC Level I & II Fire Inspector  
Peer Assessor - Commission Fire Accred. Int.

Wayland Mitchell..... BLET Coordinator  
Certificate, College of the Albemarle - BLET  
B.S., Elizabeth City State University  
M.A., Grand Canyon University

Nathan Mizell.....Dean of Continuing Education  
A.A.S., Pitt Community College  
B.A., NC Wesleyan  
M.S., Mountain State University

Angela Mobley..... Basic Skills Instructor, Bertie Campus  
B.S.W., East Carolina University

Brenda G. Moore ..... HRD Program Coordinator  
B.S., Elizabeth City State University  
M.A.Ed., East Carolina University

Deborah Thompson .....Secretary, Bertie Campus  
A.A.S., Roanoke Chowan Community College

Candance B. Whitehurst..... Campus Testing Coordinator  
B.S., Elizabeth City State University

## SUPPORT STAFF

Robert A. Bonner ..... Institutional Analyst/Director of College Resource Development  
B.S., Barton College

Christina Cannon .....Cashier/Accounts Receivable Technician  
Diploma, Edgecombe Community College

Mary Anne Caudle.....Library Director  
B.A., Davidson College  
M.L.S., Clarion University

Jennifer Cherry..... Purchasing Agent/Business Services Technician

William Copeland..... Network / Telecommunication Manager  
A.A., Sampson Community College

Jason Freeman..... Web Developer  
A.A.S., Martin Community College  
B.S., East Carolina University  
M.A., UNC Greensboro

Michelle Griffin .....Director of High School Programs & Advising  
A.A.S., Lenior Community College  
B.S., M.S., East Carolina University

Debra Hardison .....Bookstore Manager  
A.A.S., Martin Community College



Eileen Jarmul.....Registrar  
 A.A.S., Bryant-Stratton  
 B.S., Excelsior

Latonja Joyner-Hyman.....Liaison Bertie Early College High School  
 B.A., UNC Greensboro  
 M.S., University of Phoenix

Terri Leggett.....Financial Aid Director  
 A.A.S., Martin Community College

Ashlie Lilley.....TRIO Counselor  
 B.S., M.S., East Carolina University

Brooke Mann.....Transition Advisor  
 B.A., East Carolina University

Annette Murray.....Support Services Technician - Copy Center

Callie Northern-Herring.....Director of Small Business Center  
 B.S., NC A & T State University

Cynthia Price.....Payroll Officer  
 A.A.S., Martin Community College  
 B.S., East Carolina University

Melissa Spivey.....Accounts Payable Technician  
 B.S., Shaw University

Kinsey Warren.....Academic Skills Center Coordinator  
 B.A., University of North Carolina

Kevin Washington.....Food Service Manager

## **OFFICE AND GENERAL STAFF**

Shelia Biggs.....Bookstore Clerk  
 A.A.S., Martin Community College

Alice Cotten.....Switchboard / Receptionist

Lena Jackson.....BLET / Small Business Center Secretary

Phyllis Peaks.....Administrative Clerk

Pamela Perry ..... Library Assistant  
 A.A.S., Martin Community College

Jennifer Phelps ..... Basic Skills Assistant  
 A.A.S., Beaufort Community College

Donna Rogers ..... Financial Aid Technician  
 A.A.S., Martin Community College

Randy Stokes ..... Student Services Technician  
 A.A.S., Diploma, Martin Community College  
 B.S., East Carolina University

