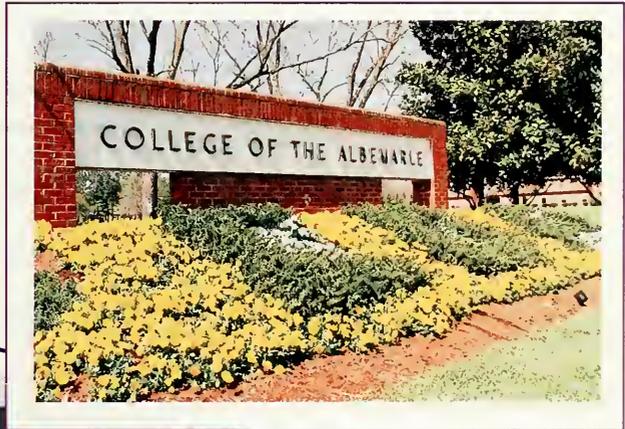




College of The Albemarle

**1997-1999
Catalog**



College of The Albemarle was designated the first community college in North Carolina in 1960. COA has come a long way since it's beginnings at the old Albemarle Hospital building in Elizabeth City.

Today, COA can be found at three locations. The campus in Elizabeth City is located on a 40-acre tract on U. S. Highway 17. The Dare County Campus, which opened in 1984, is located off Russell Twiford Road in Manteo. COA's newest edition is the Chowan County Center which opened in 1992 at the Edenton Village Shopping Center in Edenton.

The right education can open doors of opportunity and give you a promising future. COA has been giving students in the Albemarle region and beyond a chance at attaining their life long goals for over 35 years. COA could be the difference between a career or just a job for you, too.



Did you know?

- ❖ Each year one of every six adults enrolls at a community college in North Carolina.
- ❖ Ninety-two percent of College of The Albemarle's 1996 graduates that responded to a survey conducted by the Placement Office were either employed or continuing their education three months after graduation.

College of The Albemarle

1997-1999 Catalog

College of The Albemarle is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4907, Telephone Number 404-679-4501) to award associate degrees, diplomas, and certificates.

Credits earned at College of the Albemarle in curricula leading to the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, and some of those leading to the Associate in Applied Science degree and the Associate in General Education degree are transferable to senior colleges and universities for a higher degree.

Elizabeth City Campus

College of The Albemarle

P.O. Box 2327

Elizabeth City, NC 27906-2327

Telephone: (919) 335-0821

Telefax: (919) 335-2011

Dare County Campus

College of The Albemarle

P.O. Box 2029

Manteo, NC 27954

Telephone: (919) 473-2264 or (919) 473-3593

Telefax: (919) 473-5497

Chowan County Center

College of The Albemarle

P.O. Box 145

Edenton, NC 27932

Telephone: (919) 482-7900

Telefax: (919) 482-7999

Message From The President

Dear Student:

A hearty welcome to College of The Albemarle! The faculty and staff of the college join me in warmly greeting you.

You will find that COA is an unusually friendly and helpful place which provides you educational opportunities at whatever level you may need. In addition, everyone at the college is committed to helping you to meet your educational needs. If you want to learn, we will help you to make it happen.

At COA, our priority is enabling you to succeed in acquiring the knowledge and skills you need for a better job and a better life!

This catalog is a great way for you to get acquainted with the many programs offered by the college. If it does not answer your questions fully, then I urge you to visit our Admissions Office so that we can discuss your questions and help you to get started meeting your educational goals.

We truly hope that the COA family may play a part in your educational success. Come join us.



Sincerely,

A handwritten signature in black ink that reads "Larry R. Donnithorne". The signature is written in a cursive, flowing style.

Larry R. Donnithorne
President

Foreword

PURPOSE OF THE COLLEGE

The purpose of College of The Albemarle is to provide accessible education and training for better jobs and better lives in northeastern North Carolina.

Mission Statement

In keeping with the mission of the North Carolina Community College System, College of The Albemarle opens the door to improved lives and well being by providing:

- Education and training for the adult work force, including literacy education, occupational, and pre-baccalaureate programs.
- Support for economic development through services to business and industry.
- Services to communities and individuals which improve the quality of life.
- An environment which promotes job satisfaction and career development for faculty and staff.

Educational Agenda

College of The Albemarle has identified the following goals on which to focus for the next biennium:

- Engage business and industry, educational institutions, governmental agencies, community groups, and interested citizens in the programs and services of the college.
- Foster professional development for faculty to learn how to use technology in the classroom to enhance teaching and learning as well as administrative functions.
- Augment the learning/working environment with facilities and equipment that utilize technology to advance educational delivery and support services.
- Promote flexible, continuous education which meets the needs of students through active and independent learning.
- Enhance efficiency, availability, and accessibility of support services and programs that assist students, faculty, and staff.
- Support the purpose and mission of the college.
- Address North Carolina Community College System goals.

Statement of Our Values

We respect the students, clients, and fellow employees whom we serve. We believe in the dignity and potential of every person. We appraise others by the depth of their character, appreciating their cultural heritages and their diverse opinions.

We respect our relationships with one another. We work with one another on the basis of trust, giving trust to others and seeking to earn their trust by speaking and acting with integrity, dependability, and sincerity. We value interdependent teamwork which operates through the exercise of mutual respect and the sharing of ideas and decisions.

We respect the educational process which we provide. We value excellence in instruction. Through the practice of our values and attitudes, we seek to foster the education of the whole person.

We respect the community which we serve. We value participation in and service to the community as one of the responsibilities of citizenship. We value the resources provided to us by our community and seek to employ them efficiently and effectively.

EQUAL OPPORTUNITY INSTITUTION

College of The Albemarle is committed to the principle of equal opportunity. It is the college's policy to comply with the provisions of the Civil Rights Act of 1964 and other acts banning discrimination because of race, national origin, color, religion, gender, disability, age, or political affiliation with regard to its students, employees, or applicants for admission or employment.

PUBLICATION INFORMATION

All statements in this publication are announcements of present policies and are subject to change at any time without prior notice. College of The Albemarle reserves the right to discontinue at any time any programs or courses described in this catalog. While every effort will be made to give advance notice of any change of a program or course, such notice is not guaranteed nor required. This catalog should not be considered a contract between College of The Albemarle and any prospective student.

Unless otherwise indicated in a college publication, this catalog becomes effective Fall 1997 and remains in effect through Summer 1999.

How To Use The Catalog

The College of The Albemarle Catalog contains information of interest to prospective students and serves as a reference manual for current students, faculty, staff, and others. The catalog provides descriptions of the college's programs of study and course offerings as well as information about academic regulations and students' rights and responsibilities. Additional information is also included about almost every facet of the college.

If you are considering attending College of The Albemarle, you will find this catalog has been designed for your easy use. The opening sections contain information about the college's

accreditation and purpose. The academic calendar, which students refer to often, is near the front for handy reference. Admission information is the first major section in the catalog and is followed by program and course descriptions. A College Directory is included at the back of the catalog for details about the college's history, locations, faculty, staff, and trustees. A Glossary of Terms ends the section with definitions of terms commonly used at College of The Albemarle.

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Academic Calendar

SUMMER 1997 (8-week session)

Registration	Thursday-Friday, May 15-16
First Day of Classes	Monday, June 2
Last Day to Register or Add Classes	Wednesday, June 4
End of Refund Period	Wednesday, June 11
Last Day to Withdraw Without Grade Penalty	Friday, June 27
Last Day of First Four-Week Session	Friday, June 27
First Day of Second Four-Week Session	Monday, June 30
Independence Holiday (offices closed)	Friday, July 4
Preregistration—See Advisor for Schedule	Friday-Friday, June 27-July 11
Registration for Fall Semester	Monday-Friday, July 14-18
Summer Sessions End	Monday, July 28
Summer Commencement	Tuesday, July 29

FALL SEMESTER 1997 (16-week session)

Registration	Monday-Friday, July 14-18
Faculty Development Days	Thursday-Friday, August 21-22
First Day of Classes	Monday, August 25
Last Day to Register or Add Classes	Friday, August 29
Labor Day Holiday (offices closed)	Monday, September 1
End of Refund Period	Tuesday, September 16
Last Day to Withdraw Without Grade Penalty	Friday, October 17
Last Day of First Eight-Week Session	Friday, October 17
Fall Break (no classes)	Monday-Tuesday, October 20-21
First Day of Second Eight-Week Session	Wednesday, October 22
Preregistration—See Advisor for Schedule	Wednesday-Friday, Nov. 19-Dec. 5
Thanksgiving Holiday (no classes)	Wednesday-Friday, November 26-28
Thanksgiving Holiday (offices closed)	Thursday-Friday, November 27-28
Registration for Spring Semester	Monday-Friday, December 8-12
Last Day for Semester Classes	Monday, December 15
Regular Exam Week	Tuesday-Monday, December 16-22
Fall Sessions End	Monday, December 22
Winter Holidays (offices closed)	Wednesday-Friday, December 24-26
New Year's Day (offices closed)	Thursday, January 1, 1998

SPRING SEMESTER 1998 (16-week session)

Registration	Monday-Friday, December 8-12
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First Day of Classes	Monday, January 12
Last Day to Register or Add Classes	Friday, January 16
Martin Luther King, Jr. Day (offices closed)	Monday, January 19
End of Refund Period	Tuesday, February 3
Last Day to Withdraw Without Grade Penalty	Monday, March 9
Last Day of First Eight-Week Session	Monday, March 9
Faculty Development Day (no classes)	Tuesday, March 10
Mid-term Break (make-up days, if necessary)	Wednesday-Friday, March 11-13
First Day of Second Eight-Week Session	Monday, March 16
Spring Holiday (no classes)	Monday-Friday, April 13-17
Spring Holiday (offices closed)	Monday, April 13
Preregistration--See Advisor for Schedule	Wednesday-Wednesday, April 22-May 6
Registration for Summer Sessions	Thursday-Friday, May 7-8
Last Day for Semester Classes	Friday, May 8
Regular Exam Week	Monday-Friday, May 11-15
Spring Sessions End	Friday, May 15
Spring Commencement	Wednesday, May 20

SUMMER 1998 (10-week session)

Registration	Thursday-Friday, May 7-8
Memorial Day Holiday (offices closed)	Monday, May 25
First Day of Classes	Tuesday, May 26
Last Day to Register or Add Classes	Monday, June 1
End of Refund Period	Monday, June 8
Last Day of First Five-Week Session	Monday, June 29
First Day of Second Five-Week Session	Tuesday, June 30
Independence Holiday (offices closed)	Friday, July 3
Preregistration--See Advisor for Schedule	Wednesday-Friday, July 1-July 17
Registration for Fall Semester	Monday-Friday, July 20-24 and Monday, July 27
Summer Sessions End	Monday, August 3
Summer Commencement	Wednesday, August 5

FALL SEMESTER 1998 (16-week session)

Registration	Monday-Friday, July 20-24
Faculty Development Days	Thursday-Friday, August 20-21
First Day of Classes	Monday, August 24
Last Day to Register or Add Classes	Friday, August 28
Labor Day Holiday (offices closed)	Monday, September 7
End of Refund Period	Tuesday, September 15
State Instructors' Conference (no classes)	Monday-Tuesday, October 12-13
Last Day to Withdraw Without Grade Penalty	Monday, October 19
Last Day of First Eight-Week Session	Monday, October 19
First Day of Second Eight-Week Session	Tuesday, October 20
Preregistration—See Advisor for Schedule	Wednesday-Friday, Nov. 18-Dec. 4
Thanksgiving Holiday (no classes)	Wednesday-Friday, November 25-27
Thanksgiving Holiday (offices closed)	Thursday-Friday, November 26-27
Registration for Spring Semester	Monday-Friday, December 7-11
Last Day for Semester Classes	Monday, December 14
Regular Exam Week	Tuesday-Monday, December 15-21
Fall Sessions End	Monday, December 21
Winter Holidays (offices closed)	Wednesday-Friday, December 23-25
New Year's Day (offices closed)	Friday, January 1, 1999

SPRING SEMESTER 1999 (16-week session)

Registration	Monday-Friday, December 7-11
First Day of Classes	Monday, January 11
Last Day to Register or Add Classes	Friday, January 15
Martin Luther King, Jr. Day (offices closed)	Monday, January 18
End of Refund Period	Tuesday, February 2
Last Day to Withdraw Without Grade Penalty	Monday, March 8
Last Day of First Eight-Week Session	Monday, March 8
Faculty Development Day (no classes)	Tuesday, March 9
Mid-term Break (make-up days, if necessary)	Wednesday-Friday, March 10-12
Spring Holiday (no classes)	Monday-Friday, April 5-9
Spring Holiday (offices closed)	Monday, April 5
Preregistration --See Advisor for Schedule	Wednesday-Wednesday, April 21-May 5
Registration for Summer Sessions	Thursday-Friday, May 6-7
Last Day for Semester Classes	Friday, May 7
Regular Exam Week	Monday-Friday, May 10-14
Spring Sessions End	Friday, May 14
Spring Commencement	Wednesday, May 19

SUMMER 1999 (10-week session)

Registration	Thursday-Friday, May 6-7
First Day of Classes	Monday, May 24
Last Day to Register or Add Classes	Thursday, May 27
Memorial Day Holiday (offices closed)	Monday, May 31
Last Day of First Five-Week Session	Monday, June 28
First Day of Second Five-Week Session	Tuesday, June 29
End of Refund Period	Thursday, July 3
Independence Holiday (offices closed)	Monday, July 5
Preregistration--See Advisor for Schedule	Tuesday-Friday, June 29-July 16
Registration for Fall Semester	Monday-Friday, July 19-July 23 and Monday, July 26
Repeat of Monday Class Schedule	Tuesday, August 3
Summer Sessions End	Tuesday, August 3
Summer Commencement	Thursday, August 5

Admission To The College

College of The Albemarle, as it strives to fulfill its purpose, follows the "open-door" admissions policy of the State Board of Community Colleges, with selective placement in different curricula or programs of the institution. This policy provides for the admission of any person who has attained a high school diploma or earned its equivalent (GED). The college may accept, under certain conditions, a limited number of one-year vocational applicants who are not high school graduates. All applicants admitted under these special conditions must earn the GED prior to completing one semester of work toward the vocational diploma. **It is the policy of College of The Albemarle to encourage all applicants to complete or to be working toward completion of high school or its equivalent before seeking admission to the college.**

Admission to the college does not imply, however, immediate admission to the applicant's desired program. Admission to a specific program of study is based on guidelines developed to ensure the student's chances of success in the program. These guidelines are strictly followed to prevent loss of student time and effort as a result of unsatisfactory achievement. When evaluations of applicants' test scores and high school records indicate their lack of readiness to enter a specific course, applicants are required to enroll in a Developmental Education course to prepare for admission to the desired course.

Admission to most programs is on a "rolling basis," i.e., applicants may enter the program any semester. However, admission is limited to the fall semester for the following programs: Associate Degree Nursing; Paralegal Technology; Practical Nursing; Electrical/Electronics Technology; and Air Conditioning, Heating, and Refrigeration Technology. New students are admitted to the Cosmetology program as spaces become available. Students entering Computer Engineering Technology, Mechanical Drafting Technology, and Electronics Engineering Technology any semester other than fall semester may not be able to follow the curriculum outline exactly as suggested.

Preparatory training, particularly for the college transfer programs, should emphasize the traditional academic subjects. The recommended high school credits include the following:

English	4 units
Mathematics	3 units
History and Social Studies	3 units
Science	3 units
Physical Education	1 unit
Electives	6 units

Applicants should submit a completed application to the Admissions Office for the semester they plan to enroll. Early application is recommended to allow adequate time for processing and satisfying admissions requirements for programs of study. Applications for admission are made available by

calling the Admissions Office at (919) 335-0821, ext. 290.

College of The Albemarle is an equal opportunity institution. It is the college's policy and the Admissions Office's commitment not to discriminate on the basis of race, national origin, color, religion, gender, age, disability, or political affiliation. Inquiries regarding compliance with this equal opportunity policy may be directed to the President of College of The Albemarle.

Please read the Continuing Education Section of this catalog to learn about admissions requirements for non-curriculum programs.

ADMISSION REQUIREMENTS FOR SPECIAL CREDIT, NON-DEGREE PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants interested in taking only selected courses of interest, except English, math or selected college transfer courses, are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED); and
2. Submit a completed application for admission to the Admissions Office.

Special credit, non-degree applicants who want to take an English or math course must take the college's Placement Test Battery in addition to the above requirements. Testing for course placement may be waived upon receipt of acceptable SAT or ACT scores, or transferable credit for ENG 111 and the math required for the applicant's program of choice (see Placement Test Waiver Policy).

ADMISSION REQUIREMENTS FOR ASSOCIATE DEGREE, DIPLOMA, OR CERTIFICATE PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants pursuing an associate degree, diploma, or certificate program are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);
2. Submit a completed application for admission to the Admissions Office;
3. Request that an official high school transcript or GED score and official transcripts from all colleges previously attended be mailed directly to the Admissions Office; and
4. If required, take the college's placement test as scheduled by the Admissions Office. All associate degree applicants are required to take the placement test. Testing for course placement may be waived upon receipt of acceptable SAT

or ACT scores, or transferable credit for ENG 111 and the math required for program (see Placement Test Waiver Policy).

All applicants should discuss their program of study, test scores and course placement with a student development counselor.

ADMISSION REQUIREMENTS FOR ASSOCIATE DEGREE NURSING AND PRACTICAL NURSING PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants seeking admission to either the Associate Degree Nursing (ADN) or Practical Nursing (PN) program must meet the college's admission requirements for an associate degree or diploma program (i.e. high school graduate or equivalent, college's placement test, and completion of all admission forms).

Both nursing programs only admit students in the fall semester. Interested applicants must complete the college's admission requirements by January 15 prior to the fall semester of the year they plan to enroll.

Applicants with a completed file who achieve the nursing programs' established minimum test scores on the college's placement test and who have a minimum cumulative GPA of 2.0 on high school or post-secondary grades are considered qualified nursing applicants.

Qualified applicants are invited to attend a pre-admission conference with the nursing faculty. When applicants receive their notification letter about the pre-admission conference date, they also receive two appraisal forms. As soon as these forms are completed, they are to be returned directly to the Admissions Office. During the group session portion of the pre-admission conference, information regarding the program is discussed with the applicants. Then, each applicant has a conference with a faculty member to validate the accuracy of the compiled academic data on their admission summary sheet. Participation in the pre-admission conference does not guarantee admission to any nursing program. Applicants who do not attend the pre-admission conference will have their names withdrawn from consideration unless they have previously notified the Admissions Office.

If the number of qualified applicants exceeds the maximum number of applicants annually accepted in the program (PN 20 and ADN 30 or 40 including the LPN-ADN Educational Mobility students), then the admission process becomes competitive and the selection criteria to rank the top applicants for each program is utilized. The competitive ranking is based on the applicant's college or high school grades and cumulative GPA. Grades less than C are unacceptable and not considered. The minimum GPA to be considered is 2.0.

The top ranked applicants are notified of their contingency

accepted status. This contingency is pending the applicant's:

1. Continued satisfactory progress either in high school or college academic courses so as to maintain a cumulative minimum GPA of 2.0.
2. Satisfactory completion of the program's health requirements (A satisfactory physical exam, including immunizations. Any applicant who has an existing health problem, either physical or mental/emotional, must be seeking correction and submit a plan of treatment to the Program Coordinator. A pregnant student may continue in the program as long as she feels able and has the written consent of her physician).
3. Current certification in Basic Cardiac Life Support.
4. Purchase of liability insurance.
5. Purchase of nursing student uniforms.
6. Attendance at the program's orientation session.
7. Verification of attendance at a bloodborne pathogen training program.

After documentation of the completion of all contingencies, the applicant is notified that they may register for nursing courses in the respective program.

Current minimum qualifications and ranking/selection criteria for Associate Degree Nursing and Practical Nursing are available in the Admissions Office.

ADMISSION REQUIREMENTS FOR LPN-ADN EDUCATIONAL MOBILITY PROGRAM APPLICANTS

LPN's seeking admission into the LPN-ADN Educational Mobility Program must meet the current admission requirements of the ADN Program. In addition, the LPN-ADN Educational Mobility applicant must:

1. Have satisfactorily completed (grade of C or better), the following college courses:

BIO 168	Anatomy and Physiology I
PSY 150	General Psychology
CIS 111	Basic Computer Literacy
2. Each applicant for this program must hold a current, unrestricted license to practice as a Licensed Practical Nurse. This license is to be verified by the LPN-ADN Educational Mobility Program Coordinator.
3. Each applicant must have a minimum of one year of full time clinical practice experience. This experience must be within three years immediately preceding admission to the Mobility program. Verification of this requirement will be met via the Nursing Programs Appraisal Form.

LPN-ADN Educational Mobility applicants are accepted for enrollment in Spring Semester in NUR 133: Nursing Assessment. Successful completion of NUR 133 allows the accepted

applicant to receive credit by validation for up to 14 credit hours in nursing courses (NUR 115, 5 credit hours and NUR 135, 9 credit hours) and to continue the sequence of courses in the ADN curriculum.

The LPN-ADN Educational Mobility Program admits students in the spring semester. Interested applicants must complete the college's admission requirement by August 1 prior to the spring semester they plan to enroll.

The admission process including the competitive ranking criteria and process is the same as that for the traditional/generic ADN applicant.

The annual enrollment of mobility students is usually 10, but may vary due to the current enrollment number of the ADN students.

RE-ADMISSION REQUIREMENTS FOR ASSOCIATE DEGREE NURSING, LPN-ADN EDUCATIONAL MOBILITY, AND PRACTICAL NURSING PROGRAM APPLICANTS

A re-admission applicant is defined as an individual who withdrew or was dismissed from his/her most recently enrolled nursing program and is seeking admission to one of COA's nursing programs; or has been enrolled in a nursing program within the last five years of the semester in which they are seeking enrollment. If enrollment has been longer than five years, he/she will not be considered a readmit applicant.

Re-admission is limited to one time to any nursing program. Applicants seeking re-admission will be considered on a space available basis and at the discretion of the nursing faculty.

For the ADN and LPN-ADN Educational Mobility programs, the maximum number of re-admission students shall not exceed 10 percent (10%) of the current class enrollment. This specific limitation in number of re-admission students does not apply to the PN program.

Any former nursing student from COA's program or any other nursing program desiring re-admission to the ADN, LPN-ADN Educational Mobility or PN program must:

1. Meet the current admission requirements and procedures required of all nursing applicants.
2. Submit a letter, prior to the pre-admission conference, to the respective Program Coordinator stating:
 - a. The reasons for previous withdrawal or dismissal from the program;
 - b. The reasons he/she desires to be re-admitted;
 - c. The circumstances that have changed to indicate that the applicant would successfully complete his/her nursing education at this time.

Any applicant not enrolled in the nursing program within two years from the time of withdrawal/dismissal will be asked to repeat all nursing courses. Those seeking re-admission within

the two year period will discuss their point of entry in the nursing curriculum with the nursing faculty of the appropriate program.

Re-admission students must complete the same admission requirements of contingently accepted applicants into any nursing program prior to registration. Refer to "Admission Requirements of Contingently Accepted Applicants."

TRANSFER OF CREDIT

Any individual desiring to transfer to either the ADN or PN program must:

1. Follow the same procedure required by the college for all transfer students as outlined in the college catalog.
2. Meet the same admission criteria required of all nursing students of the specific nursing program.
3. Request the following items from his/her former school of nursing and have them mailed to the Assistant Dean for Admissions and Testing:
 - A. Course outlines of those nursing courses for which one is seeking to receive transfer credit;
 - B. Any National League for Nursing Achievement Test scores taken at former schools;
 - C. Letter of recommendation from clinical instructor who most recently supervised applicant.
4. Have been enrolled in a nursing program within two years immediately preceding transfer to COA's ADN or PN program.
5. Satisfy the college's resident requirement by completing a minimum of 24 semester hours of the last 30 hours of work at COA.

Transfer credit for nursing courses is granted only in the following instances:

1. Space available to accommodate the applicant.
2. The Program Coordinator for the Associate Degree Nursing or Practical Nursing Program, in consultation with appropriate faculty, recommends acceptance of the specific nursing course(s).
3. Final course grade in any nursing course is 80 or better.
4. Final course grade in required non-nursing courses is C or better.

ADVANCED PLACEMENT FOR APPLICANT SEEKING ADMISSION TO THE PRACTICAL NURSING PROGRAM

Those COA students previously enrolled in nursing courses in either the ADN or PN program and who have completed one or more semesters of nursing with a minimum grade of C may be considered for advanced placement in the Practical

Nursing program on a space available basis. Any individual desiring advanced placement in the PN Program must follow the procedure as outlined for re-admission.

The applicant seeking advanced placement must have a minimum grade point average of 2.0 prior to advanced entry and must have been enrolled in a nursing program (ADN or PN) within two years immediately preceding advanced placement.

ADMISSION REQUIREMENTS FOR COSMETOLOGY AND NURSING ASSISTANT PROGRAM APPLICANTS (NEW OR TRANSFER)

In addition to completing admission requirements for a diploma program, applicants must also meet the following minimum qualifications for admission to the program:

Earn the minimum college placement test score(s) as established for the program on the college's placement test(s). (This requirement can also be met by completing the college's appropriate developmental courses. Testing may also be waived based on prior college level course work or the results of SAT or ACT testing.)

The above requirements and minimum qualifications must be completed to be considered for admission to either the Cosmetology or Nursing Assistant program. Both programs admit students each semester except during the summer.

Qualified applicants will be accepted into either program on a first come first served basis, based on their completion of a program statement of intent (available in the Admissions Office). A statement of intent will be required for each class start. As a general rule, statements of intent will not be accepted earlier than 110 calendar days in advance of a given class start date. Other indicative factors, such as the application or file complete dates, will be used to break any ties. The college reserves the right to modify selection procedures if needed to meet unknown requirements.

ADMISSION REQUIREMENTS FOR BASIC LAW ENFORCEMENT TRAINING (BLET) PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

In addition to completing general admission requirements, applicants must also meet the following minimum qualifications for admission to the program:

1. Earn the minimum college placement test scores as established for the program on the college's placement test;
2. Be 20 years of age before the date of enrollment;
3. Submit to the BLET Director a document attesting to sponsorship by a North Carolina law enforcement agency and satisfactorily pass a criminal background check; or, if unable to document sponsorship, submit a satisfactory criminal record check of the last five years from the clerk of court from the county of residence; and
4. Satisfactorily pass a physical assessment, completing all tasks assessed.

The above requirements and minimum qualifications must be completed to be considered for admission to the program during the subsequent academic year. BLET applicants are admitted during the fall semester and possibly other semesters during an academic year. Priority admissions will be given to qualified applicants holding full-time employment with criminal justice agencies. The remaining qualified applicants will be accepted in the fall semester according to their date of application until the program is filled for a particular semester. The remaining qualified applicants who were not accepted will be placed on a waiting list for the next semester the program is offered that academic year and accepted to the program according to their date of application until the program is filled. Qualified applicants can remain on the waiting list indefinitely, but if they are accepted and are unable to enroll for whatever reason, they will be removed from the waiting list, at which point they would have to re-apply or reactivate their application. The date of re-application or reactivation will be the date used for acceptance. In the event qualified applicants have the same date of application, the date an applicant completed requirements for admission will determine acceptance.

BLET applicants who did not meet the minimum reading test score requirements must enroll and successfully complete the appropriate developmental reading course to be qualified for admission to the program. Applicants who complete developmental courses will be placed on the waiting list and accepted to the program according to their date of application. Accepted applicants will have to submit a completed medical exam by a medical doctor before enrolling in the program.

TRANSFER STUDENTS

Upon receipt of official transcripts from all colleges previ

ously attended, the Registrar evaluates courses completed and applies credit toward the program being pursued at College of The Albemarle. Credit is given for a "C" or better on courses completed at institutions accredited by regional agencies if the course work parallels course work offered by College of The Albemarle.

Credit for courses which are completed at regionally non-accredited institutions may be granted by College of The Albemarle on a course-by-course basis providing that the following are met:

1. The originating institution be accredited by an accrediting agency for institutions of that type.
2. Instructors in courses to be transferred meet the same minimum qualifications as required for instructors in institutions in regionally accrediting associations.
3. Courses to be transferred parallel courses offered by College of The Albemarle.
4. Courses meet the same rigorous standards as courses at regionally accredited institutions.
5. A grade of "C" or better has been attained in each of the courses for which credit is being sought.