April Wheeler ..... Administrative Assistant

Martha Williams ..... Administrative Assistant

## PLANT OPERATIONS AND MAINTENANCE

Jerry W. Coltrain ..... Maintenance

Joseph James ..... Custodian

Jeff Lewis ..... Maintenance  
 A.A., Lenior Community College

Robert West ..... Maintenance

Walter Wheeler ..... Maintenance Director  
 B.S., East Carolina University

Allen Wiggins ..... Groundskeeper

Jerry Wilson ..... Maintenance

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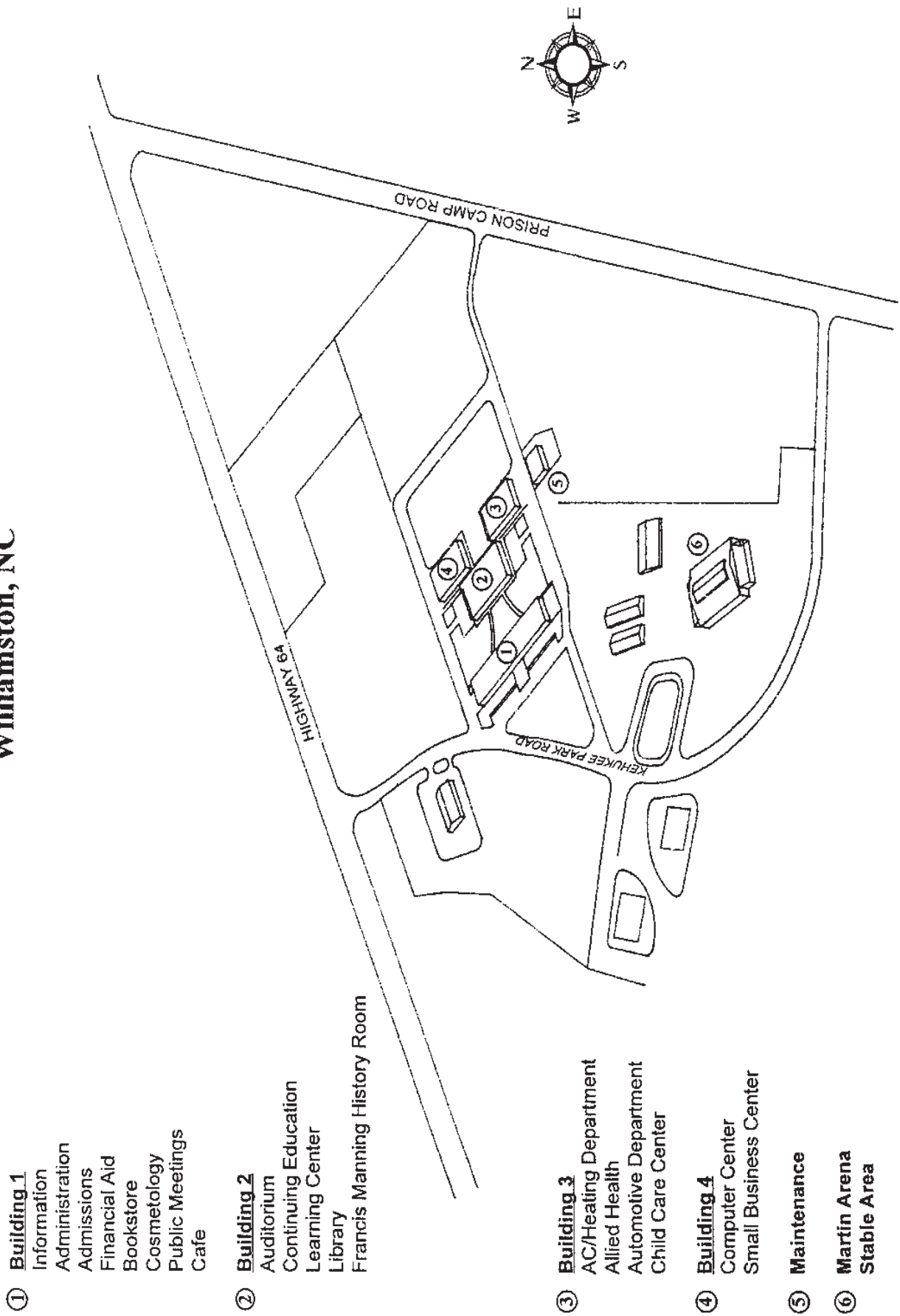
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# MARTIN COMMUNITY COLLEGE

## Williamston, NC



① **Building 1**

- Information
- Administration
- Admissions
- Financial Aid
- Bookstore
- Cosmetology
- Public Meetings
- Cafe

② **Building 2**

- Auditorium
- Continuing Education
- Learning Center
- Library
- Francis Manning History Room

③ **Building 3**

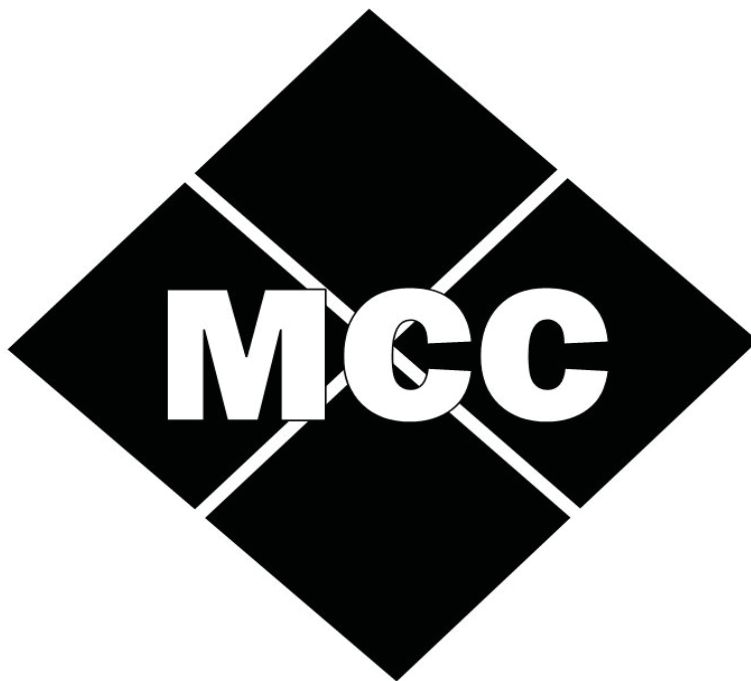
- AC/Heating Department
- Allied Health
- Automotive Department
- Child Care Center

④ **Building 4**

- Computer Center
- Small Business Center

⑤ **Maintenance**

⑥ **Martin Arena Stable Area**



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