Although there is no limit to the number of transfer credits accepted by the college, of the last 30 hours of course work completed for a degree, 24 hours must be completed at College of The Albemarle. Grades earned at and transferred from other colleges will not be used to determine cumulative grade point averages or honors for graduation from College of The Albemarle. Credits earned at other institutions may be used to determine GPA for nursing program admission if they exceed a minimum of 9 semester hours. Students who are not academically eligible to return to the institution they last attended may be admitted to College of The Albemarle.

DUAL ENROLLMENT FOR HIGH SCHOOL STUDENTS

Currently enrolled high school students who are at least 16 years of age may be admitted to appropriate college courses under the following conditions: (1) the local board of education has approved a dual enrollment policy for high school students; (2) the student's program of study is approved by the high school principal or designee and the president or designee; and (3) the high school principal or designee certifies that the student is taking at least three high school courses and is making appropriate progress toward graduation.

High school students will be admitted on a space-available basis. Once admitted, however, high school students will be considered as regular college students receiving the same credits. High school students who are at least 18 years of age may take courses without the approval of local public school personnel.

Tuition and fees are not charged high school students who are taking courses at the college through cooperative agreements with area high schools or through dual enrollment provisions. Books must be provided for by the high school or student. High school students who take curriculum and/or continuing education courses at the college and do not do so through cooperative agreements or dual enrollment provisions are required to pay tuition and fees.

INTERNATIONAL STUDENTS

A foreign student planning to attend college in the United States needs to consider specific regulations regarding admissions. If the student is not a legal resident or alien resident of the United States and would like to attend College of The Albemarle, the student must apply for a F-1 or M-1 student visa. To apply for a student visa, the student must request first an International Immigration Service form I-20 from College of The Albemarle (See International Student Admissions below).

International students who are legal residents with permanent visas (alien registration card holders) are admitted to College of The Albemarle in the same manner as native citizens of the United States.

INTERNATIONAL STUDENT ADMISSION POLICY AND PROCEDURE

1. The regular application for admission to the college must be submitted along with certified copies of OFFICIAL ACADEMIC RECORDS FROM SECONDARY EDUCATION (High School) attended, which must include dates of entry, termination, and name of certificate or diploma received. These records must be translated in English and certified as true copies by a notary public, an official of the institution in which the student was or is enrolled, or a representative of a U. S. Counseling Office located overseas, or a U. S. Consular Official.
2. Each international student whose first language is not English must submit an official score report for the Test of English as a Foreign Language (TOEFL) or provide documented evidence of English Language proficiency to the Admissions Office. College of The Albemarle requires a TOEFL score of 500 or documented evidence of English language proficiency, i.e., course transcript.

NOTE: International students who do not have the required TOEFL score are recommended to enroll in an intensive English program at one of the ELS Language Centers located throughout the United States and the world. The closest center to COA is located in Washington, D.C. ELS can be contacted by writing ELS Language Centers, 5761 Buckingham Parkway, Culver City, CA 90230 or by calling 310-410-4688 or by fax 310-410-4688. Students who plan

to attend one of the ELS Language Centers will be given a conditional letter of acceptance. ELS English Proficiency Evaluation score of 108 satisfies the English language requirement.

3. All foreign student applicants who have been accepted to the college also take the college's Placement Test. Foreign students will be given the Placement Test before registering for classes.
4. A statement is required regarding the applicant's financial resources indicating how he/she intends to pay for his/her travel, tuition, fees, room, food and other expenses while enrolled at COA. This statement must be certified by a notary public, a U.S. Consular Official, or, other official, i.e., bank official. Form I-134, an Affidavit of Support, may also be used if the foreign student will have a financial sponsor, i.e., parents, relative, friend, business, etc. Please note that international students who are not legal residents of North Carolina will have to pay the current out-of-state tuition rate.
5. College of The Albemarle may award an international student an INS form I-20 after he/she has submitted an application for admission, all official transcripts, TOEFL test scores, or demonstrated English proficiency, and a statement of financial support or an affidavit of support.

International students are responsible for making their own travel arrangements to the United States. The nearest international airport is fifty miles from the college in Norfolk, Virginia. Housing and transportation to and from the college will be the student's responsibility. Public transportation in Elizabeth City is limited. Taxis provide the most common means of public transportation. Car pooling with other students is another means of transportation to the college campus. The admissions office will try to assist international students throughout their college experience.

All foreign students are encouraged to purchase an individual medical and life insurance policy upon arrival on campus.

All foreign students are encouraged to open a bank account in order to have easy access to U.S. currency.

READMISSION

Any applicant who is unable to register for classes can reactivate his/her admission application for readmission at any subsequent semester, within one year from the semester he/she planned to attend.

Any student who withdraws from the college for any reason other than academic or administrative can reactivate his/her admission application for readmission at any subsequent semester. After five years a withdrawn student's admission file (application, test scores, transcripts, etc.) is discarded, except for the college's transcript, after which, the student would have to re-apply.

AUDITING COURSES

Students who wish to audit courses must follow the usual procedure for registration and must state their intentions to audit courses when they register. Students auditing courses receive no credit but are expected to attend classes regularly and to participate in class discussions. They are also encouraged to do all work and assignments expected of regularly enrolled students. In addition, they are responsible for observing the same regulations concerning attendance and behavior as students registered for credit.

Students auditing courses will be charged the same tuition as students taking courses for credit. Anyone taking only audit courses will not be charged an activity fee.

DIRECTED STUDY

Students who desire to register for Directed Study, sometimes referred to as independent study, are responsible for initiating, consulting, and obtaining the appropriate faculty-staff signatures on the Request for Directed Study Form before the last day of the scheduled period in which students may drop and add courses in the semester. Directed studies will be granted for the following reasons:

1. When only one section of a class is being taught which results in a conflict for a student who must have the course to graduate or to transfer from College of The Albemarle; or
2. When the needed class is not being taught and the student must have the course to graduate from College of The Albemarle.

The completed Request for Directed Study Form must accompany the student's completed Registration Form, which includes the Directed Study course. Directed study forms are available in the student development office. Students should note Directed Study courses are not the normal or preferred means of instruction for community college students. They are approved only as previously detailed.

PLACEMENT TEST

Upon receipt of the application for admission, the Admissions Office, if necessary, will schedule the applicant for a placement test. The placement test is designed to assess an applicants' basic skills in reading, writing, and mathematics. Test results are used to assist students with course placement. Retesting is allowed, with approval from the Assistant Dean for Admissions and Testing. Students needing special accommodations for testing should contact the Admissions Office.

PLACEMENT TEST WAIVER

Testing for placement may be waived under one of the following conditions:

1. Acceptable SAT or ACT scores from tests taken within five years prior to the date of application;
2. Transferable credit from an accredited college for ENG and the math requirement for the program of study documented by an official college transcript mailed directly to the Admissions Office; or
3. For special credit non-degree seeking students.
4. Receipt of ASSET/COMPASS scores from another institution.

Testing will not be waived for Associate Degree Nursing, LPN-ADN Educational Mobility, Practical Nursing, and BLET programs.

COLLEGE BOARD ADVANCED PLACEMENT TESTS

The college recognizes satisfactory scores on the Advanced Placement (AP) tests for course placement and degree credit. Students taking AP tests should have score reports sent directly to the Admissions Office. Upon receipt of official Advanced Placement score reports, the Registrar evaluates courses completed and applies credit toward the program being pursued at College of The Albemarle. Questions concerning score requirements and credit should be directed to the Registrar.

Information about any College Board test and an application for a specific test may be received by requesting in writing to the Advanced Placement Program, P.O. Box 6671, Princeton, New Jersey 08541-6671. Applicants are urged to apply for test dates six to eight weeks before the actual test dates.

ADVANCED PLACEMENT/CREDIT BY ARTICULATION FOR HIGH SCHOOL COURSEWORK

The college offers credit by articulation in specific courses to students who have satisfactorily completed equivalent high school courses. Students desiring to exempt college-level entry courses should request such action through the college's Assistant Dean, Admissions and Testing, or the high school counselor. Conditions and procedures for granting credit by articulation are listed below:

1. The student must enroll in a curriculum program within two years after high school graduation.
2. The student must have completed 12 semester hours with a "C" average at COA before credit is granted.
3. High school courses for which articulation credit is granted

must have been completed with a grade of "B" or better.

4. The Registrar will post the advanced placement on the student's college transcript. Credit hours posted on the transcripts and applied toward graduation requirements will not be used in calculating the student's grade point average.
5. Students who receive advanced placement will not be required to register or to pay tuition for courses for which articulated credit is received.

CREDIT FOR MILITARY SCHOOLS

The college grants credit where applicable for military service schools in accordance with the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services. Recommended credit must be consistent with the requirements and objectives of a curriculum in order to be granted. Students wishing to have military school records evaluated for credit should contact the Registrar to determine the military document required. Upon receipt of the document, the Registrar will evaluate schools completed and apply appropriate credit toward the program being pursued at College of The Albemarle.

ORIENTATION FOR NEW AND TRANSFER STUDENTS

The required orientation program is designed to introduce students to their new environment and to acquaint them with the policies and regulations of the college. Assemblies, lectures, and small group discussions are held to assist students in adjusting to college life. In addition, monthly information sessions for all COA programs are held.

REGISTRATION

College of The Albemarle usually has a registration period prior to the first day of classes for each semester. Tuition and fees are due on the day students register. Only students who have received financial aid award letters indicating payment will be made on Payday 1A and who have registered during the early registration dates may have their tuition and fees taken from their financial aid. Late registration is permitted through the first week of classes for each semester except the summer session. Applicants may register for classes their first semester with incomplete admissions files. After their initial semester of enrollment, students with incomplete admissions files may not register for a subsequent semester until their files are complete or until they receive special permission from the Assistant Dean, Admissions and Testing.

Students must pay any past due accounts before permission to register may be given. Students who are eligible for veteran's educational benefits should see the college's Veterans Affairs Officer for special conditions concerning enrollment certification for initial enrollment to College of The Albemarle.

Fees and Expenses

Students who enroll in curriculum classes are subject to the following tuition and fee rates:

Tuition for In-state Residents

\$20.00 per semester hour or \$280 maximum per semester.

Tuition for Out-of-state Residents

\$163 per semester hour or \$2,282 maximum per semester.

Student Activity Fee (12 or more semester hours)

Fall Semester-\$14

Spring Semester-\$14

Activity fees are subject to change

Tuition is subject to change by the North Carolina State Board of Community Colleges and is waived for persons 65 years of age or older. Activity fees are subject to change.

Military personnel stationed and living in North Carolina and their dependents are eligible for in-state tuition after proper documentation is received.

All tuition and fees are due and payable at the time of registration.

Any past accounts owed to the college must be paid before permission to register may be given.

The cost of books and supplies, while varying according to the courses of study, should total approximately \$500 per year, with the major expense occurring in the fall semester.

Candidates for graduation will be charged a fee to cover costs of the diploma, invitations, and cap and gown purchase. This fee is non-refundable.

All full-time and part-time students enrolled in curriculum programs are required to pay an activity fee as applicable. For full-time students, the fee shall be \$14 in the fall semester and \$14 spring semester. Part-time students shall pay a student activity fee of \$7.50 during each of the fall and spring semesters. Senior citizens, full-time College of The Albemarle employees, and students who audit classes shall be exempt from paying activity fees. Programs that are sponsored by state agencies, last less than one semester and/or are taught at facilities other than a COA campus or center may be exempt from activity fees. Activity fees entitle students to admission to many college-sponsored activities. When the yearbook is published, full-time students who have been enrolled two consecutive semesters will be given yearbooks without charge.

PHYSICAL EDUCATION ACTIVITY COURSE FEES

PED 139/140 Bowling/Intermediate Bowling. A nominal lane fee is charged for each game.

PED 128/129 Beginning/Intermediate Golf. A nominal greens fee is charged for each game played at local golf courses.

RESIDENT STATUS FOR TUITION PAYMENT

North Carolina law G.S. 116-143.1 on this subject states the following:

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. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State.

To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-state tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-state tuition rate.

When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or re-registering at the institution of higher education at which resident status for tuition purposes is sought.

Regulations concerning classifying students by residence for tuition purposes are set forth in detail in *A Manual to Assist the Public Higher Educational Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Copies of the manual are available on request in the Vice President of Student Development's office and in the Learning Resources Center.

All new students applying for admission must respond on their respective applications to certain questions which are related to residence classification. The Assistant Dean, Admis-

sions and Testing, is responsible for evaluating these responses and initially classifying students accordingly. In questions concerning residence status and appeals of initial residence classifications, students are advised to consult the Vice President of Student Development.

INSURANCE

College of The Albemarle assumes no responsibility for student injuries or losses. An opportunity will be provided at the time of registration for all students to obtain accident insurance.

Students are given an opportunity to purchase accident insurance when they register. The college strongly recommends that students who enroll in occupational programs or who plan to take physical education activity courses purchase accident insurance.

All students enrolling in Associate Degree Nursing and Practical Nursing programs are required to have malpractice insurance. Such insurance may be purchased through the college's Business Office.

All persons who enroll in any COA program in which they could be exposed to bloodborne pathogens may be required to receive the Hepatitis B vaccination at their own expense prior to participating in clinical or similar training events. (See program head for additional information.)

TUITION REFUND POLICY

1. A refund shall not be made except under the following circumstances:

a. 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 is canceled due to insufficient enrollment.

b. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 20 percent point of the semester.

c. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 20 percent point of the class.

d. For contact hour classes, apply as Part (e),(1)(c.) of this policy except use 10 calendar days from the first day of the class(es) as the determination date.

2. To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule.

3. Where a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day

of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

4. For a class(es) which the college collects receipts which are not required to be deposited into the State Treasury account, the college shall adopt appropriate local refund policies.

5. All fees, including student activity fees, are non-refundable unless the student withdraws before the first day of the semester. Fees are non-refundable after classes begin and are forfeited upon withdrawal from the college; however, fees may be refunded when a class is canceled by the college and the student registered only for the canceled class.

6. Withdrawal forms are available in the Student Development Office. Reasons for withdrawal will be considered unavoidable when circumstances beyond the students' control affect the student's life and livelihood to such an extent that continued enrollment is impossible. Matters of personal convenience or preference are not considered unavoidable reasons.

TRANSCRIPT OF RECORDS

A record of academic credit earned at College of The Albemarle will be sent to any person or agency when requested by the student in writing, provided all accounts with the college have been settled satisfactorily. There is no charge for transcripts. College of The Albemarle does not fax nor accept faxed transcripts.

Financial Aid

The philosophy at College of The Albemarle is that any individual who wishes to attend the institution should not be deprived of this privilege due to a lack of financial resources. Although the primary responsibility for financing an education remains with students and their families, College of The Albemarle participates in programs designed to supplement the family contribution when there is documented student financial need.

Financial aid consists of grants, loans, scholarships, campus employment, or any combination of these as determined by the policies of the Scholarships and Student Aid Office and the U.S. Department of Education. Policies and procedures for awarding Student Aid are subject to change to meet new federal regulations. Students are required to meet satisfactory academic progress requirements in order to qualify for Federal Student Aid. Fresh start and course repeat policies do not exempt students from meeting satisfactory academic progress based upon all academic work attempted.

APPLICATION PROCEDURE

To apply for financial assistance, students should complete the following forms which may be obtained from the Scholarships and Student Aid Office:

1. Free Application for Federal Student Aid (FAFSA)

In completing the FAFSA, the student and family should provide information from their federal income tax forms for the preceding calendar year. The form should be completed as soon as possible after January 1 and submitted to the College for processing. When students complete the FAFSA they automatically apply for the following:

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (SEOG)

Federal Work-Study (FWS)

N.C. Student Incentive Grant (NCSIG)

NOTE: The College is pleased to offer assistance with filing your Free Application For Federal Student Aid. We will file your Application electronically with the Federal Processor.

2. COA Private Scholarship Applications

The college offers more than 123 scholarships to eligible students. Requirements for scholarships vary; however, the primary concerns are financial need, scholastic ability, a specified program of study, residence status, and participation in community activities. The scholarship application must be completed and submitted to the Scholarships and

Student Aid Office, located in room 123 of the A Building, on or before April 1.

REQUIRED FORMS FOR FINANCIAL ASSISTANCE

The following forms must be submitted to the Scholarships and Student Aid Office for consideration of financial assistance:

1. A copy of the Student Aid Report (SAR), which is mailed directly to the student if the student mails the Application to the Federal Processor, notifying them of eligibility for the Pell Grant as a result of completing the FAFSA or the copy received by the College;
2. Signed copies of all applicable federal tax forms and W-2 statements;
3. Institutional Verification Form;
4. Other forms which may be requested for verification.

DEADLINES

The Free Application for Federal Student Aid (FAFSA) must be completed and received at its destination before the dates listed below to be considered for certain awards:

(FAFSA) N.C. Student Incentive Grant.....	March 15
(FAFSA) Federal Supplemental Educational Opportunity Grant.....	April 1
COA Scholarship Application.....	April 1

FEDERAL AND STATE FUNDS AVAILABLE

Below are brief descriptions of federal and state financial aid programs available to COA students.

Federal Pell Grant

Federal Pell Grants are awards which assist undergraduates in paying for their education after completion of high school or earning a GED. The Federal Pell Grant program is the largest federal student aid program. For many students, these grants provide a "foundation" to which other federal and non-federal assistance may be added. Unlike loans, grants do not have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Students who receive the Federal Pell Grant may be eligible for the Federal Supplemental Educational Opportunity Grant. This federal program does not require employment or

repayment. The amount of the grant is based on students' financial needs and the minimum award is \$100. To be eligible for FSEOG, students' financial aid files should be completed by April 1.

North Carolina Student Incentive Grant (NCSIG)

Administered by College Foundation, Inc., this grant is provided (as funds are available) to students who are legal residents of North Carolina accepted for enrollment or enrolled full-time in good standing in an undergraduate program of study in an eligible college, university, community college, technical, or vocational school in North Carolina. Students must demonstrate financial need as determined through a needs analysis. March 15 is the deadline for requesting the NCSIG.

Federal Parents Loan for Undergraduate Student (PLUS)

This is a long-term loan available to parents of dependent students at any income level. The interest rate for the PLUS is variable, but not higher than 9 percent and repayment generally begins 60 days after the final loan disbursement. There is no "grace period" for these loans. This loan requires a separate application which may be obtained from the Scholarships and Student Aid Office.

Federal Stafford Loan

This is a long-term loan with a variable interest rate. The subsidized Stafford Loan is repayable beginning 6 months after the student ceases to be enrolled at least half-time. The student is responsible for the interest during in-school and deferment periods on an unsubsidized Stafford Loan. The maximum amount one can borrow for a subsidized loan is \$2,625 for freshmen and \$3,500 for sophomores. Eligibility is determined by the Office of Scholarships and Student Aid using information from the Student Aid Report. Final approval will be determined by the lender. This loan requires a separate application in addition to the need analysis document (Student Aid Report).

Federal Work-Study (FWS)

The Federal College Work-Study program enables eligible students to help pay college expenses while attending classes at least part-time. Students participating in the program are employed in the library, laboratories, administrative and faculty offices, and various departments of the college.

PRIVATE SCHOLARSHIPS

College of The Albemarle offers more than 123 private scholarships each year ranging from \$50 to \$1,500 each and

totaling more than \$130,000 awarded annually. To apply for scholarships, students may obtain application forms from the Scholarships and Student Aid Office. Application forms indicating the scholarships for which students are eligible must be returned by April 1. Incomplete applications will not be considered. Most scholarships are awarded during the summer months, and the first award payments are made during the following fall semester.

Listed below are the scholarships available, as of the publication of this catalog, to eligible applicants:

Albemarle Hospital Volunteer Services, Inc. Scholarship
 Albemarle Unit 463 Woodmen of the World
 American Legion Auxiliary #288 Scholarship
 B & M Contractors, Inc. Scholarship
 BB&T/J. Carroll Abbott Scholarship
 BB&T/G. R. Little Scholarship
 BB&T/Swindell Lowery Scholarship
 BB&T/Willis Owens Scholarship
 Mr. and Mrs. Charles Camden Blades and Dr. and Mrs. Julian W. Selig, Sr. Memorial Scholarship
 Anna W. and Clifford E. Bair Music Scholarship
 Belcross Beverage Co./Buddy Hunt Scholarship
 Buddy Hunt Air Conditioning,
 Refrigeration and Heating Scholarship
 Alexandra Boada Scholarship
 Melvin W. Bright Scholarship
 Mildred R. Bright Memorial Scholarship
 Frances Burfoot Nursing Scholarship
 Laura "Joy" Burgess Scholarship
 Carolina Telephone Technical-Vocational Scholarship
 Don Carter Memorial Scholarship for Criminal Justice
 Raleigh Carver Scholarship
 Chief Petty Officers Association of Elizabeth City, NC,
 Scholarship
 John and Beth Childers Nursing Scholarship
 Chowan Hospital Scholarship/Loan
 Christ Episcopal Church Women's Scholarship
 City Beverage Co., Inc./Elisha Coppersmith Scholarship
 Cosmopolitan Club of Elizabeth City Scholarship
 James T. Connolly Memorial Scholarship
 Harriette M. Crump Scholarship
 Mark S. Cummings Scholarship
 Dare County Restaurant Association Scholarship
 Dare County Teaching Scholarship
 Virginia Dare Business and Professional Women's Club
 Scholarship
 Dana Lee Damell Memorial Nursing Scholarship
 Jewel and Lee Davenport Scholarship
 Mabel Hardison Dudley Memorial Scholarship
 Edenton Business and Professional Women's Club
 Scholarship

Edenton-Chowan Kiwanis Scholarship
 Elizabeth City Junior Woman's Club Scholarship
 Elizabeth City Business and Professional Women's Club Scholarship
 Elizabeth City Morning Rotary Club Scholarship
 Elizabeth City Woman's Club Scholarship
 Edna Fenstamacher Nursing Scholarship
 Friends of Chowan Hospital
 William G. Gaither, Jr. Memorial Scholarship
 College of The Albemarle GED Award
 Bess T. and P.P. Gregory Scholarship
 Bonnie S. Hawkins Scholarship
 Jean McCammond Hislop Memorial Scholarship
 Selma Harris James Scholarship
 Jaquelin Jenkins Scholarship for Visual Arts Mailboxes, Etc. Scholarship
 Manteo Lions Club Scholarship
 Josephine C. McDonald Memorial Scholarship
 Charles R. McEver Memorial Scholarship
 George Dixon McKecuen Scholarship
 Jule C. Modlin Scholarship
 M. G. Morrisette, Jr. Memorial Scholarship
 Brenda Holt Muir Nursing Scholarship
 Ginny Crutcher Nash Memorial Scholarship
 Norman L. Norfleet Memorial Scholarship
 North Carolina Community College Scholarship
 Home Builders Association of Northeastern North Carolina Scholarship
 Nurse Scholars Program
 Nurse Education Scholarship Loan Program (NESLP)
 Dr. Zack D. and Martha Anderson Owens Nursing Scholarship
 Pasquotank County Extension Homemakers Club Scholarship
 Regina A. Peal Memorial Scholarship
 Glenn W. and Treva P. Pendleton Scholarship
 Phi Theta Kappa Scholarship
 President's Scholarship
 Red Men Pasquotank Tribe #8-Matoaca Council #10 Degree of Pocahontas Scholarship
 Mary and Zack D. Robertson, Sr. Scholarship
 Zack Robertson, Jr. Air Conditioning/Heating Scholarship
 Charles O. Robinson, Sr. Scholarship
 Eloise Robinson Scholarship
 Carrie M. Roebuck Scholarship
 Raymond H. Shorkey Memorial Scholarship
 T. G. Skinner Memorial Scholarship
 Gaston and Beverly Small Scholarship
 South Camden Ruritan Scholarship
 Lois Asbell Stokes Memorial Scholarship
 Tee-Lok Scholarship
 John and Patricia Thomas Scholarship
 Lucy Vaughan Memorial Drama Scholarship

Veterans of Foreign Wars, W.C. Jackson Post 6060 Scholarship
 VFW Ladies Auxiliary Post 6060 Scholarship
 Wachovia Technical Scholarship
 Charles W. Ward, Jr. Occupational Education Scholarship
 Thomas S. Watts Memorial Scholarship for Public Service
 Grover Clyde White Scholarship
 Marvenia Godfrey White Memorial Scholarship
 Robert Jennings White Scholarship
 George J. Winslow Scholarship
 Leigh Winslow, Sr. Scholarship
 George M. Wood Memorial Scholarship
 Jerry S. Wright, Sr. Business Scholarship

AWARD PROCEDURES

The amount of aid for which students may be eligible is determined by the Scholarships and Student Aid staff and is based upon the information reported by the student.

Students who notify the Scholarships and Student Aid Office that they are applying only for a Federal Pell Grant will be notified of the award soon after all copies of the Student Aid Report and all other applicable information has been submitted to the Scholarships and Student Aid Office in the following circumstances:

1. The college has received its official allocation from the U.S. Department of Education; and
2. The payment schedule, from which the amount of the award is determined, has been published by the U.S. Department of Education.

In the event the college has not received its official allocation or the payment schedule has not been published by the time the Student Aid Report is submitted to the Scholarships and Student Aid Office, students will be notified soon after the allocation and payment schedule are received.

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 a degree or diploma program at College of The Albemarle on at least a half-time basis (In some cases, a student may receive financial aid for less than half-time enrollment.);
2. Be a United States citizen or a national or permanent resident of the United States;
3. Be an undergraduate student who has not previously received a bachelor's degree;

4. Demonstrate financial need;
5. Demonstrate evidence of academic or creative promise;
6. Be making satisfactory progress in the course of study being pursued; and
7. Not be in default on a Federal Perkins Loan (formerly NDSL) or a Stafford Loan (formerly Guaranteed Student Loan) and not owe a refund of federal funds at any institution.

If students qualify for financial aid, they will receive an award letter. Students should review the award carefully, answer the appropriate questions on the award letter, and return it immediately to signify acceptance of the award. If the aid does not meet the students' needs, they should make an appointment with the Director, Scholarships and Student Aid, for consultation.

PAYMENT SCHEDULE

Students who have received their financial aid award letters prior to registration and who register during the early registration dates may have their tuition and fees deducted from their financial aid if the amount of financial aid is sufficient to cover tuition and fees. Students' files must be complete before award letters are issued.

ACADEMIC REQUIREMENTS FOR SATISFACTORY PROGRESS TO MAINTAIN FINANCIAL ASSISTANCE

To receive Title IV financial aid funds, students must meet the Office of Education's statutory requirements of satisfactory progress. The policy includes a qualitative measure of the student's progress, such as a grade point average. To accurately measure the student's progress in a program, the policy must have a quantitative measure of progress. To quantify academic progress, the policy must set a maximum time frame in which a student is expected to complete a program.

To be eligible or to continue to receive student financial aid, students must have a cumulative GPA according to the total number of hours for which they have attempted as indicated below.

Semester Hours Attempted	Minimum GPA
0-12	1.25
13-24	1.50
25-39	1.75
40 & above	2.00

Student academic transcripts will be reviewed for satisfactory progress at a minimum of once per year to determine if they are maintaining the requirements set forth in this policy. Grades A, B, C, D, F will be counted in the Financial Aid GPA calculation, withdrawals and never attended classes carry no point value, but are computed as part of the Financial Aid GPA (hours attempted). During any semester in which a student re-

ceives Title IV funds and then decides to audit or receives credit by examination, that student may be liable to repay those funds.

Time Limitation

Maximum semester time frames for completion of a COA program are as follows:

Enrollment status (credit hours)	Transfer Degree	AAS	Diploma
Full-time (12 or more)	6	6	5
Three-fourths-time (9,10,11)	8	8	7
Half-time (6,7,8)	12	12	9

Financial Aid will be terminated following completion of maximum time frames. The time frames must include terms of enrollment during which financial aid is not received.

Students who complete the graduation requirements for a degree, diploma, or certificate program and re-enroll to pursue those course requirements of a second degree may request from the Director of Scholarships and Student Aid an extension of the time limitation covering only that period of time actually necessary to complete the second degree.

Students who successfully complete the semester hour, course, and GPA requirements for graduation with a degree, diploma, or certificate and who re-enroll for courses that are not required by a second degree shall be terminated from financial aid eligibility even though they may not have formally applied for graduation.

Minimum Requirements To Maintain Eligibility

Status	Must Pass
Full-time	12 credit hours
Three-fourths-time	9 credit hours
One-half-time	6 credit hours
Less than half-time	all hours attempted

Non-Credit/Remedial Courses

Students who are required by the college to enroll for remedial course work will not be allowed to pursue more than one year or 30 semester hours of remedial course work as regulated by the U.S. Department of Education.

Financial Aid Probation/Suspension

1. Students who fall below 2.0 and/or do not complete the required number of credit hours during any semester will be placed on financial aid probation.
2. Students who are on financial aid probation and who fail to meet the minimum requirements for that semester or year are placed on financial aid suspension. Financial aid suspension terminates students from continuing eligibility unless

or until their appeal, if any, is upheld or until they meet the requirements for reinstatement.

Appeal Process

1. Students may appeal their suspension/termination of eligibility for financial aid only for "extraordinary circumstances" to the academic appeals committee.
2. Appeals must be in writing and accompanied by appropriate documentation. Reasons such as death in the immediate family, injury or health related problems of a student will be considered.
3. Written appeals will be presented to the Director of Scholarships and Student Aid for action by the academic appeals committee, which is comprised of the faculty executive committee. Notice of continued termination or of reinstatement will be given to the student in writing.

Procedures for Reinstatement

1. Students who have their financial aid eligibility suspended/terminated may be reinstated in one of the two following ways:
 - a. By the appeal process.
 - b. By enrolling at the college without the benefit of financial aid and meeting the minimum GPA requirements or maintaining a 2.5 GPA with a minimum of six credit hours for each semester thereafter and completing the required number of credit hours.
2. Retroactive payments of financial aid for semesters when students were on suspension are prohibited.

Financial Aid Standards

1. No aid will be awarded for repeating a course for which credit already has been awarded, unless curriculum standards require that the course be repeated or by the advice of the student's advisor and with the approval of the Vice President of Student Development.
2. In order to measure a student's satisfactory progress toward his or her degree or diploma, the student's total academic record at College of The Albemarle must be evaluated whether or not the student received aid for the entire time of enrollment.
3. Returning students are evaluated on a continuing basis from the last enrollment unless a mitigating circumstance is considered. Returning students who were previously enrolled under policies other than the current policies will be required to meet the standards of the current policy upon returning. Transfer students will be treated as new entering students.
4. Transfer credits from other post-secondary institutions will not be used to determine satisfactory progress.
5. Students changing programs will be evaluated according to

those courses which give credit in the new program of study. These students must meet all the minimum requirements (as applicable to each student) as required by the satisfactory academic progress policy.

6. A student's enrollment status for financial aid includes only courses required for graduation. Courses taken which are not required to meet the graduation requirements of the curriculum for which a student is enrolled do not qualify for payment.
7. If at any time a student becomes ineligible to receive a scholarship, the funds will be awarded to the next eligible student.
8. When a student withdraws from school, the last date of attendance must be recorded in order to determine if the student owes a repayment. When a student withdraws, a copy of the drop form is forwarded to the Office of Scholarships and Student Aid and the last date of attendance is noted. If this date is left blank, the next step is to look at the class roster and/or contact the instructor to determine the last date of attendance for the class.
9. College of The Albemarle's Fresh Start Policy will not apply to students receiving financial assistance per regulations provided by the U.S. Department of Education.
10. In the event that a class is canceled, students may owe a refund to the appropriate federal program.

The Office of Scholarships and Student Aid reserves the right to amend this policy at any time as necessary.

Student Development

PURPOSE OF STUDENT DEVELOPMENT

The Student Development Division provides comprehensive support services to assist prospective and enrolled curriculum students reach their educational, career, and life goals. Student Development services meet the needs of our diverse student population to improve student performance and persistence at College of The Albemarle. By assisting students to understand themselves and their environment, to set goals and priorities, and to develop skills for problem solving, the Student Development staff helps students to achieve their highest potential at the college and in life.

MISSION OF STUDENT DEVELOPMENT

Services provided by Student Development staff support instructional programs and the purpose of the college. They include the following: marketing of curriculum programs, recruitment of potential students, administration of scholarships and student aid, administration of veteran's educational benefits, admission of all curriculum students, placement testing and course placement, advising and registration of curriculum students, maintain permanent curriculum student records and files, career counseling and resource materials, college transfer information, personal counseling and referral, instructional support, tutoring, administration of child-care funds, assistance for disadvantaged students, assistance for students with special needs, coordination of services with community resources, student activities, leadership development, educational workshops, and cultural events.

VALUES STATEMENT OF STUDENT DEVELOPMENT

Student Development Staff will assist students, alumni, faculty, and staff in a friendly and thorough manner. We value honesty, courtesy, helpfulness, and professionalism. We endeavor to earn the respect of each individual we serve. We continually evaluate and improve our services, policies, and procedures to provide superior student development services.

GUIDANCE AND COUNSELING

Educational, vocational, and personal guidance and counseling are available to all students from Student Development counselors and faculty. Each counselor and faculty member retains a list of community resources to which students may be referred.

Student Development counselors provide admissions counseling designed to assist students in identifying programs of study and selecting courses for which they are best suited and which lead toward attaining their educational objectives. Coun-

selors and advisors continue to work closely with students after they are enrolled to ensure that their educational program is implemented and that they are making satisfactory progress toward accomplishing their educational goals. Professional counselors are also available for personal and social counseling.

Since the college offers college transfer education, many students frequent their advisors' offices to discuss transfer admission requirements at senior institutions. Although advisors assume the responsibility to be cognizant of transfer admission requirements, it is the direct responsibility of students to contact the senior college or university to determine requirements for transfer and, thus, verify the information obtained from counselors and advisors.

Faculty members post regular office hours indicating when students and prospective students may seek advisement and consultation.

ADVISEMENT SYSTEM

Within the first few weeks of each semester, Student Development personnel assign all new day students enrolled in a curriculum program with six or more credit hours to an advisor who is either a full-time faculty member or a Student Development counselor. An effort is made to assign an advisor who teaches in their selected program area. Exceptions are developmental education students, evening students, and undecided students. Students who place in Developmental Education classes are usually assigned to a Developmental Education faculty member. Evening students are referred to the Associate Dean for Curriculum Instruction and Evening Services or to the Student Development evening counselors while undecided students are assisted by the Student Development counselors. Dare County Campus students consult the Dare County Campus faculty and counseling staff for advisement. Chowan County Center students consult the Associate Dean. Students who are not assigned an advisor receive assistance from a Student Development counselor.

The academic advisor's role is to assist students in the decision-making process of selecting courses to take each semester which are consistent with the student's educational objective. The advisor maintains contact with the student throughout the student's enrollment at the college and until the student withdraws or completes the program of study. The advisor is consulted by the student when any of the following occurs: (1) registering for classes, (2) adding or dropping classes, (3) withdrawing from college, and/or (4) planning for graduation from College of The Albemarle or for transferring to another educational institution. In addition, when making recommendations with the student about courses and course load, the advisor is cognizant of the student's goals, educational plans, and GPA.

Career guidance, helping a student develop a positive self-image, and other matters such as residence classification are usually referred to Student Development unless advisors feel confident they can lead the student toward solving the problem.

Students are responsible for contacting their advisor upon receiving their advisor assignment. Furthermore, students must assume responsibility for ensuring that they know the requirements for the degree or program they are pursuing at College of The Albemarle. A list of graduation requirements for each curriculum is available from the Student Development Office. If transferring to another educational institution is the student's plan, the student bears an additional responsibility of ascertaining and knowing what is required at the four-year college or university to which the student later plans to transfer. The student must also accept the responsibility that the classes registered for are ones which will be retained by the student for the duration of the semester.

Advisors should be considered students' main link with the college because advisors are a valuable resource for information, advice, and direction. For this reason, students are encouraged to visit with their advisor numerous times during the semester in order to gain maximum benefit from their college experience.

Additional information on the advisement system may be obtained from the Advisement Handbook available from each advisor or from the Vice President for Student Development, who is responsible for the program.

INFORMATION SERVICE

Information pertaining to occupations, educational opportunities, and social concerns is available to students and prospective students from the Student Development counselors. Also, the Student Development Office coordinates with the Director of Public Relations and Communications and the faculty in developing and distributing printed materials pertaining to curriculum courses and programs (i.e., catalog, program brochures, and general information booklets).

TESTING AND ACADEMIC PLACEMENT

All students who enroll in a two-year program of study, those who enroll in some one-year diploma programs, and those who have earned 12 to 15 credit hours at the college but are uncertain of a program of study are required to take a Placement Test. Students who score below the designated cut-off scores on the English, math, or reading tests will be enrolled in Developmental Education courses. Students must successfully complete this course work prior to enrolling in specific courses or programs. The Admissions Office has a schedule of testing times and dates.

The counseling staff at College of The Albemarle is quali-

fied to administer and interpret a variety of group and individual tests. In addition to placement testing, students have the opportunity to take career interest surveys as needed during their studies at College of The Albemarle. Students should see a student development counselor for testing information.

CAREER DEVELOPMENT CENTER

In the Learning Resources Center, College of The Albemarle maintains a Career Resources Center which contains information regarding approximately 3,000 colleges and schools, 20,000 occupations, and national labor trends. The Career Resources Center also has self-appraisal guides, interest inventories, and career planning materials for student use. Information on how and where to look for jobs, how to prepare resumés, and effective interviewing techniques is also provided. The Career and Life Planning Counselor is available for counseling and for assistance in using these career resource materials. The library staff also provides assistance to students seeking career resource materials. The Director of Cooperative Education and Job Placement provides assistance with resumé writing.

EDUCATIONAL AND JOB PLACEMENT

College of The Albemarle provides both educational and job placement assistance for its students. Student Development counselors and faculty advisors assist college transfer students in gaining admission into senior colleges and universities to complete their baccalaureate programs. Student Development sponsors a College Day each year for admissions counselors from four-year institutions to visit College of The Albemarle and provide transfer information to students. Admissions officers from selected four year colleges and universities provide informative workshops regarding transfer to their respective institutions.

Students who do not plan to continue their education are urged to register with the Director of Cooperative Education and Job Placement six months prior to their graduation date, regardless of whether they plan to seek employment immediately upon graduation. In addition to job placement assistance, the Director of Cooperative Education and Job Placement regularly trains students in successful job-seeking skills.

Current job listings are posted in the Placement Office and on bulletin boards around campus. Names and addresses of North Carolina and Tidewater Virginia employers are also available. Student Development also sponsors a Career Day for prospective employers to discuss potential job opportunities and employment trends with students.

Students desiring employment are recommended to prospective employers in business and government and are notified of vacancies. Upon the request of a prospective employer and the approval of the student, the student's credentials (personal data,

references, and college transcript) are sent to the employer by the Job Placement Office. Students registered in the Job Placement Office are eligible for interviews with recruiters who visit the campus seeking applicants for jobs.

Students seeking curriculum-related, part-time employment while attending College of The Albemarle should contact the Director of Cooperative Education and Job Placement. Students can receive academic credit in their major course of study while earning income through the Cooperative Education program.

There is no charge for any of the services available through the Job Placement Office.

DISABLED STUDENTS

College of The Albemarle provides reasonable accommodations for students with disabilities. Students who request accommodations must submit official documentation of their disability. Students should contact the Admissions Office after their acceptance to College of The Albemarle.

Students who need to utilize a parking space designated for handicapped parking should request a handicapped parking card from the Student Development Office.

STUDENT SUPPORT SERVICES

Student Support Services is a federally-funded program which serves students with academic potential who are economically disadvantaged and/or first-generation college students and students with learning disabilities or physical handicaps. The program offers supportive services to this select group of students who may not otherwise show their true academic potential. Academic advisement, no-cost tutoring, child care services, assistance in applying for financial aid, personal development counseling, resource information and guidance, and cultural enrichment activities are facets of the program which increase the likelihood that students will successfully reach their college goals.

The tutorial program is a component of Student Support Services and is available to Student Support Services participants in all regular curriculum courses. The tutorial program is designed to help those students who are having difficulty making satisfactory grades in any particular subject. Students recommended by instructors tutor those students in need of assistance. Students interested in the tutorial program should contact the Student Support Services Office or the program's Tutor Coordinator.

The child care program, also a component of Student Support Services, is a federally-funded project designed to meet the needs of single parents and/or homemakers who may not otherwise be able to attend classes. Depending upon the availability of funds, the college contracts with local child care providers who meet the standards of the Day Care Services Office

to provide child care services to eligible Student Support Services participants enrolled in vocational and technical programs. Interested students should contact the Student Support Services Office or the program's counselor.

HEALTH SERVICES

Although the college does not have an elaborate system of health services, if necessary, the college representative will call 9-1-1, who dispatches the appropriate service. Please be advised that there may be a cost involved when the Pasquotank/Camden Emergency Medical Services are used. First aid kits are also available in the Occupational Education office (Room 104, C Building), the switchboard (A Building), the Community and Small Business Center (Room 113, D Building), the Continuing Education office (Room 143, A Building), the Maintenance office, and in certain laboratories. At the Dare County Campus, the kits are located in the Heating, Air Conditioning, and Refrigeration classroom and in the main office. At the Chowan County Center, kits are located at the front office. First aid kits are available for student use; however, the college does not assume responsibility for the administration of first aid. Further information and procedures for handling accidents and emergencies are included in the college's Policy and Procedure Manual.

HOUSING

Many students from other counties and states desire to live in Elizabeth City while attending College of The Albemarle. No dormitory facilities are provided. Students must arrange their own living accommodations. The college does not assume responsibility for the acquisition, approval, or supervision of such housing; however, students desiring specific housing information may contact the Admissions Office and check bulletin boards on campus and in area businesses.

STUDENT ACTIVITIES

College of The Albemarle offers students the opportunity to participate in a number of extracurricular activities which enhance the educational experience. A variety of student interests are met through cultural events, recreational and athletic programs, club activities, and informative convocations. Students may also participate in government activities as elected and appointed Student Senate officers and senators. Through funds made possible by activity fees paid by full-time and part-time students, the Student Senate plans and directs many campus programs, including concerts, comedy entertainment, student-faculty sports competitions, exhibition fairs, dances, and COA Activity Day. In addition, the Student Senate lends financial support to student clubs, organizations, publications,

intramurals, fine arts events, and projects which directly benefit students.

More than 15 clubs and organizations are active on the college's Elizabeth City and Dare County campuses. These include special interest groups such as the Adopt-a-Grandparent Club, Alternate Career Education Studies, Art Club, Biology Club, Christians on Campus, Christian Science Organization, Foreign Arts Club, Gospel Club, Model United Nations Club, Student Voice Club. Clubs related to curriculum studies, including nursing clubs, and the Cosmetology Club, are also active.

Two performing groups, the COA Chorale and the COA Band, welcome new members. The COAST (College of The Albemarle Student Theatre) Players also provides an opportunity for students to perform and produce plays in COA Auditorium.

The student newspaper, The Student Voice at the campus in Elizabeth City; the yearbook, Beacon; and the literary magazine, Argus, are published by students. Working on these publications gives students an opportunity to explore their own creativity within the media arts as well as an opportunity to work in editing, advertising, and photography.

Membership in the college's international honor society, Phi Theta Kappa, is by invitation to students who show high scholastic standing, character, leadership, and service while at College of The Albemarle.

The college also provides comprehensive drama and musical programs, a convocation series exploring a number of areas of student interest, and fine arts events designed to expose students, faculty, staff, and area residents to cultural art forms not usually available in Northeastern North Carolina.

The Department of Health and Physical Education offers a program of intramural sports. Participation in intramural sports is voluntary, and no college credit is awarded. Activities offered through the intramural program are correlated with those taught in physical education courses to provide students an opportunity to practice their skills in actual competition.

VETERANS AFFAIRS

Veterans are invited to take advantage of the student services and educational programs offered by the college. College of The Albemarle cooperates with the Department of Veterans Affairs (DVA) and the North Carolina Department of Veterans Affairs in assisting veterans and dependents of disabled or deceased veterans. For information and application forms, students should contact local Veterans Affairs offices. Most curriculum courses listed in the catalog are approved for veterans' training as well as the GED high school equivalency programs. For information concerning approved courses, contact the Registrar.

All veterans and/or dependents are urged to contact local DVA offices or the North Carolina Department of Veterans

Affairs offices at least one month prior to enrollment at College of The Albemarle. The Registrar should be contacted for general information concerning DVA educational benefits at the time of initial enrollment at the college.

All general regulations contained in this catalog apply to all students. However, below are some special conditions for the enrollment of veterans and/or dependents of veterans.

1. Under laws and/or regulations governing institutions approved for training of veterans and/or dependents of veterans, certain documents must be on file prior to certification of enrollment for educational assistance purposes. **NO ELIGIBLE PERSON WILL BE CERTIFIED UNTIL THE FOLLOWING DOCUMENTS ARE IN THE HANDS OF THE CERTIFYING OFFICIAL:**
 - a. Application for admission;
 - b. High school transcript or its equivalent (GED);
 - c. Official transcripts of all previous education or training; and
 - d. Placement test scores if required for curriculum.
2. Changing Curriculum: Any deviation from an educational objective approved for DVA benefits constitutes a change of program. A Request for Change of Program (DVA Form 22-1995) must be filed with the DVA at the beginning of the semester in which the change is anticipated.
3. 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 N. C. Department of Veterans Affairs.
4. Auditing Classes: The DVA does not recognize auditing as part of a normal class load. Should a change to audit, allowable only until the last day to add classes, reduce the student's course load below the number of hours necessary to be considered a full-time student, the Registrar must notify the DVA of such change; and assistance pay will be adjusted accordingly. The following is a chart for determining student status for payment purposes:

Credit Hour Enrollment:

12 or more	full time
9-11	3/4 time
6-8	1/2 time
less than 6	tuition only

5. Class Attendance: Students are expected to attend all classes. When excessive absences cause disenrollment by the instructor, the Registrar must notify the DVA of a reduced course load, which could affect assistance payments.
6. Withdrawals: Courses dropped after the official drop period (not to exceed 30 days, usually five days) which reduce the certified rate of pursuit could result in the reduction in rate of pursuit being retroactive to the beginning of the term. This applies particularly when a non-punitive grade is given

by the instructor and no mitigating circumstances exist. Mitigating circumstances as defined by the DVA include the following:

- a. Serious illness of the eligible veteran or person;
- b. Serious illness or death in the eligible veteran's or person's immediate family; or
- c. Immediate family or financial obligations which require a change in terms, hours, or place of employment which precludes pursuit of a course.

7. Special Restriction: Federal regulations prohibit the enrollment of an eligible veteran in any curricula for a period during which more than 85 percent of the students enrolled are having all or part of their tuition, fees, or other charges paid to or for them by the school, by the Department of Veterans Affairs, and/or by grants from any federal agency.

8. A veteran or other eligible person may not repeat any course for which credit has been granted and use those hours as a part of the DVA certification.

9. The school will report unsatisfactory progress at the end of the second term of Conditional Status when the eligible person has failed to reach minimum academic standards. The eligible person will not be recertified until the overall GPA is within the Scale for Determining Satisfactory Academic Progress.

COLLEGE OF THE ALBEMARLE RESERVES THE RIGHT TO CANCEL ENROLLMENT CERTIFICATIONS OF ANY VETERANS AND/OR DEPENDENTS OF VETERANS NOT MAKING NORMAL PROGRESS TOWARD THE EDUCATIONAL OBJECTIVE APPROVED FOR THE DEPARTMENT OF VETERANS AFFAIRS BENEFITS AS DETERMINED BY APPROPRIATE COLLEGE OFFICIALS.

Records of progress are kept on both veteran and non-veteran students. Progress records are furnished to the students at the end of each scheduled school term.

STUDENT RIGHTS, RESPONSIBILITIES, AND REGULATIONS

College students are considered to be mature individuals. Their conduct, both on and off campus, is expected to be that of responsible adults in public places. Common courtesy and cooperation are the basic rules for conduct at the college. Students are required to know and follow the college regulations listed below.

Academic Integrity

1. Each student is held responsible for information published in the College of The Albemarle Catalog, Student Handbook, and announcements placed on student bulletin boards.
2. Cheating and plagiarism are those processes of utilizing as

one's own, another's work, words, or ideas. Those processes are not the mark of a competent college student; students who cheat or plagiarize are subject to disciplinary action by the college.

3. College of The Albemarle honors the right of free discussion and expression. That these rights are a part of the fabric of this institution is not questioned. It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the rights of others cannot be tolerated. Accordingly, it shall be the policy of the college to deal with such disruption, destruction, or interference promptly and effectively but also fairly and impartially without regard to race, religion, sex, and political beliefs. Students interested in information concerning campus demonstrations are required to consult with the Vice President of Student Development.

Courtesy/Social Behavior

4. Dress of students and/or their guests should be appropriate for the school function involved.
 5. The playing of portable radios, tape recorders, and other similar equipment by students in halls, classrooms, labs, Student Center, and other common areas is prohibited. However, with the approval of an instructor, students may use tape recorders to record lectures and class discussions.
 6. Admittance to all social events will be by student identification cards.
 7. No outside guests, other than a student's date, are allowed at college social events.
 8. General misconduct by students and/or their guests at college functions will subject students to disciplinary action by the college Disciplinary Committee.
 9. Personal cleanliness and property cleanliness are important phases of training. Students will be expected to make use of the disposal containers in the halls, Student Center, shops, and classrooms.
 10. College of The Albemarle prohibits sexual harassment of staff, faculty, and students. "Sexual harassment" is defined as unwelcome or offensive sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes but is not limited to unwanted touching or physical contact, verbal or written comments of a sexual nature, display of obscene objects, pictures, posters, or other graphic materials of a sexually explicit or suggestive nature, and obscene gestures or sounds. Sexual harassment does not refer to occasional compliments of a socially acceptable nature or to acts which are usually found acceptable by all elements of society.
- In addition to constituting a violation of the policy of College of The Albemarle, sexual harassment is unlawful and a violation of Title VII of the Civil Rights Act of 1964 where

submission to such conduct is made (explicitly or implicitly) a condition of an individual's employment or education; or, submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

Safety/Legal Concepts

11. Any and all actions or materials prohibited by federal, state, and city/county law are also prohibited on the college campus.
12. The use of skateboards on campus is prohibited.
13. Students who negligently lose, damage, destroy, sell, or otherwise dispose of college property placed in their possession or entrusted to them will be charged for the full extent of the damage or loss and be subject to disciplinary action.
14. Students who engage in such acts as stealing, cheating, gambling, using profane language, engaging in personal combat, and possessing firearms or dangerous weapons on college property are subject to disciplinary action.
15. No student shall possess or carry, whether openly or concealed, any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, powerful explosive as defined in G.S. 14284.1, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any college building or vehicle or other property owned, used, or operated by the college.

Respect for Normal Operation

16. Any student who, with the intent to obstruct or disrupt any normal operation or function of the college or any of its components, engages or invites others to engage in individual or collective conduct which destroys or significantly damages any college property; which impairs or threatens impairment of the physical well-being of any member of the college community; or which because of its violent, forceful, threatening, or intimidating nature or because it restrains freedom of lawful movement or otherwise prevents members of the college community from conducting their normal activities within the college, shall be subject to prompt and appropriate disciplinary action which may include suspension, expulsion, or dismissal from the college. The following, while not intended to be inclusive, illustrate offenses which are regarded as obstructive and disruptive:
 - a. Occupation of any college building or part thereof with intent to deprive others of its normal use;

- b. Blocking the entrance or exit of any college building or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room;
- c. Setting fire to or by any other means destroying or substantially damaging premises;
- d. Any possession or display of or attempt to threaten to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any college building or on any college campus;
- e. Prevention of, or attempt to prevent by physical act, the attending, convening, continuation, or orderly conduct of any college class or activity or of any lawful meeting or assembly in any college building; and
- f. Blocking normal pedestrian or vehicular traffic on or into any college campus.

(Also see APPEALS OF SUSPENSION, CLASS ATTENDANCE POLICY, SUBSTANCE ABUSE POLICY, and SEXUAL HARASSMENT POLICY)

SUBSTANCE ABUSE POLICY

College of The Albemarle provides a safe and healthy environment for students and employees to pursue academic excellence, technical and vocational training, career opportunities, and personal growth and development.

Protecting this environment includes keeping it drug free. Under no condition will intoxicating liquor (defined as any beverage containing as much as one-half of one percent of alcohol), narcotics, illicit drugs, hallucinogens, barbiturates, or amphetamines be permitted in or on college property. Off-campus college-sponsored events are subject to the requirements of state and federal laws (Chapter 18B of General Statutes of North Carolina, 21 CFR Part 1308 and other Federal Regulations). Students representing the college at off-campus events are required to know and follow the student rights and responsibilities printed in the current catalog. No student organization or club shall purchase, give away, or sell any aforementioned intoxicating beverage or substance. Anyone known to be under the influence of same is prohibited from the college property. In addition, the introduction, possession, sale, exchange, and/or use thereof is considered grounds for dismissal and possible legal action. Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.

"Controlled substances" include any drug listed in 21 CFR Part 1308 and other federal regulations. Generally, these include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician.

Alcoholic beverages include beer, wine, whiskey, and any other beverage listed in Chapter 18B of the General Statutes of North Carolina.

Any employee or student convicted of violating any criminal drug statute while in the workplace, on the college premises, or while part of a college-sponsored activity will be subject to disciplinary action up to and including termination or expulsion. An alternative may include completion of an approved drug abuse or alcohol rehabilitation program as a precondition for continued employment or enrollment at the college.

Students and employees must inform the college in writing within five days of being convicted of a violation of any criminal drug statute or alcoholic beverage statute that occurred while on the college campus or while participating in college-sponsored activities.

If employees working under federal grant monies are convicted of violating drug laws in the workplace, on college premises, or as part of a college-sponsored activity, they will be reported to the appropriate federal agency. As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

Students receiving a Federal Pell Grant must abide by the Anti-Drug Abuse Act Certification printed on the Student Aid Report.

SEXUAL HARASSMENT POLICY

A policy of College of The Albemarle prohibits sexual harassment of staff, faculty, and students. All administrators, department heads, and supervisors are responsible for disseminating and enforcing this policy.

"Sexual harassment" is defined as unwelcome or offensive sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes but is not limited to uninvited touching or physical contact, verbal or written comments of a sexual nature, display of obscene objects, pictures, posters, or other graphic materials of a sexually explicit or suggestive nature, and obscene gestures or sounds. Sexual harassment does not refer to occasional compliments of a socially acceptable nature or to acts which are usually found acceptable by all elements of society.

In addition to constituting a violation of the policy of College of The Albemarle, sexual harassment is unlawful and a violation of Title VII of the Civil Rights Act of 1964 where submission to such conduct is made (explicitly or implicitly) a condition of an individual's employment or education; or, submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or, such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

Any staff member, faculty member, or student, male or female, found to have engaged in sexual harassment, whether or not same rises to the level of a civil rights violation, will be subject to appropriate disciplinary measures commensurate

with the offense, including but not limited to termination of employment or expulsion as a student. Any staff or faculty member who receives a complaint of sexual harassment from another staff or faculty member or student and fails to report the complaint to the proper office shall be subject to appropriate disciplinary action, including but not limited to termination of employment.

Retaliation in any form against any person who has made a complaint of sexual harassment in violation of the policy of College of The Albemarle is prohibited. Retaliation is defined as seeking to get back at or punish or cause harm or detriment to the employment or academic standing of a person who asserts a claim of sexual harassment. Regardless of the merits of the alleged sexual harassment, any staff member, faculty member, or student found to have retaliated, or threatened to retaliate, against any person pursuing his or her rights under the college's "Sexual Harassment Policy and Procedures" shall be subject to appropriate disciplinary measures, including but not limited to termination of employment or expulsion as a student.

Due to the sensitive nature of conduct constituting sexual harassment, a balance must be struck between confidentiality and due process. Accordingly an informal grievance procedure shall be offered with a view toward confidentiality and a formal grievance procedure shall be offered with a view toward traditional concepts of due process. For more information regarding these procedures, please contact the Vice President of Student Development or the Affirmative Action Officer.

COLLEGE DISCIPLINARY COMMITTEE

The purpose of the College Disciplinary Committee is to hear charges against students accused by any member of the college community of infractions of rules or regulations applying to student behavior, to judge the guilt or innocence of students so charged, and to decide upon action to be taken against students judged to be guilty of such infractions.

The College Disciplinary Committee shall be composed of all current members of the Faculty Executive Committee, a student representative appointed by the current President of the Student Senate, the Vice President of Student Development, and the Vice President of Academic Affairs. The Vice President of Academic Affairs serves as the chair and votes only in the event of a tie. The Vice President of Student Development, as a representative of the student's interests, will be a non-voting member.

STUDENT DISCIPLINARY PROCEDURES

Any student, faculty member, or administrator may file a written complaint against a student. The complainant must notify, in writing, the Vice President of Academic Affairs of the complaint and request that the College Disciplinary Committee be convened to hear the charges. The complainant must

specify the rule(s) and/or regulation(s) that have allegedly been violated according to the Student Rights, Responsibilities, and Regulations as written in the College of The Albemarle Catalog, Policy and Procedure Manual and included in the Student Handbook. The following procedure will then be initiated:

1. The Vice President of Academic Affairs shall distribute copies of the written complaint to the committee members and to the student against whom the complaint is lodged. A copy of the charges shall be hand delivered to the accused by the Vice President of Academic Affairs (or designee) or mailed to the student's residence. The Vice President of Academic Affairs will request a written response to those charges to be submitted prior to the scheduled hearing.
2. The Vice President of Academic Affairs will notify committee members, the complainant, and the accused of the hearing date and time. No less than 20 working days will elapse between the receipt of the complaint and the hearing. The complainant and/or accused may request an extension of time, up to two days prior to the hearing. This request must be in writing and addressed to the Vice President of Academic Affairs. If the request is granted, all parties and committee members will be notified of the change of hearing date. The Vice President of Academic Affairs must be notified, if either party is unable to appear at the scheduled hearing for a valid reason, and the hearing will be rescheduled.
3. If either party fails to appear at the scheduled hearing without valid reason, the committee will make its decision based upon the written documentation submitted by each party prior to the hearing. The consequence for the accused student not appearing without a valid reason will be automatic suspension for the remainder of the current semester and until a hearing with the accused has been conducted, and a decision arrived at by the College Disciplinary Committee.
4. No member of the College Disciplinary Committee who has an interest in the case shall sit in judgment. A temporary replacement shall be appointed by the Vice President of Academic Affairs except in the event of replacing the Student Senate representative, whose replacement shall be appointed by the President of the Student Senate.
5. At the hearing, the Vice President of Academic Affairs shall preside. The Vice President of Student Development shall present any information relative to the situation.
6. Both the accused and the complainant will each present their own case and shall have the right to make statements in extenuation or rebuttal and to call witnesses on their behalf. Both shall also have the right to question witnesses. Both shall have the right to be accompanied by an advisor of their choice.
7. Members of the committee shall have the right to call other persons to appear and to question anyone present.
8. Any member of the college faculty or staff, or any student or group of students, or witnesses, or advisors may appear only with prior permission of the committee.
9. The Vice President of Student Development may make a recommendation to the committee.
10. The Vice President of Academic Affairs shall be responsible for keeping a verbatim record of the hearing (e.g., a recording). In addition, the Vice President of Academic Affairs shall prepare three case summaries of the proceedings. One copy of the case summary shall be kept permanently in the Vice President of Academic Affairs' office; another kept in the Vice President of Student Development's office (to be retained in files separate from the student's permanent academic files); and the third shall be mailed to the student. The recording shall be retained by the Vice President of Academic Affairs.
11. An appeal of a decision by the College Disciplinary Committee may be made in writing by the accused and/or complainant to the President of the college within ten working days after the student has received notice of the decision of the committee. The President will judge the merit of the appeal considering the committee's report and the procedure followed in the hearing.

STUDENT GRIEVANCE PROCEDURES

I. Grievance Procedures on the Informal Level

- A. Students who think they have received unfair or improper treatment should address the problem informally through discussion with the faculty member, staff member, or administrator involved. In certain situations, however, students may feel more comfortable in first discussing the problem with one of the Student Development counselors. This discussion should be to determine the necessary procedures to solve the problem at the lowest level.
- B. If this discussion does not resolve the situation, the student should request input from the immediate supervisor of the person involved. If the grievance involves a faculty member, the student should discuss the problem with the departmental chair; if the grievance involves a staff member or administrator, the student should discuss the problem with the appropriate dean or vice president; and if the grievance involves a vice president, the student should discuss the problem with the President of College of The Albemarle.

II. Grievance Procedures on the Formal Level

- A. A student who is not satisfied with the resolution reached at the informal level may submit a formal grievance in writing to the appropriate vice president.

This document must be submitted within 20 days after the alleged grievance occurred. The grievance must be dated and signed by the student and must include the following:

1. A detailed description of the grievance and the facts related to the grievance;
2. An identification of the person, policy, or procedure against whom or what the grievance is filed;
3. An explanation of the steps taken in an effort to resolve the grievance at the informal level; and
4. A description of the student's idea of a satisfactory resolution.

B. The vice president will review the grievance, make such inquiries as deemed appropriate, and provide the student with a written response within 15 working days. The decision will include the following:

1. A disposition of the grievances and discussion of the steps taken in the inquiry; and
2. Subsequent appeal steps possible for the student, such as pursuit of the grievance through discussion with the President of College of The Albemarle and/or appropriate college committees.

III. Appropriate Channels for Appealing Grievances at the Formal Level

- A. A student who has an unresolved complaint involving a faculty member or a problem concerning an academic matter should submit a grievance to the Vice President of Academic Affairs.
- B. A student who has a problem concerning a non-academic matter or a problem dealing with federal regulations concerning the handicapped (Section 504 of the Rehabilitation Act of 1973) should submit a grievance to the Vice President of Student Development.
- C. A student who has a problem involving sexual harassment or discrimination (Title IX of the Education Amendments of 1972) or affirmative action should contact the Director of Human Resources.

STUDENT RECORDS — CONFIDENTIALITY AND RELEASE

College of The Albemarle recognizes the importance of exercising responsibility in the maintenance and security of all

student records. In order to meet that responsibility and the requirements of the Family Education Rights and Privacy Act of 1974, as enacted by Congress, the college makes the following information known:

I. Types of educational records and information which directly relate to students and which are maintained by the college

- A. Permanent Student Files: transcripts of work at other institutions, health forms or records, recommendation letters, placement test profiles, application and residency forms; and
- B. Transcripts: academic record of all courses taken while enrolled at the college.

II. The official responsible for maintaining each type of record, the persons who have access to those records, and the purpose for which they have access

- A. The Registrar: responsible for maintaining student files and transcripts;
- B. The permanent clerical staff in the Student Development Office: access to the files for maintenance purposes;
- C. The counselors and faculty advisors: access to the files for use in academic advisement;
- D. Members of the Academic Appeals Committee: access when a case comes before the committee; and
- E. Other authorized college committees: access whenever the nature of their responsibility requires access to student records (e.g., determining awards at graduation, etc.).

III. The policy of the college for reviewing, maintaining, and expunging records

- A. Allows the college to destroy all student records except the official transcript five years after the student leaves the college.
- B. Acknowledges that parents and legal guardians of independent students 18 years of age or older do not have a right to view student records, grades, tests scores, etc., unless written consent from the student is received. Parents of dependent students as defined in section 152 of the Internal Revenue Code of 1954 may review student records without the written consent of the student.
- C. Requests for student transcripts will not be honored as long as the student has any outstanding debt to the college.
- D. Official transcripts will be forwarded only upon written request from the student.
- E. Written permission from the student is required be-

fore grades or records of students are released to faculty or to any agency, except as outlined in II preceding (Forms are available in the Registrar's office for this purpose.)

- F. Permits instructors to post final exam and end-of-course grades provided numerical codes are used, unless the student notifies each instructor five days before the end of the semester that he or she does not wish his or her grades to be posted.

IV. The procedures established by the college providing access to student records

- A. Upon receipt of a written request from the student, the Registrar within 30 days is responsible for the following:

1. Allows the student to inspect and review the permanent file and transcript;
2. Provides the student with copies of the material at a cost of \$.50 per page;
3. Interprets the records to the student; and
4. Allows the student to challenge, in writing, the content of the files. (Upon receipt of the challenge, the Registrar shall conduct a hearing at which time any materials found to be inappropriate or misleading will be corrected. The student shall also have the opportunity to insert into his/her file any written explanations he or she deems appropriate.)

- B. Student Directory Information includes name, address, and phone number; date and place of birth; program of study; participation in officially recognized activities; dates of attendance; degrees and awards received; the most recent previous educational agency or institution attended by the student; and graduation honors. A student may make a written request to the Registrar to have his/her record closed.

Students who do not wish to have any or all "directory information" made public without their consent must give to the Registrar (Room A-121) each quarter a signed and dated notice specifying the information not to be released.

EMERGENCY MESSAGE PROCEDURE

College of The Albemarle does not have an intercom system or message center. Persons such as relatives, day care providers, children's schools, etc., should be informed that messages will only be delivered in an emergency/medical situation. Emergency messages are taken at the following numbers 335-0821, ext. 290, 221, or 218 and an attempt to locate the student in class is made; however, if the student is not in class, the message cannot be delivered.

Academic Regulations

THE CATALOG AND THE STUDENT'S PROGRAM

The College of The Albemarle Catalog is published every two years and provides a description of the college's admission policies, program requirements, course offerings, and academic regulations.

To be eligible for graduation from College of The Albemarle, the student must have fulfilled all of the course requirements and total hours of the curriculum as described in the college catalog. The catalog to be used to determine graduation requirements is this 1997-1999 catalog. After August 1997, no previous catalog may be used for graduation purposes.

Faculty and counselors will make every attempt to give effective guidance to all students; however, final responsibility for meeting all academic requirements rests with the student.

ASSOCIATE DEGREE GRADUATION REQUIREMENTS

I. General Statement

A. General Requirements

The college awards the degrees listed below to persons who have fulfilled the following requirements:

1. At least 65 semester hours must be completed with at least a 2.0 ("C") grade point average. If students, as a result of placement tests or grades, are found to be deficient in math, English, and/or reading skills, they will be accepted for curriculum study and will be required to take appropriate Developmental Education courses. In this case, the total number of hours will exceed 65.
2. Courses with a two-digit course number are not applicable toward any degree.
3. All of the requirements listed in the appropriate catalog (see preceding section) must be completed.
4. Of the last 30 hours of work completed for a degree, at least 24 must be completed at College of The Albemarle.
5. Any individual who has served in the Armed Forces of the United States of America for a minimum of 18 months of active duty or who is eligible for veterans' benefits is exempt from the physical education requirements. Elective hours are required in substitution of the waived physical education hours.

B. Other Requirements

1. Degrees will not be awarded to students with financial obligations to College of The Albemarle.
2. Candidates for degrees must participate in graduation exercises and pay the graduation fee.

II. Degree Requirements

A. Requirements for Associate in Arts, Associate in Science, and Associate in Fine Arts degrees are outlined in the Programs of Study section.

B. Requirements for the Associate in General Education degree are outlined in the Programs of Study section of this catalog.

C. Requirements for the Associate in Applied Science degrees are outlined in the Programs of Study section of this catalog.

DIPLOMA REQUIREMENTS

A diploma is awarded to students who successfully, with a grade of 2.0 ("C") or above, complete a prescribed program of study which is typically at least three semesters in duration. (See the section in this catalog entitled Programs of Study for specific diploma requirements.) The last 24 semester hours of the program must be completed at College of The Albemarle. Candidates for diplomas must participate in graduation exercises and pay the graduation fee.

CERTIFICATE REQUIREMENTS

A certificate is awarded to students who successfully complete, with a grade of 2.0 ("C") or above, a program of instruction which is two semesters or less in duration.

CREDIT BY EXAMINATION

I. College Level Examination Program (CLEP) — Subject Examinations. These examinations represent end-of-course examinations developed by the Educational Testing Service for certain widely taught undergraduate courses generally taken during the first two years of college. The tests measure understanding of basic facts and concepts as well as the ability to apply such understanding to the solution of problems and the interpretation of materials.

College credit is granted for CLEP Subject Examinations contingent upon the following:

- A. Examinee must score at or above the score recommended by the Council on College Level Examinations;
- B. Credit will be granted only for those Subject Examinations which parallel courses appearing in the college catalog in force at the time a student applies for credit;
- C. Credit hours granted for a Subject Examination will be the same amount of credit which the college grants upon successful completion of the equivalent course or sequence of courses (e.g., If an examinee successfully passes the American History Subject Examination, which covers the

equivalent of the course work, the examinee would receive six semester hours of credit.);

D. Total credit granted for Subject Examinations shall not exceed 30 semester hours; and

E. Credit for Subject Examinations is not granted until the examinee has enrolled as a student at College of The Albemarle and passed 12 credit hours with a 2.0 ("C") or better grade point average.

College of The Albemarle is not authorized to award credit for CLEP General Examinations.

Additional information regarding CLEP Subject Examinations is available in the Student Development Office.

II. College of The Albemarle Proficiency Examinations

These examinations function as a method for obtaining credit by examination in subjects not covered by CLEP Subject Examinations. A student may present a request to receive credit for a course by an examination to an instructor who has knowledge of the student's ability or who believes the student's background should enable the student to pass the examination. An examination, agreed upon by a majority of the members of the department involved, must be prepared following the request of the student, administered at an agreed upon time, and graded by two department members.

For placement in a proper level foreign language class at College of The Albemarle, the instructor will make the determination based on a mini-examination or oral interview during or prior to the first week of class. To receive credit at College of The Albemarle for previously learned foreign language expertise, CLEP is the proper method.

The examinee will not receive a letter grade or quality points; however, "credit by examination" will be entered on the student's transcript. The hours will be counted toward graduation but will not be counted in computing a grade point average.

The student may request to receive credit for a given course by way of a proficiency examination only one time. Subsequent attempts to receive credit must be via regular enrollment in the course.

Students should contact the Student Development Office for additional information.

CERTIFIED PROFESSIONAL SECRETARY EXAMINATION

Some secretarial students who have demonstrated experience may be interested in taking the Certified Professional Secretary (CPS) examination and, by doing so, may earn up to 31

semester hours credit toward the Associate in Applied Science degree. The CPS rating is obtained by completing and verifying the educational and secretarial employment experience requirements and by passing a three-part, one-day examination administered by the Institute for Certifying Secretaries, which is a department of Professional Secretaries International.

Those who are eligible to take the CPS examination include secretaries employed full-time, experienced secretaries, college and university students, and business educators.

Additional information is available by contacting the Vice President of Student Development.

GRADING SYSTEM

Students receive grades in each course at the end of the semester. Instructors, using numerical codes, may post grades outside their offices shortly after final grades are determined. Grade reports are mailed to students within a few days after the end of each semester.

The grading system is as follows:

Grade	Interpretation	Quality Points Per Semester Hour
A	Superior	4
B	Good	3
C	Average	2
D	Poor, but passing	1
F	Failure	0
I	Incomplete — a deficiency in the quantity of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of the semester following the one in which the Incomplete (I) was received, regardless of whether or not the student is officially enrolled (includes the summer semester). If not removed within this time, the Incomplete (I) becomes a Failure (F).	
AUDIT	Will be interpreted as an official statement of intent to audit the course at the time of registration.	
W	Voluntary withdrawal by the student or administrative disenrollment by the instructor. Student Development counselors may assign grades of "W" until the end of the eighth week following the first day of classes for any semester. Thereafter, instructors assign all grades.	

A few courses offered by the college have been and may continue to be graded on a pass (P), repeat (R) basis. This is indicated in the course descriptions.

ACADEMIC HONORS

The college recognizes student academic achievement through the following:

I. Dean's List

To qualify for the Dean's List, a student must pass a minimum of 12 semester hours of course work and attain at least a 3.50 grade point average, with no grade being below a 2.00 ("C").

II. Commencement Marshals

Rising sophomores who are first-time freshmen and who have maintained the highest quality point average during their freshman year are honored by being named Commencement Marshals. The marshal who has the best academic record is designated Chief Marshal.

III. The President's Service Cups

The President's Service Cups are awarded by the President of College of The Albemarle at the spring or summer graduation to a graduating candidate from the main campus and to a graduating candidate from College of The Albemarle's Dare County Campus. The President's Cup is presented to the two graduating candidates who have made significant contributions of service to their campus. Student nominations are made on each campus by a committee composed of the department chairs, club advisors, and Student Development staff. Names of nominees are submitted to the Vice President of Academic Affairs office. Pertinent graduation information is verified with the Vice President of Student Development, and the names of eligible nominees are distributed and voted on by full-time faculty and administrative staff. Votes are returned to and processed by the Vice President of Academic Affairs office.

IV. Honor Seals

The college, in an effort to recognize those candidates for graduation who have excelled academically, awards Honor Seals on degrees or diplomas in accordance with the cumulative grade point averages noted below. The appropriate citation is also read when awarding the degree or diploma during graduation exercises.

Honor Seal	GPA
summa cum laude (with highest honors)	3.85-4.00
magna cum laude (with high honors)	3.70-3.84
cum laude (with honors)	3.55-3.69

V. Who's Who Among Students in American Junior Colleges

All College of The Albemarle students who meet the GPA and credit hour requirements are notified of their eligibility and of details regarding application for membership in Who's

Who in American Junior Colleges. To be selected, applicants must have a 3.0 ("B") GPA; have earned sophomore status with a minimum of 28 credit hours toward a degree program; be approved by two faculty/staff members; submit a completed Who's Who nomination form; and be participating members of a college club, publication staff, or intramural team.

POLICY FOR ENCOURAGING ACADEMIC PROGRESS

The college's policy for encouraging academic progress is based on the following: prevention of failure; remediation; and as a last resort, exclusion from a program or from the college. The policy applies to all full-time and part-time curriculum students.

To impress upon students the necessity of maintaining a good academic record, the college has established the following methods for informing students about academic concerns:

I. Academic Alert

This is a non-punitive method with the purpose of alerting students, counselors, and instructors to potential academic problems. Academic alert means students will be notified of their status and will be required to report to their counselor or advisor, who will attempt to identify the causes of poor academic performance, suggest ways to improve, and may suggest alternative programs for which the student is better qualified.

Students will be placed on Academic Alert if they have less than an overall 2.00 GPA ("C") for any one semester.

II. Conditional Status

Students will be placed on Conditional Status if they fail to meet the requirements of the following Academic Progress Scale:

Semester Credit Hours Attempted	Minimum GPA
0-16	1.00
17-24	1.25
25-32	1.50
33-40	1.75
41-52	1.90
53 and above	2.00

This scale does not apply to summer school. Summer school performance will be computed and counted in the cumulative GPA in the succeeding semester. Exception: This scale does apply every semester for students receiving veterans' educational assistance.

Students should pay special attention to the following:

1. Students on Conditional Status may enroll for a maximum of 12 credit hours.
2. Students transferring from College of The Albemarle should be aware that the receiving institution may include all college work ever attempted in computing the GPA.
3. Students enrolled in Developmental Education courses who are on Academic Alert or Conditional Status are encouraged to meet with the Director of Student Support Services at the beginning of the semester and more often if necessary.

III. Academic Suspension

Students who are unable to meet the requirements of the Academic Progress Scale after two consecutive semesters of Conditional Status will be academically suspended or directed to a more appropriate program offered by the college. Any student who fails to fulfill the conditions set forth under Conditional Status will be suspended immediately. Students should be advised they must attain at least a 2.0 GPA to graduate and receive a diploma.

Conditional Status II students who earn a 2.5 GPA at the conclusion of any semester may be given permission by the Vice President of Student Development to continue as a Conditional Status II student for the next semester without being suspended or without appealing their suspension to the Academic Appeals Committee. Unless they bring their average up to the minimum GPA on the Academic Progress Scale, students who fail to earn a 2.5 GPA in any semester thereafter will be suspended but will still maintain the right to appeal.

Suspended students who enroll in summer school and increase their overall GPA to meet the minimum standards will not have to appeal their suspension to the Academic Appeals Committee.

APPEALS OF ACADEMIC SUSPENSION

The Academic Appeals Committee is composed of the Faculty Senate Executive Committee, the Vice President of Academic Affairs, and the Vice President of Student Development — all being voting members. In addition, faculty members who serve as advisors to students making appeals are consulting members of the committee, which considers letters of appeal from students who have been suspended because of unsatisfactory academic progress. If the student is a participant in the student support services program, the Director of Student Sup-

port Services is also a consulting member of the Academic Appeals Committee.

All letters from suspended students must be received by the Vice President of Student Development no later than noon of the second day of classes of the semester following suspension. The committee meets at 12:00 noon on the third or fourth class day of the semester, whichever falls on a Monday, Wednesday, or Friday. A quorum of three committee members is necessary for the committee to consider appeals. The committee is chaired by the Chair of the Faculty Senate Executive Committee.

The Vice President of Student Development is responsible for distributing letters of appeal and student transcripts to members of the Academic Appeals Committee prior to an assigned meeting. Students wishing to appeal their suspension must submit a written appeal, which includes their home address and telephone number, to the Vice President of Student Development. The Vice President of Student Development will notify the students of the date, place, and time the committee will discuss their appeal. Students may appear before the committee and speak in their own behalf.

COURSE LOAD

Sixteen semester hours of college work is considered the normal student load. Permission must be obtained from the Vice President of Academic Affairs for scheduling more than 18 hours of work except when students are registering for the specific course load designated in their occupational program of study.

A student enrolled in at least 12 hours of work is considered a full-time student. For students to gain sophomore status at the college, they must earn a minimum of 28 credit hours.

COURSE REPETITION POLICY

A student may enroll in a course no more than three times for credit, audit, or credit by examination. Credit by examination may be attempted only once. A student may repeat a course to attempt to improve a grade or replace a withdrawal. All grades, including the record of an audit, will appear on the student's official transcript. Effective Fall 1994, only the higher grade will be used for computing total credit hours attempted, total quality points earned, and quality point averages (GPAs).

Developmental courses do not apply to the policy.

FRESH START POLICY (Academic Forgiveness)

Any former College of The Albemarle student who has experienced a lapse of enrollment at College of The Albemarle for a period of three consecutive academic years may petition only once to the Vice President of Academic Affairs to have all course work, or any below-average grades and hours at-

tempted, disregarded in calculating the student's grade point average. Upon re-enrolling following the lapse, the student must first complete 12 semester hours of credit course work with a minimum 2.0 GPA before requesting grade forgiveness. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative GPA. Honors, if applicable, will be awarded based upon the new, Fresh Start GPA. Eligibility for student financial aid is subject to satisfactory academic progress requirements based upon all academic work attempted.

CLASS ATTENDANCE POLICY

College of The Albemarle regards class lectures, demonstrations, discussions, and other in-class experiences as vital ingredients of the educational process which cannot be easily compensated for through out-of-class make-up work. Therefore, students who miss more than 10 percent of the classes in a course may be disenrolled from that course. Some programs may follow a more rigid attendance policy due to regulations set by state and federal licensing agencies.

Only registered students are permitted to attend college classes/labs and utilize certain institutional support services (i.e., tutoring, career interest inventories, etc.). Exceptions to this may be cleared with the appropriate administrative officer or department chair. Children of enrolled students and college employees may not attend classes/labs, nor should they be left to play in hallways, the Student Center, and other similar areas.

DROPPING AND ADDING COURSES

At the beginning of each semester, there is a scheduled period in which students may drop and add courses. The time limit for these changes is published in the academic calendar which appears in the front of the college catalog and in the semester class schedules. Students wishing to change their schedule should consult with their advisor or counselor. However, it should be noted that students are advised to exercise good judgment and concern when registering with their advisor or counselor so that a class schedule can be devised in which no changes will be needed for the duration of the semester.

During the first week of classes and if the advisor or counselor agrees that a change is in order, the student's advisor or counselor and the student must complete and sign the drop/add form, called a Registration Change Notice. In addition, all financial aid students must have their Registration Change Notice approved by the Director, Scholarships and Student Aid. Finally, all such change forms must be entered into the computer in the Student Development Office and any necessary payment made to the Cashier.

From the second through the eighth week of classes, students dropping courses must see their instructor in addition to

their advisor. The advisor will then complete a Registration Change Notice form. The student must take the form to the Student Development Office.

COURSE SUBSTITUTIONS

Under certain circumstances, it is necessary for students to request a course substitution for a stated graduation requirement. Forms for this purpose are available in the Student Development Office.

CURRICULUM CHANGES

There are times when students' aptitudes and interests may be better served by a change of curriculum. Should a change in curriculum become advisable, students should consult with their advisor or counselor to explore the possibilities of alternative curricula which might better serve their aptitudes and interests.

Because of the unique nature of each program, students requesting transfer credit will have their academic record evaluated in terms of their educational goals. Credit and quality points in transfer will be granted by the Vice President of Student Development only for those courses which are applicable in the new curriculum, and the student will be held accountable for those courses which are "common" in both their old and new curricula.

WITHDRAWAL FROM COLLEGE

Students who withdraw from the college must confer with their advisor or counselor to complete the withdrawal sections of the Registration Change Notice. Financial aid recipients must also confer with the Director of Scholarships and Student Aid. To ensure that obligations to and withdrawals from the library are accounted for by the student, the Director of the Learning Resources Center must also sign the form. The Director of Accounting must also sign the form to ensure that tuition and fees have been received before tuition refunds are authorized.

VISITORS POLICY

Visitors are welcome at the college. However, persons who do not have legitimate reasons for being on the campus are not allowed to use the campus facilities. Loitering is prohibited. Only registered students are permitted to attend college classes/labs and utilize certain institutional support services (i.e., tutoring, career interest inventories, etc.). Exceptions to this may be cleared with the appropriate administrative officer or department chair. Children of enrolled students and college employees may not attend classes/labs, nor should they be left to play in hallways, the Student Center, and other similar areas.

Chowan County Center

MISSION STATEMENT

The Chowan County Center exists to support the mission statement of COA. In this interdependent role, the center strives to address the needs of the students, faculty/staff, and the community specifically served in Chowan County.

FACILITIES/PROGRAMS

The Chowan County Center, a satellite center of College of The Albemarle, opened its doors on December 1, 1992, in the Edenton Village Shopping Center in historic Edenton.

Since its inception, the Chowan County Center has served the residents in Chowan County and surrounding area with curriculum and continuing education studies, adult basic skills education, human resources development classes, student development services, and facilities for the business community.

The original 15,000 square foot center has modern classrooms, a seminar room, a computer lab, an ABE/GED learning center, an art classroom, a student lounge and a Learning Resources Center to serve student needs.

Expansion plans completed in November 1996, included space for a state-of-the-art Computer Technology Center, a conference room, HRD and Nursing Assistant classrooms, a Career Development Center, a bookstore/cashier office, a counselor office and space for the pending co-location of the local Employment Security Commission and creation of an Albemarle Job Link Center.

The curriculum program of study proposed for the center is a career mobility program for curriculum students to acquire most of their general education and some of their major courses in a variety of areas. Completion of degree programs are offered at the campus in Elizabeth City.

The Chowan County Center offers college courses in the following areas: art, business, humanities, developmental, communications, social sciences, English, design, computer application, computer science, marketing, mathematics, music, nursing assistant, office science, orientation, physical education, and reading. Cooperative Education is also offered.

Students are able to select courses in order to transfer to a four-year institution, for a foundation in specific technical or vocational studies, for upgrading job skills, or for general interest.

CONTINUING EDUCATION

Many offerings in continuing education are available depending on the interest of the citizens. COA strives through non-curriculum courses to meet the particular interests and needs of individuals, businesses, and industries in the college service area.

Through the Continuing Education Division of COA, the Chowan County Center offers community service and occupational extension continuing education classes. Some of these classes have included Effective Teacher Training, EMT Basic, Notary Public, Private Pilot Ground School, firefighter courses, CPR, and a host of computer technology courses.

BASIC SKILLS EDUCATION

A comprehensive Adult Basic Skills Education Program is also housed in the facility. This program provides basic skills and instruction to those needing to sharpen their English, math and reading skills or those preparing for their GED. Students who complete this program of study are encouraged to enroll in the college's curriculum programs.

CAMPUS CLOSE TO HOME

Students who attend the Chowan County Center have access to many of the services offered at COA's campus in Elizabeth City. Students can take placement tests; receive New Student Orientation; register for classes; receive financial aid application assistance; tutoring; academic advisement; career and personal counseling; college transfer advisement; and have access to the main campus Learning Resources Center without leaving Edenton. Adult Basic Skills Education students can test for their GED at the Chowan County Center.

Day and evening courses are also available to make attending COA's Chowan County Center as convenient as possible.

CARING ENVIRONMENT

COA's Chowan County Center is a safe, caring environment where students can succeed. Small classes mean instructors have time for students on a one-to-one basis. Students can get the individual attention they need from over 20 part-time faculty who are interested in career development and personal success for all students.

COMMUNITY SERVICE SEMINAR ROOM

The Chowan County Center's seminar room and conference room are available for public use. The list of public users include: Chowan Hospital, Meredith College, Hardees, Edenton Police Department, Soil and Water Conservation Service, PPCC District Health Department, North Carolina Forestry Service, North Carolina Department of Commerce, North Carolina Justice Academy, NC Department of Transportation, Northeastern Regional Economic Development, Employment Security Commission, Chamber of Commerce, Cooperative Extension Service, Pasquotank Correctional Institute, Edenton-Chowan

Schools, and numerous local banks and local businesses.

HOURS OF OPERATION

Monday-Thursday 8:00 a.m. - 10:00 p.m.

Friday 8:00 a.m. - 4:30 p.m.

FINANCIAL AID

Grant and scholarship applications are available in the front office.

TELEPHONE NUMBERS

Main Number (919) 482-7900

Telefax (919) 482-7999

Dare County Campus

MISSION

The Dare County Campus of College of The Albemarle opened its doors in the Fall of 1984 to serve the educational and training needs of residents of the Outer Banks and nearby communities. COA Dare is an integral unit of College of The Albemarle, one of 59 member institutions of the North Carolina Community College System.

In keeping with the comprehensive mission of College of The Albemarle, COA Dare provides accessible education and training for better jobs and better lives in this unique region of Northeastern North Carolina.

LOCATION AND FACILITIES

The Dare County Campus is centrally located on Roanoke Island in the town of Manteo, the county seat. A rapidly expanding economy and rising educational expectations among residents make the Dare County Campus a progressive center for higher learning.

PROGRAMS OF STUDY

Certificate programs, diploma programs, and degree programs are offered in a wide variety of majors. Certificate programs may be completed in one semester of study. Diploma programs require only one year of study. Degree programs are typically completed in two years. A student may move from certificate to diploma to degree within the same program of study.

Programs are offered either in their entirety on the Dare County Campus or in conjunction with other COA locations. Programs delivered fully on the Dare County Campus as well as those available in conjunction with nearby campuses of COA are described in this catalog. A large number of additional program options are available from the Office of Enrollment Services. Friendly and skilled academic advisors assist in identifying and selecting an appropriate program of study for each inquirer on a one-to-one basis.

CLASS SCHEDULES

COA Dare offers classes in morning, afternoon, and evening format. Most daytime classes meet two times per week between Monday and Thursday. Block classes are offered in the evening and on Fridays.

STUDENTS AND LEARNING

Students come from diverse backgrounds and bring a great deal of life experience to the classroom environment. As class-

room activities often spill over into more casual discussions around campus, a natural integration of academic and life skills takes place.

FACULTY

Current faculty consists of 35 full-time and adjunct members organized into five academic divisions: Communications and Humanities, Mathematics and Science, Business and Industry, Information Systems, and Developmental Studies.

COOPERATIVE EDUCATION

Cooperative Education is an area of emphasis within each program of study at COA Dare. A central goal is to involve students in a substantial, career-related, on-the-job experience as an integral part of their program of study.

CONTINUING EDUCATION

Continuing Education offerings include courses for job training, hobbies, and for personal enrichment. Courses are offered during the daytime, evenings and weekends and begin and end at various intervals throughout the year to accommodate schedules of participants. A current schedule of courses may be obtained by calling or visiting the Office of Continuing Education.

ADULT BASIC SKILLS EDUCATION

COA Dare provides free basic education to all persons who wish to complete the GED. Both daytime and evening tutoring is offered by skilled and caring instructors on a one-to-one basis. Initial and final testing is provided and the GED diploma issued when a passing score is obtained.

FINANCIAL AID AND STUDENT SERVICES

A wide range of financial aid and other services is available to students at the Dare County Campus. Students may apply for federal financial aid and have their forms forwarded electronically. This reduces response time to less than one week. Up to \$2,500 may be received per year for full-time students. Aid is prorated for those enrolled part-time.

Work Study grants are available for students who qualify. Students interested in work study should apply through the Administrative Services Office.

Students in need of special accommodations such as tutors, childcare, transportation, etc., are encouraged to apply for this assistance through the Student Support Services Office.

COMMUNITY SERVICES

COA Dare takes seriously its commitment to serving the community. Facilities for meetings, special events, and conferences may be arranged through the Office of Administrative Services.

Each year a number of lectures, seminars, concerts, and other presentations are offered on the Dare County Campus for the general public. Area residents are encouraged to participate in these cultural and academic events.

TELEPHONE DIRECTORY

Main telephone numbers

(919) 473-2264

(919) 473-3593

(919) 473-5936

Telefax numbers

(919) 473-5497 administrative

(919) 473-1492 library

Department Extensions

240 Administrative Services

232 Bookstore

225 Continuing Education

249 Custodian

235 Dean's Office

223 Enrollment Services

227 Financial Aid

228 Instruction

230 Learning Resources Center

222 Registrar

227 Student Services

224 The Learning Center (ESL)

233 The Learning Lab (GED)

Programs of Study

OBJECTIVES

Within the framework of College of The Albemarle's mission statement, students who graduate from associate degree and diploma programs should be able to:

1. Communicate effectively in speaking, writing, reading, and listening;
2. Apply concepts and/or performing skills in their chosen careers;
3. Use information to analyze problems and make logical decisions;
4. Demonstrate positive interpersonal skills in various aspects of life;
5. Demonstrate quantitative (numerical and/or computational) skills;
6. Demonstrate competence in the basic use of computers; and
7. Understand and apply principles of wellness and healthful living.

The college utilizes a three-level approach to curriculum design: general, program, and course objectives. Program objectives and individual course outlines are in the Academic Affairs office. Program descriptions are included on the following pages.

COMPREHENSIVE ARTICULATION AGREEMENT

Section 1 of HB 739 (1995 Session of the General Assembly) instructed the Board of Governors of the University of North Carolina and the State Board of Community Colleges to develop a plan for the transfer of credits between the institution of the North Carolina Community College System and between them and the University of North Carolina. Section 3 of HB 739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997.

The provisions of the legislation were consistent with the strategic directions adopted by the University of North Carolina Board of Governors. Similarly, the State Board of Community Colleges had established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the work force development mission of the North Carolina Community College System.

College of The Albemarle's Programs of Study beginning Fall 1997 reflect the System's Common Course Library and standards for programs of study and the Comprehensive Articulation Agreement, CAA, which addresses the transfer of students between institutions in the System and from the system to constituent institutions of the University of North Caro-

lina. The Comprehensive Articulation Agreement was developed jointly by faculty and administration of the North Carolina Community College System and the University of North Carolina and applies to all North Carolina community colleges and all constituent institutions of the University of North Carolina.

This agreement will enable College of The Albemarle graduates of two-year associate in arts and associate in science degree programs to transfer to constituent institutions of the University of North Carolina with junior status. Articulated program-by-program agreements for the transfer of graduates of associate in fine arts and associate in applied science degree programs to public universities are being developed on a system-wide basis wherever possible and appropriate.

PROGRAMS OF STUDY

Curriculum Program group titles are consistent with those throughout the North Carolina Community College System and are listed alphabetically below in bold type. The first character of the program code denotes the program's highest credential level at COA: A = associate degree; C = certificate; and D = diploma. The first two digits of the program code denote the program group title; the next two digits of the program code denote the individual program; if not "0" the last character of the program code denotes a concentration within a program. The * indicates that the program is offered also in its entirety at the Dare County Campus.

Arts and Sciences

A 10 10 0	Associate in Arts*
A 10 20 0	Associate in Fine Arts
A 10 30 0	Associate in General Education*
A 10 40 0	Associate in Science*

Business Technologies

A 25 12 0	Business Administration*
A 25 26 0	Information Systems*
A 25 26 E	Information Systems - Programming
A 25 36 0	Office Systems Technology*
A 25 36 B	Office Systems Technology - Medical
A 25 38 0	Paralegal Technology
C 25 40 0	Real Estate*
C 25 42 0	Real Estate Appraisal
A 25 44 0	Travel and Tourism Technology (pending application for approval)

Construction Technologies

D 35 10 0	Air Conditioning, Heating, and Refrigeration Technology*
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D 35 18 0	Carpentry (Pasquotank Correctional Institution only)
D 35 22 0	Electrical/Electronics Technology

Engineering Technologies

A 40 16 0	Computer Engineering Technology
A 40 20 0	Electronics Engineering Technology

Health Sciences

A 45 12 0	Associate Degree Nursing
C 45 48 0	Nursing Assistant*
D 45 66 0	Practical Nursing

Industrial Technologies

D 50 30 0	Machining Technology
A 50 34 0	Mechanical Drafting Technology

Public Service Technologies

C 55 12 0	Basic Law Enforcement Training
D 55 14 0	Cosmetology
A 55 18 0	Criminal Justice Technology*
A 55 24 0	Fire Protection Technology (collaborative program with Wilson Technical Community College subject to approval)

ARTS AND SCIENCES

ASSOCIATE IN ARTS (A 10 10 0)

The Associate in Arts Degree is designed to meet the two-year general college requirements of four-year colleges and universities. The curriculum is sufficiently broad-based to allow College of The Albemarle students, after two years of study, to transfer with junior-level status in almost any academic or pre-professional field ranging from traditional academic areas such as economics, education, psychology, and English to pre-professional areas such as medicine, law, criminal justice, pharmacy, and business-related activities. This curriculum is also suited to students who prefer a broad educational background without definite transfer plans. All courses described below must have numbers of 110-199 or 210-299.

Title	Class	Lab	Credits
General Education (44 SHC)			
A. Composition (6 SHC)			
ENG 111	Expository Writing	3	0 3
Choose one of the following:			
ENG 112	Argument-Based Research	3	0 3
ENG 113	Literature-Based Research	3	0 3
ENG 114	Professional Res. & Reporting	3	0 3

B. Humanities/Fine Arts (12 SHC) — Select four courses, from at least three discipline areas, which have been approved to satisfy the CAA general education core requirement having the following prefixes: ART, DRG, ENG, FRE, HUM, MUS, SPA. At least one course must be a literature course (ENG prefix); 3 SHC from COM prefixed courses may be substituted except for the literature requirement.

C. Social/Behavioral Sciences (12 SHC)

HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3

Select two additional courses which have been approved to satisfy the CAA general education core requirement from two discipline areas having the following prefixes: ECO, GEO, POL, PSY, SOC.

D. Natural Sciences (8 SHC) — Select two courses including accompanying laboratory work, which have been approved to satisfy the CAA general education core requirement having the following prefixes: BIO, CHM, PHY.

E. Mathematics (6 SHC) — Select two courses with the MAT prefix from MAT 155 or higher or select CIS 110 and one course with the MAT prefix from MAT 161 or higher. Students who have not demonstrated competence in the basic use of computers by either high school transcript or COA proficiency test score must enroll in CIS 110.

Other Required Courses (5 SHC)

HEA 110	Personal Health/Wellness	3	0	3
Physical Education Elective(s)		Varies	Varies	2

Electives (16 SHC) — Select 16 additional hours from general education and professional courses having the following prefixes: ACC, ART, BIO, BUS, CHM, CIS, CJC, COE (limited to 1 shc), COM, CSC, DAN, DFT, DRA, ECO, ENG, FRE, GEO, HEA, HUM, LEX, MAT, MKT, MUS, OST, PED, PHS, PHY, POL, PSY, SOC, SPA.

Total Semester Hours Credit Required for Graduation (65)

ASSOCIATE IN FINE ARTS (A 10 20 0)

The Associate in Fine Arts Degree is designed to provide students with the basic courses required of freshmen and sophomore art, music, and drama majors at senior institutions. The program of study prepares students to continue their studies in the fine arts. All courses described below must have numbers of 110-199 or 210-299.

Title	Class	Lab	Credits
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General Education (28 SHC)

A. Composition (6 SHC)

ENG 111	Expository Writing	3	0	3
Choose one of the following:				
ENG 112	Argument-Based Research	3	0	3
ENG 113	Literature-Based Research	3	0	3
ENG 114	Professional Res. & Reporting	3	0	3

B. Humanities/Fine Arts (6 SHC) — Select one literature course (ENG prefix) and one additional course which has been approved to satisfy the CAA general education core requirement having the following prefixes: ART, COM, DRA, FRE, HUM, MUS, SPA.

C. Social/Behavioral Sciences (9 SHC)

Choose one of the following:				
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3

Select two additional courses which have been approved to satisfy the CAA general education core requirement from two discipline areas having the following prefixes: ECO, GEO, POL, PSY, SOC.

D. Natural Sciences (4 SHC) — Select one course including accompanying laboratory work, from courses having the following prefixes: BIO, CHM, PHY.

E. Mathematics (3 SHC) — Select one course with a MAT prefix from MAT 161 or higher.

Other Required Courses (6 OR 7 SJIC)

CIS 111	Basic PC Literacy*	1	2	2
HEA 110	Personal Health/Wellness	3	0	3

Physical Education Elective	Varies	Varies	1 or 2
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*Students may choose electives if computer competence has been demonstrated by either the high school transcript or COA proficiency test score.

Major Core Courses (30-31 SHC) — Choose one of the following four majors:

- 1. ART (31 SHC)** — ART 114, 115, 121, 122, 131, 132, 214, 240, 281, 283, and three additional hours from ART prefixed courses.
- 2. DRAMA (30 SHC)** — COM 110, 231, DRA 120, 122, 130, 131, 140, 141, 170, 171.
- 3. DRAMA with technical theatre concentration (30 SHC)** — COM 231, DRA 130, 140, 141, 147, 150, 151, 160, 170, 171, and three additional hours from DRA prefixed courses.
- 4. MUSIC (30 SHC)** — MUS 121, 122, 131, 132, 221, 222, 231, 232, 271, 272 and instrument concentration (four courses) MUS 151, 152, 251, 252, or MUS 161, 162, 261, 262.

Total Semester Hours Credit Required for Graduation	(65)
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ASSOCIATE IN GENERAL EDUCATION (A 10 30 0)

The Associate in General Education Degree is designed to serve individuals who would like to expand their knowledge, enrich their personal lives, and improve their understanding of the world today. The two-year program is for students who are interested in a basic exposure to the liberal arts and who would like to tailor their program to personal interests rather than to specific professional requirements designed for transfer. All courses must have numbers from 110-199 or 210-299.

Title	Class	Lab	Credits
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General Education (15 SHC)

A. Composition (6 SHC)

ENG 111	Expository Writing	3	0	3
Choose one of the following:				
ENG 112	Argument-Based Research	3	0	3
ENG 113	Literature-Based Research	3	0	3
ENG 114	Professional Res. & Reporting	3	0	3

B. Humanities/Fine Arts (3 SHC) — Select one course which has been approved to satisfy the CAA general education core requirement which has the following prefixes: ART, DRA, ENG, FRE, HUM, MUS, SPA.

C. Social/Behavioral Sciences (3 SHC) — Select one course which has been approved to satisfy the CAA general education core requirement which has the following prefixes: ECO, GEO, HIS, POL, PSY, SOC.

D. Natural Sciences/Mathematics (3 SHC) — Select one science course which has the following prefixes: BIO, CHM, PHS, PHY, or select one mathematics course from MAT 155 or higher.

Other Required Courses (11 SHC)

CIS 110	Introduction to Computers*	3	2	3
HEA 110	Personal Health/Wellness	3	0	3
Physical Education Elective		Varies	Varies	2
Choose COM 111 or 231		3	0	3

Electives (39 SHC) — Select thirty-nine (39) additional hours from general education and professional courses having the following prefixes: ACA, ACC, ART, BIO, BUS, CET, CHM, CIS, CJC, COE (limited to 1 shc), COM, CSC, DAN, DFT, DRA, ECO, ENG, FRE, GEO, HEA, HIS, HUM, LEX, MAT, MED, MKT, MUS, NET, OST, PED, PHS, PHY, POL, PSY, RED, SOC, SPA. (TAT subject to board approval).

Total Semester Hours Credit Required for Graduation	(65)
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ASSOCIATE IN SCIENCE (A 10 40 0)

The Associate in Science Degree is designed to provide students with the basic courses required of freshman and sophomore science majors at senior institutions. The program of study prepares students to continue their studies in science, mathematics, or related fields. All courses described below must have numbers of 110-199 or 210-299.

Title	Class	Lab	Credits
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General Education (44 SHC)

A. Composition (6 SHC)

ENG 111	Expository Writing	3	0	3
Choose one of the following:				
ENG 112	Argument-Based Research	3	0	3
ENG 113	Literature-Based Research	3	0	3
ENG 114	Professional Res. & Reporting	3	0	3

B. Humanities/Fine Arts (12 SHC) — Select four courses, from at least three discipline areas, which have been approved to satisfy the CAA general education core requirement having the following prefixes: ART, DRA, ENG, FRE, HUM, MUS, SPA. At least one course must be a literature course (ENG prefix). Three SHC from COM may be substituted except for the literature course.

C. Social/Behavioral Sciences (12 SHC)

HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3

Select two additional courses which have been approved to satisfy the CAA general education core requirement from two discipline areas having the following prefixes: ECO, GEO, POL, PSY, SOC.

D. Natural Sciences (8 SHC) — Select two courses including accompanying laboratory work, which have been approved to satisfy the CAA general education core requirement having the following prefixes: BIO, CHM, PHY.

E. Mathematics (6 SHC) — Select CIS 110 and one course with MAT prefix from MAT 171 (or higher), or select two courses with MAT prefix one of which must be from MAT 171 (or higher). Students who have not demonstrated competence in the basic use of computers by either high school transcript or COA proficiency test score must enroll in CIS 110.

Other Required Courses (21 SHC)

HEA 110	Personal Health/Wellness	3	0	3
Physical Education Elective(s)		Varies	Varies	2

Select at least 14 SHC from courses with prefixes: BIO, CHM, MAT, PHY which have been approved to satisfy the CAA general education core requirement.

Select additional hours from general education and professional courses, if needed, having the following prefixes: ACC, ART, BIO, BUS, CHM, CIS, CJC, COE (limited to 1 shc), COM, CSC, DAN, DFT, DRA, ECO, ENG, FRE, GEO, HEA, HUM, MKT, LEX, MAT, MUS, OST, PED, PHS, PHY, POL, PSY, SOC, SPA.

Total Semester Hours Credit Required for Graduation	(65)
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DEFINITIONS

Humanities/Fine Arts — Courses at COA which have the following prefixes: ART, DAN, DRA, ENG, FRE, HUM, MUS, SPA.

Social/Behavioral Sciences — Courses at COA which have the following prefixes: ECO, GEO, HIS, POL.

Natural Sciences — Courses at COA which have the following prefixes: BIO, CHM, PHS, PHY.

CAA General Education Core Courses Approved for Transfer

ART 111 Art Appreciation
ART 114 Art History Survey I

ART 115 Art History Survey II
 BIO 111 General Biology I
 BIO 112 General Biology II
 BIO 140 Environmental Biology
 BIO 140A Environmental Biology Lab
 CHM 135 Survey of Chemistry I
 CHM 136 Survey of Chemistry II
 CHM 151 General Chemistry I
 CHM 152 General Chemistry II
 COM 110 Introduction to Communication
 COM 120 Interpersonal Communication
 COM 231 Public Speaking
 DRA 111 Theatre Application
 DRA 112 Literature of the Theatre
 DRA 122 Oral Interpretation
 DRA 211 Theatre History I
 DRA 212 Theatre History II
 ECO 151 Survey of Economics
 ECO 251 Principles of Microeconomics
 ECO 252 Principles of Macroeconomics
 ENG 111 Expository Writing
 ENG 112 Argument-Based Research
 ENG 113 Literature-Based Research
 ENG 114 Professional Research and Reporting
 ENG 131 Introduction to Literature
 ENG 231 American Literature I
 ENG 232 American Literature II
 ENG 241 British Literature I
 ENG 242 British Literature II
 ENG 261 World Literature I
 ENG 262 World Literature II
 FRE 111 Elementary French I
 FRE 112 Elementary French II
 FRE 211 Intermediate French I
 FRE 212 Intermediate French II
 GEO 111 World Regional Geography
 GEO 112 Cultural Geography
 GEO 113 Economic Geography
 HIS 121 Western Civilization I
 HIS 122 Western Civilization II
 HIS 131 American History I
 HIS 132 American History II
 HUM 211 Humanities I
 HUM 212 Humanities II
 MAT 155 Statistical Analysis
 MAT 161 College Algebra
 MAT 162 College Trigonometry
 MAT 171 Precalculus Algebra
 MAT 172 Precalculus Trigonometry
 MAT 271 Calculus I
 MAT 272 Calculus II
 MAT 273 Calculus III
 MUS 110 Music Appreciation
 PHY 110 Conceptual Physics
 PHY 110A Conceptual Physics Lab
 PHY 151 College Physics I
 PHY 152 College Physics II
 POL 110 Introduction to Political Science
 POL 120 American Government
 POL 220 International Relations
 PSY 150 General Psychology
 PSY 241 Developmental Psychology
 SOC 210 Introduction to Sociology
 SOC 213 Sociology of the Family
 SOC 220 Social Problems
 SOC 225 Social Diversity
 SPA 111 Elementary Spanish I
 SPA 112 Elementary Spanish II
 SPA 211 Intermediate Spanish I
 SPA 212 Intermediate Spanish II

BUSINESS TECHNOLOGIES

BUSINESS ADMINISTRATION (A 25 12 0)

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 industry.

Title	Class	Lab	Credits
General Education Courses (18 SHC)			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Res. & Reporting	3	0	3
COM 231 Public Speaking	3	0	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3
Choose one of the following:			
MAT 115 Mathematical Models	2	2	3
MAT 121 Algebra/Trigonometry I	2	2	3
MAT 145 Analytical Math	3	0	3
Major Courses			
Required Core Courses (16 SHC)			
ACC 120 Principles of Accounting I	3	2	4
BUS 115 Business Law I	3	0	3
BUS 137 Principles of Management	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
MKT 120 Principles of Marketing	3	0	3
Other Major Courses (34 SHC)			
ACC 121 Prin of Accounting II	3	2	4
ACC 140 Payroll Accounting	1	2	2
ACC 150 Computerized General Ledger	1	2	2
BUS 110 Introduction to Business	3	0	3
BUS 239 Business Applications Seminar	1	2	2
BUS 285 Business Management Issues	2	2	3
CIS 120 Spreadsheet I	2	2	3
CIS 152 Database Concepts & Apps	2	2	3
OST 131 Keyboarding	1	2	2
OST 136 Word Processing	1	2	2
Choose one course:			
CIS 220 Spreadsheets II	1	2	2
CIS 169 Business Presentations	1	2	2
Choose 6 hours from:			
ACC 130 Business Income Taxes	2	2	3
BUS 121 Business Math	2	2	3
Cooperative Education courses			
Other Required Courses (4 SHC)			
CIS 110 Introduction to Computers	2	2	3
Physical Education Elective	Varies	Varies	1

Total Semester Credit Hours Required for Graduation (72)

INFORMATION SYSTEMS (A 25 26 0)

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program, designed to meet community information systems needs. Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems. Graduates should qualify for a wide variety of computer-related, entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

Title	Class	Lab	Credits
General Education Courses (18 SHC)			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Res. & Reporting	3	0	3
COM 231 Public Speaking	3	0	3
Social/Behavioral Science Elective	3	0	3
Humanities/Fine Arts Elective	3	0	3
Choose one of the following:			
MAT 115 Mathematical Models	2	2	3
MAT 121 Algebra/Trigonometry 1	2	2	3
MAT 145 Analytical Math	3	0	3
Major Courses (19 SHC)			
Required Core Courses			
ACC 120 Prin of Accounting I	3	2	4
CIS 110 Introduction to Computers	2	2	3
CIS 115 Intro to Prog & Logic	2	2	3
CIS 130 Survey of Operating Sys	2	3	3
CIS 152 Database Concepts & Apps	2	2	3
NET 110 Data Comm. Networking	2	2	3
Other Major Courses (35 SHC)			
BUS 137 Principles of Management	3	0	3
CIS 120 Spreadsheet I	2	2	3
CIS 147 Operating Systems -Windows	2	2	3
CIS 153 Database Applications	2	2	3
CIS 165 Desktop Publishing I	2	2	3
CIS 215 Hardware Instl/Maint	2	3	3
CIS 288 System Project (1S)	1	4	3
OST 131 Keyboarding	1	2	2
OST 136 Word Processing	1	2	2
Select four hours from:			
CIS 169 Business Presentations	1	2	2
CIS 229 Spreadsheets II	1	2	2
Cooperative Education			
Select one course:			
CIS 286 Systems Analysis & Design	3	0	3
CIS 227 Microcomputer Sys Analysis	2	2	3
Select one course:			
BUS 285 Business Management Issues	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
Other Required Courses (1 SHC)			
Physical Education Elective	Varies	Varies	1
Total Semester Credit Hours Required for Graduation			(73)

INFORMATION SYSTEMS - PROGRAMMING (A 25 26 E)

Programming is a concentration under the curriculum title of Information Systems. This curriculum prepares individuals for employment as computer programmers and related positions through the study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations. Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve. Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems managers.

Title	Class	Lab	Credits
General Education Courses (15 SHC)			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Res. & Reporting	3	0	3
MAT 115 Mathematical Models	2	2	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3
Major Courses			
Required Core Courses (9 SHC)			
CIS 115 Introduction to Prog & Logic	2	2	3
CIS 130 Survey of Operating Systems	2	2	3
CIS 152 Database Concepts & Applies.	2	2	3
Required Subject Areas (10 SHC)			
CIS 110 Introduction to Computers	2	2	3
NET 110 Data Com/Networking	2	2	3
ACC 120 Principles of Accounting I	2	4	4
Required Concentration Courses (18 SHC)			
CSC 143 Object-Oriented Programming	2	3	3
CIS 144 Operating Systems - DOS	2	2	3
CSC 133 C Programming	2	3	3
CSC 135 COBOL Programming	2	3	3
CSC 233 Advanced C	2	3	3
CSC 235 Advanced COBOL	2	3	3
Other Major Courses (12 SHC)			
CSC 132 BASIC Programming	2	3	3
CSC 137 Pascal Programming	2	3	3
CIS 286 Systems Analysis & Design	3	0	3
CIS 288 System Project	1	4	3
Other Required Courses (1 SHC)			
Physical Education Elective	0	3	1
Total Semester Credit Hours Required for Graduation			(65)

OFFICE SYSTEMS TECHNOLOGY (A 25 36 0)

The Office Systems Technology 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.

Title	Class	Lab	Credits
General Education Courses (18 SHC)			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Res. & Reporting	3	0	3
COM 231 Public Speaking	3	0	3
Social/Behavioral Science Elective	3	0	3
Humanities/Fine Arts Elective (choose one)	3	0	3
Choose one of the following:			
MAT 115 Mathematical Models	2	2	3
MAT 121 Algebra/Trigonometry I	2	2	3
MAT 145 Analytical Math	3	0	3
Major Courses			
Required Core Courses (17 SHC)			
CIS 110 Introduction to Computers	2	2	3
OST 131 Keyboarding	1	2	2
OST 134 Text Editing & Formatting	3	2	4
OST 136 Word Processing	1	2	2
OST 164 Text Editing & Applications	3	0	3
OST 289 Office Systems Management	2	2	3
Other Major Courses (34 SHC)			
ACC 120 Prin of Accounting I	3	2	4
ACC 140 Payroll Accounting	1	2	2
ACC 150 Computerized General Ledger	1	2	2
BUS 110 Introduction to Business	3	0	3
BUS 260 Business Communications	3	0	3
CIS 120 Spreadsheet I	2	2	3
CIS 152 Database Concepts & Apps	2	2	3
CIS 165 Desktop Publishing I	2	2	3
OST 132 Keyboarding Skill Building	1	2	2
OST 133 Advanced Kybrd Skill Building	1	2	2
OST 223 Machine Transcription	1	2	2
Choose five hours from:			
BUS 121 Business Math	2	2	3
OST 184 Records Management	1	2	2
Cooperative Education courses			
Other Required Courses (1 SHC)			
Physical Education Elective	Varies	Varies	1
Total Semester Credit Hours Required for Graduation			(70)

OFFICE SYSTEMS TECHNOLOGY - MEDICAL (A 25 36 B)

Medical is a concentration under the curriculum title of Office Systems Technology. This curriculum prepares individuals for entry-level positions in medical and allied health facilities. Jobs include transcription, secretary, hospital unit secretary, records clerk, insurance form preparer, patient accounting clerk, and clinical technician. Course work includes processing, compiling, recording, and maintaining medical records; utilizing office equipment and software; medical law and ethics; billing and coding; and transcribing medical documents. Employment opportunities include the offices of allied health

facilities, HMOs, Insurance claims processors, laboratories, and manufacturers and suppliers of medical and hospital equipment.

Title	Class	Lab	Credits
General Education Courses (23 SHC)			
BIO 111 General Biology I	3	3	4
BIO 112 General Biology II	3	3	4
ENG 111 Expository Writing	3	0	3
ENG 114 Prof. Research & Reporting	3	0	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3
Choose one of the following:			
MAT 115 Mathematical Models	2	2	3
MAT 121 Algebra/Trigonometry I	2	2	3
MAT 145 Analytical Math	3	0	3
Major Courses			
Required Core Courses (17 SHC)			
CIS 110 Introduction to Computers	2	2	3
OST 131 Keyboarding	1	2	2
OST 134 Text Editing & Formatting	3	2	4
OST 136 Word Processing	1	2	2
OST 164 Text Editing & Applications	3	0	3
OST 289 Office Systems Management	2	2	3
Required Concentration Courses (16 SHC)			
MED 121 Medical Terminology I	3	0	3
MED 122 Medical Terminology II	3	0	3
OST 148 Med Coding Billing & Insu	3	0	3
OST 149 Med Legal Issues	2	0	2
OST 241 Med Ofc Transcription I	1	2	2
OST 243 Med Office Simulation	2	2	3
Other Major Courses (18 SHC)			
ACC 120 Prin of Accounting I	3	2	4
CIS 152 Database Concepts & Apps	2	2	3
OST 132 Keyboarding Skill Building	1	2	2
OST 133 Advanced Kybrd Skill Building	1	2	2
OST 242 Med Ofc Transcription II	1	2	2
Choose 5 hours from:			
BUS 260 Business Communications	3	0	3
OST 184 Records Management	1	2	2
Cooperative Education courses			
Other Required Courses (1 SHC)			
Physical Education Elective	0	3	1
Total Semester Credit Hours Required for Graduation			(75)

PARALEGAL TECHNOLOGY (A 25 38 0)

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks, and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law. Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization. Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies,

and other business organizations.

Title	Class	Lab	Credits
General Education Courses (15 SHC)			
ENG 111 Expository Writing	3	0	3
ENG 114 Prof. Research & Reporting	3	0	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3
Choose one of the following:			
MAT 115 Mathematical Models	2	2	3
MAT 121 Algebra/Trigonometry I	2	2	3
MAT 145 Analytical Math	3	0	3

Major Courses

Required Core Courses (20 SHC)

Title	Class	Lab	Credits
LEX 110 Intro to Paralegal Study	2	0	2
LEX 120 Legal Research/Writing I	2	2	3
LEX 130 Civil Injuries	2	0	2
LEX 140 Civil Litigation I	3	0	3
LEX 150 Commercial Law	2	2	3
LEX 210 Real Property I	2	0	2
LEX 240 Family Law	2	0	2
LEX 250 Wills, Estate & Trusts	2	2	3

Other Major Courses (33 SHC)

Title	Class	Lab	Credits
ACC 120 Prin of Accounting I	3	2	4
LEX 121 Legal Research/Writing II	2	2	3
LEX 141 Civil Litigation II	2	2	3
LEX 160 Criminal Law & Procedure	2	2	3
LEX 170 Administrative Law	2	0	2
LEX 211 Real Property II	1	4	3
LEX 260 Bankruptcy & Collections	2	0	2
LEX 280 Ethics & Professionalism	2	0	2
LEX 283 Investigation	1	2	2
OST 131 Keyboarding	1	2	2
OST 136 Word Processing	1	2	2

Choose five hours from:

ACC 130 Business Income Taxes	2	2	3
LEX 270 Law Office Mgt./Technology	1	2	2

Cooperative Education courses

Other Required Courses (4 SHC)

CIS 110 Intro to Computers	2	2	3
Physical Education Elective	Varies	Varies	1

Total Semester Credit Hours Required for Graduation (72)

REAL ESTATE (C 25 40 0)

The Real Estate curriculum provides the prelicensing education required by the North Carolina Real Estate Commission, prepares individuals to enter the profession, and offers additional education to meet professional development needs. Course work includes the practices and principles of real estate, emphasizing financial and legal applications, property development, and property values. Graduates should qualify for North Carolina Real Estate Sales and Broker examinations. They should be able to enter apprenticeship training and to provide real estate services to consumers in a competent manner.

Title	Class	Lab	Credits
Major Courses			
Required Core Courses (12 SHC)			
RLS 112 Real Estate Fundamentals	4	0	4

RLS 114 Real Estate Brokerage	2	0	2
RLS 115 Real Estate Finance	2	0	2
RLS 116 Real Estate Law	2	0	2
RLS 113 Real Estate Math	2	0	2

Other Major Courses (6 SHC)

CIS 110 Intro to Computers	2	2	3
CIS 120 Spreadsheet I	2	2	3

Total Semester Credit Hours Required for Certificate (18)

REAL ESTATE APPRAISAL (C 25 42 0)

The Real Estate Appraisal curriculum is designed to prepare individuals to enter the appraisal profession as a registered trainee and advance to licensed or certified appraiser levels. Course work includes appraisal theory and concepts with applications, the North Carolina Appraisers Act, North Carolina Appraisal Board rules, and the Uniform Standards of Professional Appraisal Practice. Graduates should be prepared to complete the North Carolina Registered Trainee Examinations and advance to licensure or certification levels as requirements are met.

Title	Class	Lab	Credits
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Major Courses

Required Core Courses (12 SHC)

REA 101 Intro to Real Est. Appraisal R-1	2	0	2
REA 102 Valuation Prin. & Practices R-2	2	0	2
REA 103 Applied Residential Property Val. R-3	2	0	2
REA 201 Intro to Income Prop. Appr. G-1	2	0	2
REA 202 Advanced Income Capital Processes G-2	2	0	2
REA 203 Applied Inc Prop Val G-3	2	0	2

Other Major Courses (3 SHC)

CIS 120 Spreadsheet I	2	2	3
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Other Required Courses (3 SHC)

CIS 110 Intro to Computers	2	2	3
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Total Semester Credit Hours Required for Certificate (18)

TRAVEL AND TOURISM TECHNOLOGY (A 25 44 0)

(Pending Application Approval)

The Travel and Tourism Technology curriculum is designed to train individuals to become travel consultants capable of planning and arranging a full spectrum of travel components for clients. Students will learn to operate within a global travel information network. Instruction includes industry terminology, travel and tourism careers, reservation and ticketing procedures, airline computer training, world destinations, cruises, tour arranging and escorting, rail, travel sales and marketing, and practical skills necessary for the day-to-day operation of a retail travel firm. The graduate of this program will be primarily trained for employment by travel agencies. Students may also be employed by the airlines, the hospitality industry, rental car companies, tour operators, cruise lines, rail companies, and visitors' centers.

Title	Class	Lab	Credits	Other Major Courses (15 SHC)		
General Education Courses (15 SHC)				AHR 115	Refrigeration Systems	1 3 2
ENG 111	Expository Writing	3	0 3	AHR 130	HVAC Controls	2 2 3
ENG 114	Professional Res. & Reporting	3	0 3	AHR 133	HVAC Servicing	2 6 4
MAT 115	Mathematical Models	2	2 3	AHR 140	All Weather Systems	1 3 2
GEO 110	Introduction to Geography	3	0 3	AHR 210	Residential Building Codes	1 2 2
Humanities/Fine Arts Elective (Foreign language suggested)		3	0 3	WLD 112	Basic Welding Processes	1 3 2

Major Courses				Other Required Courses (4 SHC)		
Required Core Courses (34 SHC)				Physical Education Elective	Varies	Varies 1
TAT 110	Intro to Travel & Tourism	3	0 3	CIS 110	Introduction to Computers	2 2 3
TAT 112	Domestic Reserv. & Ticketing	3	3 4	Total Semester Credit Hours Required for Graduation (45)		
TAT 114	Intl. Reservations & Ticketing	3	2 4	CARPENTRY (D 35 18 0)		
TAT 116	World Destinations I	3	0 3	(Offered only at Pasquotank Correctional Institution)		
TAT 118	World Destinations II	3	0 3	The Carpentry curriculum is designed to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge of residential construction will also be taught. Course work includes footing and foundations, framing, interior and exterior trim, cabinetry, blueprint reading, residential planning and estimating, and other related topics. Students will develop skills through hands-on participation. Graduates should qualify for employment in the residential building construction field as rough carpenters, framing carpenters, roofers, maintenance carpenters, and other related job titles.		
TAT 120	World Destinations III	3	0 3	Title		
TAT 122	Cars, Rails, and Rooms	3	2 4	Class		
TAT 210	Travel, Sales and Marketing	4	0 4	Lab		
TAT 212	Cruise Marketing and Sales	3	0 3	Credits		
TAT 214	Tour Planning and Escorting	3	0 3	General Education Courses (6 SHC)		

Other Major Courses (23 SHC)				Other Required Courses (1 SHC)		
BUS 115	Business Law I	3	0 3	Physical Education Elective	Varies	Varies 1
BUS 260	Business Communications	3	0 3	Total Semester Credit Hours Required for Graduation (73)		
CIS 110	Intro to Computers	2	2 3	CONSTRUCTION TECHNOLOGIES		
COE 110	World of Work	1	0 1	AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY (D 35 10 0)		
COM 111	Voice and Diction	3	0 3	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. Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.		
COM 231	Public Speaking	3	0 3	Title		
OST 131	Keyboarding	1	2 2	Class		
OST 136	Word Processing	1	2 2	Lab		
TAT 220	Travel Agency Management	3	0 3	Credits		

Other Major Courses (23 SHC)				Other Required Courses (4 SHC)		
BUS 115	Business Law I	3	0 3	CIS 110	Intro to Computers	2 2 3
BUS 260	Business Communications	3	0 3	Physical Education Elective	Varies	Varies 1
CIS 110	Intro to Computers	2	2 3	Total Semester Credit Hours Required for Graduation (49)		
COE 110	World of Work	1	0 1	ELECTRICAL/ELECTRONICS TECHNOLOGY (D 35 22 0)		
COM 111	Voice and Diction	3	0 3	The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics		
COM 231	Public Speaking	3	0 3	Title		
OST 131	Keyboarding	1	2 2	Class		
OST 136	Word Processing	1	2 2	Lab		
TAT 220	Travel Agency Management	3	0 3	Credits		

Other Major Courses (23 SHC)				Other Required Courses (4 SHC)		
BUS 115	Business Law I	3	0 3	CIS 110	Intro to Computers	2 2 3
BUS 260	Business Communications	3	0 3	Physical Education Elective	Varies	Varies 1
CIS 110	Intro to Computers	2	2 3	Total Semester Credit Hours Required for Graduation (49)		
COE 110	World of Work	1	0 1	ELECTRICAL/ELECTRONICS TECHNOLOGY (D 35 22 0)		
COM 111	Voice and Diction	3	0 3	The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics		
COM 231	Public Speaking	3	0 3	Title		
OST 131	Keyboarding	1	2 2	Class		
OST 136	Word Processing	1	2 2	Lab		
TAT 220	Travel Agency Management	3	0 3	Credits		

Other Major Courses (23 SHC)				Other Required Courses (4 SHC)		
BUS 115	Business Law I	3	0 3	CIS 110	Intro to Computers	2 2 3
BUS 260	Business Communications	3	0 3	Physical Education Elective	Varies	Varies 1
CIS 110	Intro to Computers	2	2 3	Total Semester Credit Hours Required for Graduation (49)		
COE 110	World of Work	1	0 1	ELECTRICAL/ELECTRONICS TECHNOLOGY (D 35 22 0)		
COM 111	Voice and Diction	3	0 3	The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics		
COM 231	Public Speaking	3	0 3	Title		
OST 131	Keyboarding	1	2 2	Class		
OST 136	Word Processing	1	2 2	Lab		
TAT 220	Travel Agency Management	3	0 3	Credits		

Other Major Courses (23 SHC)				Other Required Courses (4 SHC)		
BUS 115	Business Law I	3	0 3	CIS 110	Intro to Computers	2 2 3
BUS 260	Business Communications	3	0 3	Physical Education Elective	Varies	Varies 1
CIS 110	Intro to Computers	2	2 3	Total Semester Credit Hours Required for Graduation (49)		
COE 110	World of Work	1	0 1	ELECTRICAL/ELECTRONICS TECHNOLOGY (D 35 22 0)		
COM 111	Voice and Diction	3	0 3	The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics		
COM 231	Public Speaking	3	0 3	Title		
OST 131	Keyboarding	1	2 2	Class		
OST 136	Word Processing	1	2 2	Lab		
TAT 220	Travel Agency Management	3	0 3	Credits		

Other Major Courses (23 SHC)				Other Required Courses (4 SHC)		
BUS 115	Business Law I	3	0 3	CIS 110	Intro to Computers	2 2 3
BUS 260	Business Communications	3	0 3	Physical Education Elective	Varies	Varies 1
CIS 110	Intro to Computers	2	2 3	Total Semester Credit Hours Required for Graduation (49)		
COE 110	World of Work	1	0 1	ELECTRICAL/ELECTRONICS TECHNOLOGY (D 35 22 0)		
COM 111	Voice and Diction	3	0 3	The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics		
COM 231	Public Speaking	3	0 3	Title		
OST 131	Keyboarding	1	2 2	Class		
OST 136	Word Processing	1	2 2	Lab		
TAT 220	Travel Agency Management	3	0 3	Credits		

field as an on-the-job trainee or apprentice, assisting in the layout, installation, and maintenance of electrical/electronic systems.

Title	Class	Lab	Credits
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General Education Courses (6 SHC)

ENG 101	Applied Communications 1	3	0	3
MAT 101	Applied Mathematics 1	2	2	3

Major Courses

Required Core Courses (17 SHC)

ELC 112	DC/AC Electricity	3	6	5
ELC 113	Basic Wiring I	2	6	4
ELC 114	Basic Wiring II	2	6	4
ELC 117	Motors and Controls	2	6	4

Other Major Courses (13 SHC)

ELC 115	Industrial Wiring	2	6	4
ELC 118	National Electric Code	1	2	2
ELC 119	NEC Calculations	1	2	2
ELC 126	Electrical Computations	2	2	3
ELC 132	Electrical Drawings	1	3	2

Other Required Courses (4 SHC)

CIS 110	Introduction to Computers	2	2	3
Physical Education Elective		Varies	Varies	1

Total Semester Credit Hours Required for Graduation (40)

ENGINEERING TECHNOLOGIES

COMPUTER ENGINEERING TECHNOLOGY

(A 40 16 0)

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems. Course work includes mathematics, physics, electronics, digital circuits and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications. Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

Title	Class	Lab	Credits
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General Education Courses (15 SHC)

ENG 111	Expository Writing	3	0	3
ENG 114	Professional Res. & Reporting	3	0	3
MAT 121	Algebra/Trigonometry	2	2	3
Social/Behavioral Science Elective		3	0	3
Humanities/Fine Arts Elective		3	0	3

Major Courses

Required Core Courses (30 SHC)

CET 111	Computer Upgrade/Repair I	2	3	3
ELC 131	DC/AC Circuit Analysis	4	3	5
ELN 131	Electronics Devices	3	3	4
ELN 133	Digital Electronics	3	3	4
ELN 232	Intro. to Microprocessors	3	3	4
MAT 122	Algebra/Trigonometry II	2	2	3
PHY 131	Physics-Mechanics	3	2	4
CSC 133	C Programming	2	3	3

Other Major Courses (24 SHC)

CET 211	Computer Upgrade/Repair II	2	3	3
CIS 130	Survey of Operating Systems	2	3	3
CSC 131	Assembly Programming	2	3	3
CIS 246	Operating System - UNIX	2	3	3
EGR 131	Intro. to Electronics Technology I	1	2	2
ELN 233	Microprocessor Systems	3	3	4
ELN 235	Data Communications Systems	3	3	4
ELN 275	Troubleshooting	1	2	2

Other Required Courses (4 SHC)

CIS 110	Introduction to Computers	2	2	3
Physical Education Elective		0	3	1

Total Semester Credit Hours Required for Graduation (73)

ELECTRONICS ENGINEERING TECHNOLOGY

(A 40 20 0)

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify development and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems. A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems. Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

Title	Class	Lab	Credits
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General Education Courses (15 SHC)

ENG 111	Expository Writing	3	0	3
ENG 114	Professional Res. & Reporting	3	0	3
MAT 121	Algebra/Trigonometry I	2	2	3
Humanities/Fine Arts Elective		3	0	3
Social/Behavioral Science Elective		3	0	3

Major Courses

Required Core Courses (28 SHC)

ELC 131	DC/AC Circuit Analysis	4	3	5
ELN 131	Electronics Devices	3	3	4
ELN 132	Linear IC Applications	3	3	4
ELN 133	Digital Electronics	3	3	4
ELN 232	Introduction to Microprocessors	3	3	4
MAT 122	Algebra/Trigonometry	2	2	3
PHY 131	Physics-Mechanics	3	2	4

Other Major Courses (22 SHC)					
CIS	110	Introduction to Computers	2	2	3
CIS	130	Survey of Operating Systems	2	3	3
CSC	133	C Programming	2	3	3
EGR	131	Intro. to Electronic Technology	1	2	2
EGR	285	Design Project	0	4	2
ELC	128	Introduction to PLC	2	3	3
ELN	234	Communications Systems	3	3	4
ELN	275	Troubleshooting	1	2	2

Other Required Courses (7 SHC)					
Electives					
Physical Education Elective			0	3	1
Total Semester Credit Hours Required for Graduation					(72)

HEALTH SCIENCES

ASSOCIATE DEGREE NURSING (Non-integrated) (A 45 12 0)

The Associate Degree Nursing (non-integrated) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. Courses will include content related to the nurse's role as provider of nursing care, as manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physician's offices, industry, and community agencies.

Title	Class	Lab	Clin.	Cred.
General Education Courses (20 SHC)				
ENG 111	Expository Writing	3	0	3
PSY 150	General Psychology	3	0	3
BIO 168	Anatomy and Physiology I	3	3	4
BIO 169	Anatomy and Physiology II	3	3	4
Humanities/Fine Arts Elective				
		3	0	3
Choose one of the following:				
ENG 112	Argument-Based Research	3	0	3
ENG 113	Literature-Based Research	3	0	3
ENG 114	Professional Res. & Reporting	3	0	3

Major Courses					
Required Core Courses (37 SHC)					
NUR 115	Fundamentals of Nursing	2	3	6	5
NUR 125	Maternal-Child Nursing	5	3	6	8
NUR 135	Adult Nursing I	5	3	9	9
NUR 185	Mental Health Nursing	3	0	6	5
NUR 235	Adult Nursing II	4	3	15	10

Other Major Courses (12 SHC)					
NUR 133	Nursing Assessment	2	3	0	3
NUR 188	Nursing in the Community	1	0	6	3
NUR 255	Professional Issues	3	0	0	3
PSY 241	Developmental Psych	3	0	0	3

Other Required Courses (3 SHC)				
CIS 111	Basic PC Literacy*	1	2	2
Physical Education Elective				
		Varies	Varies	1

*Students may choose electives if computer competence has been demonstrated by either the high school transcript or COA proficiency test score.

Total Semester Credit Hours Required for Graduation (72)

NURSING ASSISTANT (C 45 48 0)

The Nursing Assistant curriculum prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. Course work emphasizes growth and development throughout the life span, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctor's offices.

Title	Class	Lab	Clin.	Cred.	
Major Courses					
Required Core Courses (13 SHC)					
NAS 101	Nursing Assistant I	3	2	3	5
NAS 102	Nursing Assistant II	3	2	6	6
NAS 103	Home Health Care	2	0	0	2
Other Major Courses (3 SHC)					
NAS 104	Home Health Clinical	0	0	3	1
NAS 105	Life Span Changes	2	0	0	2
Total Semester Credit Hours Required for Certificate				(16)	

PRACTICAL NURSING (D 45 66 0)

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care. Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

Title	Class	Lab	Clin.	Cred.	
General Education Courses (9 SHC)					
ENG 111	Expository Writing	3	0	3	
PSY 110	Life Span Development	3	0	3	
BIO 106	Intro to Anat/Phys/Micro	2	2	3	
Major Courses					
Required Core Courses (33 SHC)					
NUR 101	Practical Nursing I	7	6	6	11
NUR 102	Practical Nursing II	8	0	12	12
NUR 103	Practical Nursing III	6	0	12	10

Other Required Courses (3 SHC)				
*CIS 111	Basic PC Literacy	1	2	2
Physical Education Elective				
		Varies	Varies	1

*Students may choose electives if computer competence has been demonstrated by either the high school transcript or COA proficiency test score.

Total Semester Credit Hours Required for Graduation (45)

INDUSTRIAL TECHNOLOGIES**MACHINING TECHNOLOGY (D 50 30 0)**

The Machining Technology curriculum is designed to develop skills in the theory and safe use of hand tools, power machinery, computerized equipment and sophisticated precision inspection instruments. Students will learn to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations and make decisions to insure that work quality is maintained. Employment opportunities for machining technicians exist in manufacturing industries, public institutions, governmental agencies and in a wide range of specialty machining job shops.

Title	Class	Lab	Credits
General Education Courses (6 SHC)			
ENG 101 Applied Communications I	3	0	3
MAT 101 Applied Mathematics I	2	2	3

Major Courses**Required Core Courses (26 SHC)**

BPR 111 Blueprint Reading	1	2	2
BPR 121 Blueprint Reading: Mechanical	1	2	2
MAC 111 Machining Technology I	2	12	6
MAC 112 Machining Technology II	2	12	6
MAC 113 Machining Technology III	2	12	6
MAC 121 Introduction to CNC	2	0	2
MAC 122 CNC Turning	1	3	2

Other Major Courses (5 SHC)

MAC 124 CNC Milling	1	3	2
MEC 180 Engineering Materials	2	3	3

Other Required Courses (4 SHC)

CIS 110 Introduction to Computers	2	2	3
Physical Education Elective	Varies	Varies	1

Total Semester Credit Hours Required for Graduation (41)

MECHANICAL DRAFTING TECHNOLOGY (A 50 34 0)

The Mechanical Drafting Technology curriculum prepares technicians to produce drawings of mechanical parts, components of mechanical systems, and mechanisms. CAD and the importance of technically correct drawings and designs based on current standards are emphasized. Course work includes mechanical drafting, CAD, and proper drawing documentation. Concepts such as machine shop processes, basic materials, and physical sciences as they relate to the design process are also included. The use of proper dimensioning and tolerance techniques is stressed. Graduates should qualify for employment in mechanical areas such as manufacturing, fabrication, research and development, and service industries.

Title	Class	Lab	Credits
General Education Courses (18 SHC)			
ENG 111 Expository Writing	3	0	3
MAT 121 Algebra/Trigonometry I	2	2	3
MAT 122 Algebra/Trigonometry II	2	2	3
ENG 114 Professional Res. & Reporting	3	0	3

Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3

Major Courses**Required Core Courses (16 SHC)**

DFT 111 Technical Drafting I	2	6	4
DFT 112 Technical Drafting II	2	6	4
DFT 151 CAD I	2	3	3
DFT 152 CAD II	2	3	3
MEC 110 Introduction to CAD/CAM	1	2	2

Other Major Courses (35 SHC)

DFT 115 Architectural Drafting	1	2	2
DFT 161 Pattern Design & Layout	1	2	2
DFT 121 Introduction to GD & T	1	2	2
DFT 153 CAD III	2	3	3
DFT 211 Gears, Cams, and Pulleys	1	3	2
DFT 214 Descriptive Geometry	1	2	2
DFT 221 Electrical Drafting	2	6	4
DDF 180 Furn Style & Design I	2	0	2
DFT 252 Solid Models & Renderings	2	2	3
MEC 111 Machine Processes I	3	0	3
DDF 211 Design Drafting I	2	6	4
CIS 130 Survey of Operating Systems	2	3	3
CIS 110 Introduction to Computers	2	2	3

Other Required Courses (4 SHC)

Physical Education Elective	0	3	1
Elective (General) or 3 hours of Cooperative Education	Varies	Varies	3

Total Semester Credit Hours Required for Graduation (73)

PUBLIC SERVICE TECHNOLOGIES**BASIC LAW ENFORCEMENT TRAINING (C 55 12 0)**

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise. This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations. Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission.

Title	Class	Lab	Credits
Major Courses			
Required Core Courses (18 SHC)			
CJC 100 Basic Law Enforcement Train.	9	27	18
Total Semester Credit Hours Required for Certificate			(18)

COSMETOLOGY (D 55 14 0)

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

dustry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics. Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and as skin/nail specialists, platform artists, and related businesses.

Title	Class	Lab	Credits
General Education Courses (6 SHC)			
ENG 101 Applied Communications I	3	0	3
MAT 101 Applied Mathematics I	2	2	3
Major Courses			
Required Core Courses (32 SHC)			
COS 111 Cosmetology Concepts I	4	0	4
COS 112 Salon I	0	24	8
COS 113 Cosmetology Concepts II	4	0	4
COS 114 Salon II	0	24	8
COS 115 Cosmetology Concepts III	4	0	4
COS 116 Salon III	0	12	4
Other Required Courses (4 SHC)			
CIS 110 Introduction to Computers	2	2	3
Physical Education Elective	Varies	Varies	1
Total Semester Credit Hours Required for Graduation			(42)

CRIMINAL JUSTICE TECHNOLOGY (A 55 18 0)

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, juvenile probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Title	Class	Lab	Credits
General Education Courses (15 SHC)			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Res. & Reporting	3	0	3
SOC 210 Intro to Sociology	3	0	3
MAT 115 Mathematical Models	2	2	3
Humanities/Fine Arts Elective	3	0	3
Major Courses			
Required Core Courses (22 SHC)			
CJC 111 Intro/Criminal Justice	3	0	3

CJC 112 Criminology	3	0	3
CJC 113 Juvenile Justice	3	0	3
CJC 131 Criminal Law	3	0	3
CJC 212 Ethics & Community Relations	3	0	3
CJC 221 Investigative Principles	3	2	4
CJC 231 Constitutional Law	3	0	3

Other Major Courses (27 SHC)			
CJC 213 Substance Abuse	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 220 Social Problems	3	0	3
SOC 225 Social Diversity	3	0	3
COM 231 Public Speaking	3	0	3
CIS 110 Introduction to Computers	2	2	3

Choose 3 hours from:
 HEA 110 Personal Health/Wellness 3 0 3
 Cooperative Education 0 Varies Varies

Choose 3 hours from:

HIS 121 Western Civilization I	3	0	3
HIS 122 Western Civilization II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
HIS 153 Russian Cultural History	3	0	3
HIS 165 Twentieth-Century World	3	0	3
HIS 262 Middle East History	3	0	3
Cooperative Education	0	Varies	Varies

Other Required Courses (1 SHC)			
Physical Education Elective	Varies	Varies	1

Total Semester Credit Hours Required for Graduation (65)

FIRE PROTECTION TECHNOLOGY (A 55 24 0)
 (Cooperative Agreement with Wilson Technical Community College)

The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management. Course work includes classroom and laboratory exercises to introduce the student to various aspects of fire protection. Students will learn technical and administrative skills such as hydraulics, hazardous materials, arson investigation, fire protection safety, fire suppression management, law, and codes. Graduates should qualify for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons should have opportunities for skilled and supervisory level positions within their current organizations.

Title	Class	Lab	Credits
General Education Courses (18 SHC)			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Res. & Reporting	3	0	3
COM 231 Public Speaking	3	0	3
MAT 115 Mathematical Models	2	2	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3

Major Courses**Required Core Courses (16 SHC)**

FIP	120	Intro to Fire Protection	2	0	2
FIP	124	Fire Protection & Public Ed.	2	0	3
FIP	128	Detection & Investigation	3	0	3
FIP	220	Fire Fighting Strategies	3	0	3
FIP	230	Chem of Hazardous Mat I	5	0	5

Other Major Courses (35 SHC)

FIP	136	Inspections and Codes	3	0	3
FIP	152	Fire Protection Law	2	0	2
FIP	156	Computers in Fire Service	1	2	2
FIP	224	Instructional Methodology	3	0	3
FIP	248	Fire Service Personnel Adm	3	0	3
FIP	252	Apparatus Spec and Purchasing	2	0	2
FIP	256	Municipal Public Relations	2	0	2
FIP	228	Local Government Finance	2	0	2
FIP	232	Hydraulics and Water Dist	2	2	3
FIP	236	Emergency Management	2	0	2
FIP	240	Fire Service Supervision	2	0	2
FIP	260	Fire Protection Planning	3	0	3
FIP	276	Managing Fire Services	3	0	3
POL	120	American Government	3	0	3

Other Required Courses (1 SHC)

ACA	111	College Student Success	1	0	1
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Total Semester Credit Hours Required for Graduation (70)

TELECOURSES

COA offers several telecourses, courses whose lessons are delivered over television and can be watched at home. Students may watch them as they are broadcast or may tape them for later viewing. Telecourses may be more difficult than traditional courses since the students have to work more independently than their counterparts in traditional courses. Successful telecourse students must be self-motivated.

COOPERATIVE EDUCATION

Cooperative Education provides students an opportunity to earn college credits for employment related to the curriculum in which they are enrolled as well as to make a student's educational program more relevant and meaningful by integrating classroom study with a planned and supervised work experience. Participation in Cooperative Education is open to students in most transfer, technical, and vocational programs.

The Director of Cooperative Education and Job Placement is responsible for locating and/or approving appropriate co-op assignments for students applying to enter the program. If a student has a curriculum-related job, that job may be used for a co-op assignment if it is approved as a valid work experience by the Director of Cooperative Education and Job Placement and by the student's employer.

Eligibility

All students who are enrolled in programs which qualify for Cooperative Education and who have completed 12 or more credit hours in their curriculum area are eligible for co-op if

they meet the following requirements:

1. Are enrolled in six or more credit hours of college courses;
2. Have a grade point average of 2.0 ("C") or better after completing 12 semester hours; and
3. Have the recommendation of an instructor in the student's program of study and the approval of the Director of Cooperative Education and Job Placement.

Application Procedure

Interested students should obtain an application form from the Cooperative Education Office and schedule an interview with the Director of Cooperative Education and Job Placement. Acceptance in the Cooperative Education program is based upon the student's application, college transcript, and availability of appropriate employment.

Academic Credit

Credit hours for Cooperative Education work periods are determined by the number of hours worked per semester. Students working an average of 10 hours weekly (160 hours per semester) earn one hour of credit per semester; students working an average of 20 or more hours weekly (320 or more hours per semester) earn two hours of credit per semester. Students in the associate in applied science and diploma programs may earn up to a total of six hours of credit. In most applied science and diploma programs, Cooperative Education may be used as designated course substitutions.

Before officially registering for a co-op work experience course, the student must have a co-op job assignment and have written approval from the Director of Cooperative Education and Job Placement to register for the appropriate Cooperative Education course.

DEVELOPMENTAL EDUCATION

College of The Albemarle's Developmental Education courses are a key component of the college's "open-door" admissions policy. Some students seeking admission to the college's academic programs find themselves needing additional skills reinforcement. Developmental Education courses offer these students an opportunity for study which will prepare them to enter the curriculum of their choice with a better probability of success.

The academic needs of many developmental students often include strengthening their skills in reading, mathematics, grammar, and composition. Students enrolled in Developmental Education courses concentrate on their particular areas of weakness and may, at the same time, study specific curriculum courses which seem feasible in view of their needs and interests. This permits students to make some progress toward

a degree while also strengthening their skills.

Any student may register for Developmental Education courses; however, most students enroll in the courses through the Admission Office's screening process. All those students who enroll in a two-year program of study, those who enroll in some one-year diploma programs, and those who have taken 12 or more hours of classes but are uncertain of a program of study are required to take a Placement Test Battery. Students who score below the designated minimum scores are enrolled in Developmental Education courses for indicated course work. Completion of this course work is required prior to enrolling in specific courses or programs.

Students may place in one, two, or three areas of developmental course work. Students who place in all three of the developmental areas should take ACA 118 their first semester and PSY 101 their second semester. Students who place in two developmental areas should take ACA 111 and PSY 101 in their first semester. Students who place in any developmental area must take ACA 111 in their first semester.

The following is a list of Developmental Education courses:

		Credit (class-lab)
Academic Related		
ACA 111	College Student Success	1(1-0)
ACA 118	College Study Skills	2(1-2)
Chemistry		
CHM 081	Basic Chemistry I	4(3-2)
CHM 082	Basic Chemistry II	4(3-2)
English		
ENG 070	Basic Language Skills	3(2-2)
ENG 075	RDG and LANG Essentials	5(5-0)
ENG 080	Writing Foundations	4(3-2)
ENG 085	RED and WRTG Foundations	5(5-0)
ENG 090	Composition Strategies	3(3-0)
ENG 090A	Comp. Strategies Lab	1(0-2)
ENG 095	RED and COMP Strategies	5(5-0)
Mathematics		
MAT 050	Basic Math Skills	4(3-2)
MAT 060	Essential Mathematics	4(3-2)
MAT 070	Introductory Algebra	4(3-2)
MAT 080	Intermediate Algebra	4(3-2)
MAT 090	Accelerated Algebra	4(3-2)
Psychology		
PSY 101	Applied Psychology	3(3-0)
Reading		
RED 070	Essential Reading Skills	4(3-2)
RED 080	Intro to College Reading	4(3-2)
RED 090	Improving College Reading	4(3-2)
RED 111	Critical Reading for College	3(3-0)

EVENING PROGRAM

College of The Albemarle offers an Evening Program leading to associate degrees and diplomas. The courses offered use the same or equally well-trained instructors, cover the same content, and carry the same college credit as courses taught during the college's regular day sessions. Credits for evening courses transfer to other institutions on the same basis as credits for College of The Albemarle courses offered during the day.

Evening Program courses are usually scheduled Monday through Thursday evenings and occasionally on Friday. Courses which require three hours of lecture and/or laboratory per week usually meet once a week from 7:00 p.m. to 10:00 p.m. Courses which require more than three hours per week usually meet twice weekly. Evening classes are also offered from 5:30 p.m. to 6:50 p.m.

Admission requirements and cost for all evening courses are the same as for courses offered during the day.

A schedule of the times and locations for evening courses and additional information are available from the Evening Program Director or the Dean at the Dare County Campus or the Chowan County Center.

Continuing education (non-credit) classes are also offered during evening hours. For further information, refer to the section entitled Continuing Education Division.

LEARNING RESOURCES CENTER

The Learning Resources Center (LRC) at College of the Albemarle provides library, online, database, audiovisual, and other learning services and resources to support and enrich the educational programs of the college. These services and resources are provided to students, faculty, college staff, and community patrons.

LRC services and resources include a 55,000-volume library, more than 280 magazines, journals, and newspapers, access to the Internet and the World Wide Web, a variety of CD-ROM databases, computers available for word processing, laser printers, a coin-operated copier, videos, cassette tapes, and a collection of children's books. Back issues of selected magazines and journals, microfilm copies of selected newspapers, a variety of historical records covering the college's service area, and a collection of North Carolina materials are also available.

The LRC is served by an automated library system with online public access terminals at the campuses in Elizabeth City and Manteo. Terminals are also planned for the Chowan County Center. Besides searching the college's library catalog, users at the public access terminals can access the catalogs of libraries which are members of the North Carolina Community College System and request books and other materials from those libraries. The LRC is also a member of the North Carolina Information Network, which allows LRC staff to search online for materials at libraries outside the community

college system and then borrow those materials through Inter-library Loan.

The LRC staff includes a professional librarian, experienced library technicians, and library assistants who provide instruction and assistance in the use of LRC materials, equipment, and services at all hours the LRC is open. The LRC is located on the lower level of the B Building and must be entered through the center courtyard.

BASIC SKILLS EDUCATION

College of The Albemarle's Basic Skills Education Program is designed to provide for all people in the college's seven-county service area.

For admission to the basic skills classes, a person must be 18 years of age. High school graduates may enroll for remedial or life skills training.

Basic Skills Education Programs are offered entirely free of cost, including books and instructional materials. However, GED students are responsible for paying a \$7.50 test fee and furnishing a picture identification and social security number at their initial GED testing session. The Basic Skills Program is comprised of the following components:

- A. **Adult Basic Education (ABE)** is a program of basic skills in reading, writing, and arithmetic for adults. Non-readers and other pre-GED students are instructed on this level.
- B. **General Educational Development (GED)** is a program of instruction in writing, social studies, science, literature and the arts, and mathematics. It is designed to prepare adult students to pass the GED tests which lead to a high school equivalency. The certificate is awarded by the North Carolina Community College System.
- C. **Adult High School (AHS)** is a program of instruction designed to help adult students earn a high school diploma. It is available at the Elizabeth City campus and Chowan County Center through a cooperative agreement between College of The Albemarle and participating boards of education in Camden, Chowan, Currituck, Gates, Pasquotank, and Perquimans counties. Students entering the AHS program receive credits for previously earned courses shown on a high school transcript. The student is required to obtain 20 credits. Upon passing the North Carolina Competency Tests and upon successful completion of the required courses, students are awarded an Adult High School Diploma by the cooperating board of education and the college.
- D. **Compensatory Education (CED)** is a program of instruction for mentally handicapped adults. Units of study available for CED students include language,

mathematics, social sciences, community living, consumer education, health, and vocational education.

CED students must be referred to the college by Albemarle Mental Health.

- E. **English as a Second Language (ESL)** is a program designed to serve adults who need to master English as their second language. Conversational skills as well as writing, listening, and citizenship skills are emphasized.
- F. **Special Programs**
 1. **The Learning Center program** . . . one-on-one tutoring. The Learning Center serves adults who read or compute below the twelfth grade level as determined by diagnostic tests. Instruction is available for the non-reader, students needing extra help in reading, math, and language, and those needing instruction for the GED tests. ABE/GED instruction is offered at the Learning Center in Edgewood Center, the Opportunities Industrialization Center (OIC), Dare County Campus, and Chowan County Center. At many program sites, community volunteers are an important component of the program. Volunteers serve mainly as reading tutors. Each program also provides support, referral, and instruction to assist adults in meeting their life goals, such as continuing their education, obtaining jobs, or becoming more effective parents. In addition, the Learning Center in Elizabeth City provides child care expenses and transportation costs for qualifying students.
 2. **The Bridges Program** is designed to provide an educational opportunity for adults and youth who seek to improve themselves academically and personally. Through this program, students participate in a classroom course of study leading toward the successful completion of the GED high school diploma equivalency examination.

Students in the GED component of the Bridges Program are provided academic advisement and career, personal, and social counseling. Upon completion of the program, students are encouraged to seek employment or continue their education. Each cycle of the GED component consists of 11 weeks of intensive study and comes under the course title of GED Preparation. During the 11-week cycles, primary emphasis is on GED completion; however, job-keeping and job-seeking skills are addressed. Students benefit from classroom instruction, computer-assisted in-

struction, and one-on-one tutoring. Child care services and transportation costs are reimbursed at a specified rate for qualifying students.

Human Resources Development (HRD) is a component of the Bridges Program and provides short-term training and counseling designed to help unemployed and underemployed students successfully enter the work force or to further their education. The program offers pre-vocational training, counseling and job placement assistance. The training focuses on the development of basic work place skills such as learning problem-solving, job hunting skills and communication; developing a positive self-concept; assessing personal assets and liabilities; and learning to keep the job. The length of each class varies. Applications for HRD may be completed through the Bridges Program.

3. The Learning Labs, located in B-218 on the Elizabeth City campus and at the Dare County Campus and Chowan County Center, provide students with opportunities for completing high school, preparing for college, supplementing college courses, and studying in many areas of interest.

The Learning Labs also offer support to students enrolled in curriculum programs at the college through the following:

- (a) Computer-Assisted Instruction (CAI) programs for use on computers. Students may use the computers and the software as assigned by college faculty or for personal enrichment at any time during the Learning Labs' operational hours. (Elizabeth City and Dare County)
- (b) Curriculum Skills Laboratories offer students the opportunity for help in any problem area and the chance to reinforce skills being learned in the classroom through computer-assisted instruction. Students may enroll in the Guided Studies Labs upon recommendation by their college instructor. (Elizabeth City and Dare County)
- (c) Developmental Education courses are also taught through the Learning Lab as needed in Dare County.

BUSINESS AND INDUSTRY SERVICES

The Small Business Center serves as the primary contact between the college and the business community. The Director of the Small Business Center identifies services and training the college can provide for area business and industry and coordinates topical workshops and seminars on specialized subjects. The Director of the Small Business Center assists local industrial development commissions and chambers of commerce in promoting economic development in the college's seven-county service area.

The Small Business Center also provides a resource library of various print and non-print media on business-related subjects. These materials are available to local business owners and employees at no charge and include U.S. Small Business Administration publications, magazines, books, audio tapes, video conferences, computer software, and video cassettes.

For anyone interested in starting a business or perhaps needing some direction or help with an existing business, one-on-one consultation is available at the college's Small Business Center. Also, the center's director provides referrals to state agencies and supplies information about a variety of support services available to potential and present small business owners.

The center serves as a training site for the N. C. Bar Association, the N. C. Trial Lawyers Association and provides continuing education programs for insurance professionals through the Northeastern Association of Life Underwriters and the Independent Insurance Agents of North Carolina.

New or Expanding Industry Training is available through College of The Albemarle's cooperation with new or expanding industries interested in training their workforce. The actual training is provided at the industry site where trainees receive instruction and, depending on the program objectives, may receive both classroom and on-the-job training. All training programs are established to meet the specific needs of a particular industry.

CONTINUING EDUCATION DIVISION

One of the major functions of a comprehensive community college is that of providing educational programs for adults in its service area. The Continuing Education Division places a strong emphasis on the value of life-long education and provides a variety of courses and activities to meet the particular needs and interests of individuals, businesses, and industries in the area.

Occupational, academic, avocational, and practical skills courses are offered for individuals 18 years of age or older and for those who need vocational or professional retraining and upgrading. Instruction is also available for those who desire to grow in basic knowledge, to improve in home and community life, and to develop or improve leisure time activities.

Admission

Any adult 18 years of age or older who is not enrolled in public school may be admitted to a Continuing Education class. In some circumstances, with the approval of the appropriate public school official, a public school dropout between 16 and 18 years of age may enroll in certain courses.

Class Schedules

A schedule of classes is published and mailed to every post office box holder and address in the college's seven-county service area prior to the beginning of each semester. Courses are also announced through the local news media. Classes are organized on the basis of need, interest, and availability of suitable facilities and qualified instructors.

Course Repetition Policy

Students who enroll in an occupational extension course more than twice within a five-year period shall pay a designated cost per contact hour of instruction. Students shall be primarily responsible for monitoring course repetitions; however, the college shall review records and charge students full cost for courses taken more than twice. Courses for certification, licensure, and recertification are exempt.

Class Registration

Students in most Continuing Education offerings may enroll in a specific course by attending and registering during the first two regular class meetings. Students are not restricted by the number of times of re-enrollment in a continuing education course; however, continuing education instructors are expected to assist each student in developing educational goals which are progressive, measurable, attainable, and easily evaluated.

Class Locations

Many Continuing Education courses and services are provided on campus. Additional classes are taught in surrounding communities or within a particular business or industry in the Albemarle area. Almost any course can and will be organized when a sufficient number of residents indicate an interest in having a class brought to a particular location and when instructional funds are available.

Course Descriptions

Course descriptions for Continuing Education courses are not listed in this publication because of the large number and variety offered. Instead, examples of the types of courses which

have been offered are included. Specific course descriptions are furnished upon request. Courses not previously available may be offered to meet expressed needs of the community when evidence of such need is presented to the college.

Fees

A registration fee usually of \$35, is charged for enrollment in each occupational and avocational course and \$30 for each academic and practical skills course. Tuition is subject to change by the North Carolina State Board of Community Colleges.

Volunteer firemen, law enforcement personnel, and rescue/lifesaving personnel are not charged a registration fee for enrolling in training courses. Prison inmates are not charged for any Continuing Education courses. Persons 65 years of age or older may also take occupational classes without paying registration fees.

Recreational courses are subject to a tuition charge which enables these courses to be self-supporting. This tuition charge varies depending on the course taken and is generally substantially more than the standard registration fee.

Students are expected to provide the supplies, materials, tools, and books they will need in Continuing Education courses. Instructional services and instructional materials are supplied by the college.

Accident insurance is available to all Continuing Education students. This insurance is strongly suggested for students who participate in laboratory activities using equipment and machinery which might cause physical injury. For information about accident insurance, students should visit or call the Business Office.

All persons who enroll in any COA program in which they could be exposed to bloodborne pathogens may be required to receive the Hepatitis B vaccination at their own expense prior to participating in clinical or similar training events. (See program head for additional information.)

Registration Fee Refund Policy

A registration fee refund shall not be made except under the following circumstances:

1. For classes scheduled to meet four times or less, a full 75 percent refund shall be made upon request of the student who officially withdraws from the class(es) prior to or on the first day of the class(es);
2. For classes scheduled to meet five or more times, a full 75 percent refund shall be made upon request of the student who officially withdraws from class(es) prior to, or on the official 20 percent point of the class(es). Requests for refunds will not be considered after the 20 percent point;
3. For classes beginning at times other than at the beginning of the semester, applicable provisions as noted in Subpara-

graphs (d) (1) and (2) of this rule apply. For contact hour classes, 10 calendar days from the first day of the class(es) is the determination date;

4. At the time of official withdrawal under this policy, the College shall notify the student of the right to receive a refund;
5. NO REFUNDS will be given on classes designated Community Service Education (Academic, Avocational, Practical Skills) due to their SELF-SUPPORTING STATUS.

Certificates

College credit is not given for completion of Continuing Education courses; however, certificates are awarded for completion of some of the courses. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designated courses.

Continuing Education Units

Since September 1, 1974, College of The Albemarle has maintained a cumulative record of all academic and occupational courses taken by Continuing Education students. Continuing Education Units (CEU's) are awarded on the basis of one CEU per ten contact (class) hours. For example, if a student is enrolled in a 36-hour course and attends at least 80 percent of the time, 3.6 CEU's will be awarded upon completion of the course.

Students who need transcripts or additional information about CEU credit should contact the Continuing Education Division.

Learning Resources Center Privileges

Students participating in any of the programs offered by the college have the privilege of using all the services of the Learning Resources Center without additional charge. Continuing Education students, however, are required to complete a LRC application before checking out materials.

Programs of Instruction

The seven major program areas in the Continuing Education Division are described as follows:

I. Occupational Extension Courses

Occupational extension courses consist of single courses, each complete in itself, designed for the specific purpose of training persons for employment, upgrading the skills of those presently employed, and retraining others for new employment in occupational fields.

II. Academic Extension Courses

Academic extension courses consist of single courses, each complete in itself, designed to serve the educational needs of adult residents. They include courses in the humanities, mathematics, natural sciences, and social sciences.

III. Practical Skills Extension Courses

Practical skills extension courses consist of single courses, each complete in itself, designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation but may supplement their income or may reasonably lead to their employment.

IV. Avocational Extension Courses

Avocational extension courses consist of single courses, each complete in itself, which focus on participants' personal or leisure needs rather than their occupational, professional, or employment needs.

V. Special Extension

College of The Albemarle offers the following programs to increase participants' competence in specialized occupational areas. For further information about any of the programs described, contact the Continuing Education Division.

- A. Fire Service Training provides a continuous program of training and education which prepares firefighters to confront situations nonexistent a few years ago. Training sessions are held in the local fire departments, allowing firefighters to be trained as an organized group utilizing equipment they would ordinarily use in controlling fires.
- B. Hospitality Training Program trains participants in the area of food services, lodging, recreation, and travel information. The program's primary objectives include providing employers with well-trained personnel to operate their businesses, developing within individuals the skills which will qualify them for better employment opportunities, and providing better hospitality services to the residents of North Carolina and to the visitors of the state. Hospitality training is arranged and scheduled in accordance with the needs of businesses.
- C. Law Enforcement Training courses are specifically designed as in-service and pre-service education for those individuals engaged in law enforcement activities. Provided at the request of law enforcement agencies, this training program is also designed to keep law enforcement officers abreast of legal and technological advancements while adding to their professional skills. Workshops and courses are offered on many topics.
- D. Emergency Medical Training provides organized classes for ambulance attendants in the college's ser-

vice area. The North Carolina Office of Emergency Medical Services works with College of The Albemarle in developing classes for rescue squad units.

- E. Management Development Training is an elaborate program administered by College of The Albemarle in an effort to meet the needs of individuals in business and industry. The program is designed to upgrade the competency of supervisory and middle-management personnel as well as train persons interested in becoming supervisors. Management Development Training is an investment in the future and may pay rich dividends to those individuals and organizations taking advantage of this training. In addition to improving and enhancing skills and competency for the job place, this program helps enhance employees' relationships with others. Programs can be tailored to meet existing needs and can be held on the campus or within an individual plant or organization. Qualified instructors are provided without charge to the employer. Specialized courses focusing on safety and management's responsibilities as required by the Occupational Safety and Health Act are also available. These courses are designed to increase employee safety awareness.

VI. Community Services

College of the Albemarle sponsors and promotes a number of community services which contribute to the cultural, economic, and civic improvement of the Albemarle area. Such services may arise from almost every program area. Groups and agencies are invited to contact the Continuing Education Division to arrange such activities.

VII. Special Projects

A variety of special projects as well as other programs and events are conducted by the college through special grants and funds. These special projects are frequently administered by the Continuing Education Division.

Course Descriptions

COURSE NUMBERING

All courses at College of The Albemarle use the identical three-letter prefix and three digit number as other community colleges in the North Carolina Community College System for a comparable course. Courses with numbers below 100 are developmental education courses and are strictly for preparatory credit. Grades in such courses do not apply toward completion of degrees, diplomas, or certificates. Courses which are numbered 100-109 and 200-209 apply only to diploma and certificate programs and are not designed for completion of an associate degree program.

Following each course prefix, number, and title are the numbers which indicate semester credit hours and the number of class hours per week, lab hours and/or clinical or shop hours per week, if required. In addition, the term is included that the course is normally offered, (F, Fall Semester; S, Spring Semester; SS, Summer Session; Var., Varies depending upon sufficient request or need for the course).

A listing of 4(3-2) (F) indicates that the course meets for three class hours and two lab hours each week and earns the student four semester hour credits upon successful completion at the end of a fall term. A listing of 11(7-6-6) (S) indicates that the course meets for seven class hours per week, six lab hours per week, six clinical or shop hours per week, and earns the student 11 semester hour credits upon successful completion at the end of a spring term.

ACADEMIC RELATED

ACA 111 College Student Success

1(1-0) (F, S, SS)

Prerequisites: None

Corequisites: None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 118 College Study Skills

2(1-2) (F, S)

Prerequisites: None

Corequisites: None

This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and

other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

ACCOUNTING

ACC 120 Principles of Accounting I

4(3-2) (F, S)

Prerequisites: None

Corequisites: None

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle.

ACC 121 Principles of Accounting II

4(3-2) (S)

Prerequisites: ACC 120

Corequisites: None

This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management.

ACC 130 Business Income Taxes

3(2-2) (SS)

Prerequisites: None

Corequisites: None

This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax depreciation, accounting periods and methods, corporations, partnerships, estates and trusts, and gifts. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.

ACC 140 Payroll Accounting

2(1-2) (S)

Prerequisites: 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.

ACC 150 Computerized Gen Ledger

2(1-2) (S)

Prerequisites: ACC 120

Corequisites: None

This course introduces microcomputer applications related to the major 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.

AIR CONDITIONING, HEATING, AND REFRIGERATION**AHR 110 Introduction to Refrigeration**

5(2-6) (F)

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.

AHR 111 HVACR Electricity

3(2-2) (F)

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.

AHR 112 Heating Technology

4(2-4) (F)

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.

AHR 113 Comfort Cooling

4(2-4) (S)

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.

AHR 114 Heat Pump Technology

4(2-4) (S)

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.

AHR 115 Refrigeration Systems

2(1-3) (S)

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.

AHR 130 HVAC Controls

3(2-2) (S)

Prerequisites: AHR 111

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

4(2-6) (SS)

Prerequisites: None

Corequisites: AHR 112 or AHR 113

The 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

2(1-3) (SS)

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 PTAC's and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures.

AHR 210 Residential Building Code

2(1-2) (S)

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.

ART

ART 110 Introduction to Art

2(2-0) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to introduce an awareness of art in the everyday world. Emphasis is placed on art as visual communication. Upon completion, students should be able to demonstrate an understanding of the meanings and purposes of art.

ART 111 Art Appreciation

3(3-0) (Var.)

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 113 Art Methods and Materials

3(2-2) (Var.)

Prerequisites: None

Corequisites: None

This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes.

ART 114 Art History Survey I

3(3-0) (F)

Prerequisites: None

Corequisites: None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 115 Art History Survey II

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 121 Design I

3(1-4) (F)

Prerequisites: None

Corequisites: None

This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.

ART 122 Design II

3(1-4) (S)

Prerequisites: ART 121

Corequisites: None

This course introduces basic studio problems in three-dimen-

sional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts.

ART 130 Basic Drawing

2(0-4) (F)

Prerequisites: None

Corequisites: None

This course introduces basic drawing techniques and is designed to increase observation skills. Emphasis is placed on the fundamentals of drawing. Upon completion, students should be able to demonstrate various methods and their application to representational imagery.

ART 131 Drawing I

3(0-6) (F)

Prerequisites: None

Corequisites: None

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.

ART 132 Drawing II

3(0-6) (S)

Prerequisites: ART 131

Corequisites: None

This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques.

ART 140 Basic Painting

2(0-4) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the mechanics of painting. Emphasis is placed on the exploration of painting media through fundamental techniques. Upon completion, students should be able to demonstrate a basic understanding and application of painting.

ART 171 Computer Art I

3(1-4) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals of computer literacy and design through bit-mapped image

manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture, manipulate, and output images.

ART 214 Portfolio and Resumé

1(0-2) (Var.)

Prerequisites: None

Corequisites: Limited to those who have completed a sequence in the proposed area of study.

This course covers resumé writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to resumé writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective resumé.

ART 240 Painting I

3(0-6) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.

ART 241 Painting II

3(0-6) (Var.)

Prerequisites: ART 240

Corequisites: None

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety.

ART 281 Sculpture I

3(0-6) (Var.)

Prerequisites: ART 132

Corequisites: None

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches.

ART 283 Ceramics I

3(0-6) (Var.)

Prerequisites: None

Corequisites: None

This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression.

ART 284 Ceramics II

3(0-6) (Var.)

Prerequisites: ART 283

Corequisites: None

This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness.

ART 285 Ceramics III

3(0-6) (Var.)

Prerequisites: ART 284

Corequisites: None

This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

ART 286 Ceramics IV

3(0-6) (Var.)

Prerequisites: ART 285

Corequisites: None

This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

ART 288 Studio

3(0-6) (Var.)

Prerequisites: Limited to those who have completed a sequence of art courses in the proposed area of study.

Corequisites: None

This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques.

BIOLOGY**BIO 106 Intro to Anat/Phys/Micro**

3(2-2) (F)

Prerequisites: None

Corequisites: None

This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. This is a certificate and diploma level course.

BIO 111 General Biology I

4(3-3) (F, SS)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 112 General Biology II

4(3-3) (S, SS)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general edu-*

cation core requirement in natural sciences/mathematics.

BIO 140 Environmental Biology

3(3-0) (Var.)

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 to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 140A Environmental Biology Lab

1(0-3) (Var.)

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 145 Ecology

4(3-3) (Var.)

Prerequisites: BIO 111

Corequisites: None

This course provides an introduction to ecological concepts using an ecosystems approach. Topics include energy flow, nutrient cycling, succession, population dynamics, community structure, and other related topics. Upon completion, students should be able to demonstrate comprehension of basic ecosystem structure and dynamics.

BIO 168 Anatomy and Physiology I

4(3-3) (F, SS)

Prerequisites: None

Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO 169 Anatomy and Physiology II

4(3-3) (S, SS)

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 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.

BIO 243 Marine Biology

4(3-3) (Var.)

Prerequisites: BIO 111

Corequisites: None

This course covers the physical and biological components of the marine environment. Topics include major habitats, the diversity of organisms, their biology and ecology, marine productivity, and the use of marine resources by humans. Upon completion, students should be able to identify various marine habitats and organisms and to demonstrate a knowledge of their biology and ecology.

BLUEPRINT READING

BPR 111 Blueprint Reading

2(1-2) (F)

Prerequisites: None

Corequisites: None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 121 Blueprint Reading: Mech

2(1-2) (S)

Prerequisites: BPR 111

Corequisites: None

This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

BPR 130 Blueprint Reading/Const

2(1-2) (F)

Prerequisites: None

Corequisites: None

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations,

floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

BUSINESS

BUS 110 Introduction to Business

3(3-0) (F)

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.

BUS 115 Business Law I

3(3-0) (F)

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.

BUS 121 Business Math

3(2-2) (S)

Prerequisites: None

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.

BUS 137 Principles of Management

3(3-0) (F, S)

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.

BUS 239 Business Applications Seminar

2(1-2) (S)

Prerequisites: ACC 120, BUS 115, BUS 137, CIS 120, CIS 169, ECO 251, MKT 120, CIS 152

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 the techniques, processes, and vital professional skills needed in the work place.

BUS 260 Business Communication

3(3-0) (F, S)

Prerequisites: ENG 111 and OST 131

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.

BUS 285 Business Management Issues

3(2-2) (S)

Prerequisites: BUS 137 and CIS 120, or ELN 131

Corequisites: None

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

CARPENTRY

CAR 111 Carpentry I

9(4-15) (F)

Prerequisites: None

Corequisites: None

This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision. This is a diploma-level course.

CAR 112 Carpentry II

9(4-15) (S)

Prerequisites: CAR 111

Corequisites: None

This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exte-

rior finishes to a residential building with supervision. This is a diploma-level course.

CAR 113 Carpentry III

6(3-9) (SS)

Prerequisites: CAR 111

Corequisites: None

This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision. This is a diploma-level course.

CAR 114 Residential Building Codes

3(3-0) (SS)

Prerequisites: None

Corequisites: None

This course covers building codes and the requirements of state and local construction regulations. Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures. Upon completion, students should be able to determine if a structure is in compliance with North Carolina building codes.

CAR 115 Residential Planning/Estimating

3(3-0) (S)

Prerequisites: BPR 130

Corequisites: None

This course covers project planning, management, and estimating for residential or light commercial buildings. Topics include planning and scheduling, interpretation of working drawings and specifications, estimating practices, and other related topics. Upon completion, students should be able to perform quantity take-offs and cost estimates.

COMPUTER ENGINEERING TECHNOLOGY

CET 111 Computer Upgrade/Repair I

3(2-3) (F)

Prerequisites: ELN 232

Corequisites: ELN 275

This course is the first of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

CET 211 Computer Upgrade/Repair II

3(2-3) (S)

Prerequisites: CET 111

Corequisites: None

This course is the second of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

CHEMISTRY

CHM 081 Basic Chemistry I

4(3-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers basic fundamental principles and laws of chemistry. Topics include matter, energy, atomic structure, periodic classification, nomenclature, bonding, molecular geometry, measurement, chemical reactions, stoichiometry, and gas laws. Upon completion, students should be able to explain and apply the chemical concepts and laboratory skills as needed in CHM 082.

CHM 082 Basic Chemistry II

4(3-2) (Var.)

Prerequisites: CHM 081

Corequisites: None

This course provides a continuation of the study of basic fundamental principles and laws of chemistry. Topics include intermolecular forces, solutions, acids and bases, redox reactions, chemical equilibrium, with elements of organic and nuclear chemistry. Upon completion, students should be able to explain and apply basic chemical concepts and laboratory skills needed for success in college-level chemistry courses.

CHM 135 Survey of Chemistry I

4(3-2) (Var.)

Prerequisites: None

Corequisites: None

This course provides an introduction to inorganic chemistry. Emphasis is placed on measurement, atomic structure, bonding, molecular geometry, nomenclature, reactions, the mole concept, stoichiometric calculations, states of matter, and the gas laws. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 136 Survey of Chemistry II

4(3-2) (Var.)

Prerequisites: CHM 135

Corequisites: None

This course is a continuation of CHM 135 with further study of inorganic reactions and an introduction to organic, biological, and nuclear chemistry. Topics include solutions, acid-base theory, redox reactions, chemical kinetics, organic chemistry, biochemistry, and nuclear chemistry. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 151 General Chemistry I

4(3-3) (F)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 152 General Chemistry II

4(3-3) (S)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

INFORMATION SYSTEMS**CIS 110 Introduction to Computers**

3(2-2) (F, S, SS)

Prerequisites: None

Corequisites: None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including

spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

CIS 111 Basic PC Literacy

2(1-2) (F)

Prerequisites: None

Corequisites: None

This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. This course is intended for those who have not received credit for CIS 110.

CIS 115 Intro to Programming & Logic

3(2-2) (S)

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. 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.

CIS 120 Spreadsheets I

3(2-2) (S, SS)

Prerequisites: CIS 110 or CIS 111

Corequisites: None

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

CIS 130 Survey of Operating Systems

3(2-3) (S)

Prerequisites: CIS 110

Corequisites: None

The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

CIS 144 Operating System - DOS

3(2-2) (S)

Prerequisites: None

Corequisites: CIS 130

This course introduces operating systems concepts for DOS operating systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a DOS environment.

CIS 147 Operating System - Windows

3(2-2) (SS)

Prerequisites: CIS 130

Corequisites: None

This course introduces operating systems concepts for a Windows operating system. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a "Symbol" environment.

CIS 152 Database Concepts & Applications

3(2-2) (F, SS)

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.

CIS 153 Database Applications

3(2-2) (S)

Prerequisites: CIS 152

Corequisites: None

This course covers advanced database functions continued from CIS 152. 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.

CIS 165 Desktop Publishing I

3(2-2) (F)

Prerequisites: CIS 110 or CIS 111, and OST 136

Corequisites: None

This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of

specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.

CIS 169 Business Presentations

2(1-2) (F)

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation.

CIS 215 Hardware Install/Maint

3(2-3) (S)

Prerequisites: CIS 110

Corequisites: None

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

CIS 220 Spreadsheets II

2(1-2) (F, Var.)

Prerequisites: CIS 120

Corequisites: None

This course covers advanced spreadsheet design and development. Topics include advanced functions, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

CIS 227 Microcomputer Systems Analysis

3(2-2) (Var.)

Prerequisites: CIS 115 and CIS 147

Corequisites: None

This course covers use of a systems approach to planning and implementing business information systems in a microcomputer environment. Emphasis is placed on end-user applications, rather than centralized MIS, and development of strong analytical skills. Upon completion, students should be able to apply analytical and problem-solving skills to resolve typical microcomputer systems planning and implementation issues.

CIS 246 Operating System - UNIX

3(2-3) (S)

Prerequisites: CIS 130

Corequisites: None

This course includes operating systems concepts for UNIX operating systems. Topics include hardware management, file and memory management, system configuration/optimization, utilities, and other related topics. Upon completion, students should be able to effectively use the UNIX operating system and its utilities.

CIS 286 Systems Analysis & Design

3(3-0) (F)

Prerequisites: CIS 115 and CIS 147

Corequisites: None

This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE 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. This course prepares students for the CIS 288 Systems Project and should be taken during the semester immediately preceding CIS 288.

CIS 288 Systems Project

3(1-4) (S)

Prerequisites: For Information Systems: CIS 227 or CIS 286, and CIS 147, CIS 152, CIS 169, and CIS 220. For Programming: CIS 227 or CIS 286, and CSC 132, CSC 135, and CSC 137.

Corequisites: For Information Systems: CIS 153. For Programming: CSC 234 or CSC 235.

This course provides an opportunity to complete a significant systems project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.

CRIMINAL JUSTICE**CJC 100 Basic Law Enforcement Training**

18(9-27) (F)

Prerequisites: None

Corequisites: None

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics

and areas required for the state comprehensive examination. This is a certificate-level course.

CJC 111 Introduction to Criminal Justice

3(3-0) (F, S)

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.

CJC 112 Criminology

3(3-0) (F)

Prerequisites: SOC 210

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.

CJC 113 Juvenile Justice

3(3-0) (S)

Prerequisites: CJC 111

Corequisites: None

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

CJC 131 Criminal Law

3(3-0) (F)

Prerequisites: None

Corequisites: None

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

CJC 212 Ethics & Community Relations

3(3-0) (S)

Prerequisites: CJC 111

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.

CJC 213 Substance Abuse

3(3-0) (F)

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.

CJC 221 Investigative Principles

4(3-2) (S)

Prerequisites: None

Corequisites: None

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

CJC 231 Constitutional Law

3(3-0) (S)

Prerequisites: None

Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

COOPERATIVE EDUCATION**COE 110 World of Work I**

1(1-0) (Var.)

Prerequisites: None

Corequisites: None

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

COE 111 Co-op Work Experience I

1(0-0-10) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 112 Co-op Work Experience I

2(0-0-10) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 121 Co-op Work Experience II

1(0-0-10) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 122 Co-op Work Experience II

2(0-0-20) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability

skills, and satisfactorily perform work-related competencies.

COE 131 Co-op Work Experience III

1(0-0-10) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 132 Co-op Work Experience III

2(0-0-20) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 211 Co-op Work Experience IV

1(0-0-10) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 212 Co-op Work Experience IV

2(0-0-20) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 221 Co-op Work Experience V

1(0-0-10) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be

able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 222 Co-op Work Experience V

2(0-0-20) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 231 Co-op Work Experience VI

1(0-0-10) (F, S, SS)

Prerequisites: 12 semester hours earned, 2.0 GPA or greater

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COMMUNICATION

For AA, AS, and AFA programs, 3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

COM 110 Introduction to Communication

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.*

COM 120 Interpersonal Communication

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception,

listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.*

COM 231 Public Speaking

3(3-0) (F, S)

Prerequisites: None

Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.*

COSMETOLOGY

COS 111 Cosmetology Concepts I

4(4-0) (F)

Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I

8(0-24) (F)

Prerequisites: None

Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, hair-cutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II

4(4-0) (S)

Prerequisites: COS 111 and COS 112

Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, mani-

curing, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II

8(0-24) (S)

Prerequisites: 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, hair-cutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 Cosmetology Concepts III

4(4-0) (SS)

Prerequisites: COS 111 and COS 112

Corequisites: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116 Salon III

4(0-12) (SS)

Prerequisites: COS 112

Corequisites: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COMPUTER SCIENCE

CSC 131 Assembly Programming

3(2-3) (SS)

Prerequisites: CIS 110, and CIS 115 or ELN 133

Corequisites: None

This course introduces assembly language programming with emphasis on program efficiency. Topics include registers, instruction, data types, memory layout, I/O, bit manipulation, debugging, and code considerations. Upon completion, students should be able to create and modify program modules written in an assembly language.

CSC 132 BASIC Programming

3(2-3) (F)

Prerequisites: None

Corequisites: CIS 110

This course is designed to introduce computer programming using the BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays/tables, and other related topics. Upon completion, students should be able to design, code, test, and debug BASIC language programs.

CSC 133 C Programming

3(2-3) (F, SS)

Prerequisites: None

Corequisites: None

This course introduces computer programming using the C programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays/tables, pointers, and other related topics. Upon completion, students should be able to design, code, test, and debug C language programs.

CSC 135 COBOL Programming

3(2-3) (F)

Prerequisites: CIS 110, CIS 115

Corequisites: None

This course introduces computer programming using the COBOL programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays/tables, and other related topics. Upon completion, students should be able to design, code, test, and debug COBOL language programs.

CSC 137 Pascal Programming

3(2-3) (S)

Prerequisites: CIS 110

Corequisites: CIS 115

This course introduces structured computer programming using the Pascal programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, and other related topics. Upon completion, students should be able to design, code, test, and debug Pascal language programs.

CSC 143 Object-Oriented Programming

3(2-3) (S)

Prerequisites: None

Corequisites: None

This course introduces the concepts of object-oriented programming. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, test, debug, and

implement objects at the application level using the appropriate environment.

CSC 233 Advanced C

3(2-3) (Var.)

Prerequisites: CSC 133

Corequisites: None

This course is a continuation of CSC 133 using C with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, and document programming solutions. This course is a unique concentration requirement in the Programming concentration in the Information Systems program.

CSC 235 Advanced COBOL

3(2-3) (S)

Prerequisites: CSC 135

Corequisites: None

This course is a continuation of CSC 135 using COBOL with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions. This course is a unique concentration requirement in the Programming concentration in the Information Systems program.

CONSTRUCTION**CST 110 Intro to Construction**

2(1-2) (SS)

Prerequisites: None

Corequisites: None

This course introduces construction terminology, materials, and practices found at a construction worksite. Emphasis is placed on common and innovative practices, methods, materials, and other related topics of the construction industry. Upon completion, students should be able to successfully identify various practices, methods, and materials used in the construction industry.

DANCE**DAN 121 Tap Dance I**

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course provides the fundamentals of elementary tap dance technique. Emphasis is placed on sounds, rhythms, terminol-

ogy, and body placement. Upon completion, students should be able to demonstrate significant progress in elementary tap skills.

DAN 122 Tap Dance II

1(0-3) (Var.)

Prerequisites: Audition or DAN 121

Corequisites: None

This course is the second in a series and provides an expansion of elementary tap dance techniques. Emphasis is placed on weight shifts, turns, and more complex rhythm patterns. Upon completion, students should be able to demonstrate a moderate mastery of elementary/intermediate tap dance skills.

DAN 124 Jazz Dance I

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course provides the fundamentals of elementary jazz technique. Emphasis is placed on body placement, stretching, jazz movements, and syncopated rhythms. Upon completion, students should be able to demonstrate significant progress in fundamental jazz dance technique and simple center combinations.

DAN 125 Jazz Dance II

1(0-3) (Var.)

Prerequisites: Audition or DAN 124

Corequisites: None

This course is the second in a series and provides an expansion of elementary/intermediate jazz dance. Emphasis is placed on "Cool Jazz," theatrical jazz styles, and extended sequences of movement (routines). Upon completion, students should be able to demonstrate moderate mastery of elementary/intermediate-level jazz dance and be able to perform routines.

DAN 127 Dance for Musical Theatre

2(0-4) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to teach alignment and different styles of jazz, tap, and folk dance used in musical theatre performances. Emphasis is placed on stretching, ballet barre, jazz, tap, and folk dance fundamentals. Upon completions, students should be able to demonstrate proper posture and fundamental techniques of jazz, tap, and folk dance.

DAN 140 Modern Dance I

2(0-4) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the elementary elements of modern dance technique. Emphasis is placed on floor, barre, and center floor exercises. Upon completion, students should be able

to exhibit a basic understanding and skill in performing elementary modern dance technique.

DAN 141 Modern Dance II

2(0-4) (Var.)

Prerequisites: Audition or DAN 140

Corequisites: None

This course is the second course in a series of elementary modern dance technique. Emphasis is placed on motor skill development and simple combinations in center floor. Upon completion, students should be able to exhibit moderate technical skill in elementary dance technique.

DAN 142 Inter Modern Dance I

2(0-4) Var.

This course introduces intermediate modern dance technique. Emphasis is placed on kinesthesia (body energy) and intermediate movements including turns, spirals, and jumps. Upon completion, students should be able to demonstrate significant progress in intermediate technique and extended movement sequences.

DAN 143 Inter Modern Dance II

2(0-4) (Var.)

This course is the second in a series of intermediate modern dance technique. Emphasis is placed on progress in intermediate skills, musical phrasing, and introduction to selections of modern dance repertoire. Upon completion, students should be able to demonstrate significant achievement in intermediate technique and to begin to practice selections of its repertoire.

DAN 225 Choreography I

3(1-4) (Var.)

Prerequisites: Audition or DAN 140

Corequisites: Enrollment in DAN 142 or higher-level dance class

This course introduces the fundamental techniques of modern dance choreography. Emphasis is placed on improvisation and development of movement phases. Upon completion, students should be able to create simple movements, improvise upon them, and develop longer movement phases to create short dances.

DAN 226 Choreography II

3(1-4) (Var.)

Prerequisites: Audition or DAN 140

Corequisites: Enrollment in DAN 142 or higher-level dance class

This course introduces the elements of dance (time, space, form) and structural forms as used to choreograph. Emphasis is placed on the use of design, dynamics, rhythm, motivation, and musical forms to create dances. Upon completion, student should

be able to utilize the elements of time, space, and form and form manipulation to choreograph and rehearse a group dance.

DESIGN DRAFTING

DDF 180 Furniture Style & Design I

2(2-0) (SS)

Prerequisites: DFT 111

Corequisites: None

This course covers furniture styles and construction from Gothic to contemporary. Emphasis is placed on basic design fundamentals and the elements of design construction for various style periods. Upon completion, students should be able to determine the organization and relationship of specific design principles to basic design problems.

DDF 211 Design Drafting I

4(2-6) (S)

Prerequisites: DFT 112

Corequisites: None

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

DRAFTING

DFT 111 Technical Drafting I

4(2-6) (F,S)

Prerequisites: None

Corequisites: None

This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.

DFT 112 Technical Drafting II

4(2-6) (S)

Prerequisites: DFT 111

Corequisites: None

This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings.

DFT 115 Architectural Drafting

2(1-2) (F)

Prerequisites: DFT 111

Corequisites: None

This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.

DFT 121 Intro to GD & T

2(1-2) (SS)

Prerequisites: DFT 111

Corequisites: None

This course introduces basic geometric dimensioning and tolerancing principles. Topics include symbols, annotation, theory, and applications. Upon completion, students should be able to interpret and apply basic geometric dimensioning and tolerancing principles to drawings.

DFT 151 CAD I

3(2-3) (F)

Prerequisites: DFT 111

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.

DFT 152 CAD II

3(2-3) (S)

Prerequisites: DFT 151

Corequisites: None

This course is a continuation of DFT 151. Topics include advanced two-dimensional, three-dimensional, and solid modeling and extended CAD applications. Upon completion, students should be able to generate and manage CAD drawings and models to produce engineering documents.

DFT 153 CAD III

3(2-3) (F)

Prerequisites: DFT 111, DFT 151, and DFT 152

Corequisites: None

This course covers basic principles of three-dimensional CAD wireframe and surface models. Topics include user coordinate systems, three-dimensional viewpoints, three-dimensional wireframes, and surface components and viewpoints. Upon completion, students should be able to create and manipulate three-dimensional wireframe and surface models.

DFT 161 Pattern Design & Layout

2(1-2) (SS)

Prerequisites: DFT 111

Corequisites: None

This course covers the layout of sheet metal and pipe fittings. Topics include the development of patterns and templates for metalworking industries. Upon completion, students should be able to develop, sketch, produce, and angle layouts

DFT 211 Gears, Cams, & Pulleys

2(1-3) (SS)

Prerequisites: DFT 111 and MAT 121

Corequisites: None

This course introduces the principles of motion transfer. Topics include gears, cams, pulleys, and drive components. Upon completion, students should be able to solve problems and produce drawings dealing with ratios.

DFT 214 Descriptive Geometry

2(1-2) (F)

Prerequisites: DFT 111

Corequisites: None

This course includes a graphic analysis of space problems. Topics include points, lines, planes, connectors, and combinations of these. Upon completion, students should be able to solve real world spatial problems using descriptive geometry techniques.

DFT 221 Electrical Drafting

4(2-6) (S)

Prerequisites: DFT 111 and DFT 151

Corequisites: None

This course covers the practices used for making electrical drawings. Emphasis is placed on symbol identification and various types of electrical diagrams. Upon completion, students should be able to properly utilize electrical symbols in the construction of various electrical diagrams.

DFT 252 Solid Models & Renderings

3(2-2) (S)

Prerequisites: DFT 153

Corequisites: None

This course provides an in-depth study of three-dimensional solid modeling and design software. Topics include parametric design; creation, editing, and rendering of solid models; and generation of views. Upon completion, students should be able to use parametric design techniques to create and edit a three-dimensional solid model, render it, and generate two-dimensional views. This course is a unique concentration requirement of the CAD Systems Management Concentration in the Mechanical Drafting Technology program.

DRAMA/THEATRE**DRA 111 Theatre Appreciation**

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

DRA 112 Literature of the Theatre

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

DRA 120 Voice For Performance

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides guided practice in the proper production of speech for the theatre. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective theatrical speech.

DRA 122 Oral Interpretation

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the dramatic study of literature through performance. Emphasis is placed on analysis and performance of poetry, drama, and prose fiction. Upon completion, students should be able to embody and discuss critically the speakers inherent in literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

DRA 124 Readers Theatre

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides a theoretical and applied introduction to the medium of readers theatre. Emphasis is placed on the group performance considerations posed by various genres of literature. Upon completion, students should be able to adapt and present a literary script following the conventions of readers theatre.

DRA 128 Children's Theatre

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the philosophy and practice involved in producing plays for young audiences. Topics include the selection of age-appropriate scripts and the special demands placed on directors, actors, designers, and educators in meeting the needs of young audiences. Upon completion, students should be able to present and critically discuss productions for children.

DRA 130 Acting I

3(0-6) (Var.)

Prerequisites: None

Corequisites: None

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble.

DRA 131 Acting II

3(0-6) (Var.)

Prerequisites: DRA 130

Corequisites: None

This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble.

DRA 140 Stagecraft I

3(0-6) (F)

Prerequisites: None

Corequisites: None

This course introduces the theory and basic construction of stage scenery and properties. Topics include stage carpentry, scene painting, stage electrics, properties, and backstage organization. Upon completion, students should be able to pursue

vocational and avocational roles in technical theatre.

DRA 141 Stagecraft II

3(0-6) (S)

Prerequisites: DRA 140

Corequisites: None

This course provides additional hands-on practice in the elements of stagecraft. Emphasis is placed on the design and implementation of the arts and crafts of technical theatre. Upon completion, students should be able to pursue vocational or avocational roles in technical theatre.

DRA 145 Stage Make-up

2(1-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the research, design, selection of materials, and application of stage make-up, prosthetics, wigs, and hairpieces. Emphasis is placed on the development of techniques, style, and presentation of the finished make-up. Upon completion, students should be able to create and apply make-up, prosthetics, and hairpieces.

DRA 147 Sound Technology

3(3-0) (Var.)

Prerequisites: DRA 140

Corequisites: None

This course provides an introduction to the analysis of sound equipment technology and its operation and uses on stage. Emphasis is placed on assessing sound needs, and on installing, running, and maintaining equipment. Upon completion, students should be able to demonstrate skills as a sound environment designer and technician.

DRA 150 Stage Management

3(3-0) (Var.)

Prerequisites: DRA 140

Corequisites: None

This course covers the skills necessary for a stage manager of school or professional productions. Emphasis is placed on scheduling, rehearsal documentation and management, personnel, paperwork, and organization. Upon completion, students should be able to effectively stage-manage entertainment productions.

DRA 151 Mechanics and Maintenance

1(1-0) (Var.)

Prerequisites: DRA 140

Corequisites: None

This course is designed to analyze the internal workings and maintenance of a theatrical facility. Emphasis is placed on the mechanics and maintenance of rigging, counter-weight systems, hydraulics, electronics, and shop equipment. Upon completion, students should be able to demonstrate an under-

standing of the proper operation of backstage systems.

DRA 160 Box Office and Publicity

2(1-3) (Var.)

Prerequisites: None

Corequisites: None

This course covers the creation of a publicity program and the setup and operation of the theatre box office. Emphasis is placed on the use of an effective play marketing scheme and the smooth operation of the box office. Upon completion, students should be able to set up and run a marketing system and box office.

DRA 170 Play Production I

3(0-9) (F)

Prerequisites: None

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

DRA 171 Play Production II

3(0-9) (S)

Prerequisites: DRA 170

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

DRA 211 Theatre History I

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course covers the development of theatre from its origin to the closing of the British theatre in 1642. Topics include the history, aesthetics, and representative dramatic literature of the period. Upon completion, students should be able to trace the evolution of theatre and recognize the styles and types of world drama. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

DRA 212 Theatre History II

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course covers the development of theatre from 1660 through the diverse influences which shaped the theatre of the

twentieth century. Topics include the history, aesthetics, and representative dramatic literature of the period. Upon completion, students should be able to trace the evolution of theatre and recognize the styles and types of world drama. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

DRA 230 Acting III

3(0-6) (Var.)

Prerequisites: DRA 131

Corequisites: None

This course is designed to include an exploration of acting styles. Emphasis is placed on putting the actor's skills to work in a major theatrical form-musical, comedy, or drama. Upon completion, students should be able to explore their creativity in an acting ensemble.

DRA 231 Acting IV

3(0-6) (Var.)

Prerequisites: DRA 230

Corequisites: None

This course is designed to include further exploration of acting styles. Emphasis is placed on putting the actor's skills to work in a major theatrical form-musical, comedy, or drama. Upon completion, students should be able to explore their creativity in an acting ensemble.

DRA 240 Lighting for the Theatre

3(2-2) (Var.)

Prerequisites: None

Corequisites: None

This course is an applied study of theatre lighting and is designed to train theatre technicians. Emphasis is placed on lighting technology including the mechanics of lighting and light control equipment by practical work with lighting equipment. Upon completion, students should be able to demonstrate competence with lighting equipment.

DRA 241 Lighting Design

3(2-2) (Var.)

Prerequisites: DRA 140

Corequisites: None

This course introduces the processes of conceptualizing and developing a lighting design for the theatre and other media. Emphasis is placed on equipment, technology, and the development of a light plot. Upon completion, students should be able to understand the process of creating a light plot and solving the production problems relative to lighting.

DRA 243 Scene Design

3(2-2) (Var.)

Prerequisites: DRA 140

Corequisites: None

This course covers the analysis, research, design, and problem solving related to scene design. Emphasis is placed on director/designer communication, conceiving, researching, rendering, and modeling of designs. Upon completion, students should be able to demonstrate skills in communication, design process, rendering, and modeling.

DRA 250 Theatre Management

2(1-3) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the organization and operation of a theatre. Emphasis is placed on organization, communication, networking with other organizations, and grant writing. Upon completion, students should be able to demonstrate an understanding of the structure and operation of a theatre organization.

DRA 251 Production Management

3(3-0) (Var.)

Prerequisites: DRA 140

Corequisites: None

This course provides an analysis of staging, building and personnel resources, communication, budgeting, and safety in play production and other entertainment media. Emphasis is placed on organization, communication, and safety in production. Upon completion, students should be able to understand the important boundaries of authority for the production manager.

DRA 260 Directing

3(0-6) (Var.)

Prerequisites: DRA 130

Corequisites: DRA 140

This course provides an analysis and application of the techniques of theatrical directing. Topics include script selection, analysis, casting, rehearsal planning, blocking, stage business, tempo, and technical considerations. Upon completion, students should be able to plan, execute, and critically discuss a student-directed production.

DRA 270 Play Production III

3(0-9) (F)

Prerequisites: DRA 171

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

DRA 271 Play Production IV

3(0-9) (S)

Prerequisites: DRA 270

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

ECONOMICS**ECO 151 Survey of Economics**

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 251 Principles of Microeconomics

3(3-0) (F, SS)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Principles of Macroeconomics

3(3-0) (S, SS)

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 socio-economic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ENGINEERING

EGR 131 Intro To Electronics Tech

2(1-2) (F)

Prerequisites: None

Corequisites: None

This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

EGR 285 Design Project

2(0-4) (S)

Prerequisites: ELN 232

Corequisites: None

This course provides the opportunity to design and construct an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, construction, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate operational projects.

ELECTRICITY

ELC 112 DC/AC Electricity

5(3-6) (F)

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 113 Basic Wiring I

4(2-6) (F)

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. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon

completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 114 Basic Wiring II

4(2-6) (S)

Prerequisites: ELC 113

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.

ELC 115 Industrial Wiring

4(2-6) (S)

Prerequisites: ELC 113

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.

ELC 117 Motors and Controls

4(2-6) (SS)

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118 National Electrical Code

2(1-2) (S)

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.

ELC 119 NEC Calculations

2(1-2) (SS)

Prerequisites: None

Corequisites: None

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students

should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

ELC 126 Electrical Computations

3(2-2) (S)

Prerequisites: None

Corequisites: None

This course introduces the fundamental applications of mathematics which are used by an electrical/electronics technician. Topics include whole numbers, fractions, decimals, powers, roots, simple electrical formulas, and usage of a scientific calculator. Upon completion, students should be able to solve simple electrical mathematical problems.

ELC 128 Intro to PLC

3(2-3) (S, Var.)

Prerequisites: ELC 131 or ELC 112

Corequisites: None

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

ELC 131 DC/AC Circuit Analysis

5(4-3) (F, Var.)

Prerequisites: None

Corequisites: MAT 121

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

ELC 132 Electrical Drawings

2(1-3) (F)

Prerequisites: None

Corequisites: None

This course introduces the technical documentation that is typically found or used in the industrial environment. Topics include interpretation of service manuals, freehand sketching of lines, orthographic views and dimensions, and blueprint reading. Upon completion, students should be able to interpret technical documents and blueprints and use basic drafting skills to prepare usable field drawings.

ELECTRONICS

ELN 131 Electronic Devices

4(3-3) (S)

Prerequisites: ELC 131

Corequisites: None

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

ELN 132 Linear IC Applications

4(3-3) (SS)

Prerequisites: ELN 131

Corequisites: None

This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.

ELN 133 Digital Electronics

4(3-3) (S)

Prerequisites: ELC 131

Corequisites: None

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

ELN 229 Industrial Electronics

4(2-4) (F)

Prerequisites: ELC 131

Corequisites: None

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices (filters, rectifiers, FET, SCR, Diac, Triac, Op-amps, etc). Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

ELN 232 Intro to Microprocessors

4(3-3) (SS)

Prerequisites: ELN 133

Corequisites: None

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

ELN 233 Microprocessor Systems

4(3-3) (SS)

Prerequisites: ELN 232

Corequisites: None

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

ELN 234 Communication Systems

4(3-3) (F)

Prerequisites: ELN 132

Corequisites: None

This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.

ELN 235 Data Communication System

4(3-3) (S)

Prerequisites: ELN 232

Corequisites: None

This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, serial interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.

ELN 275 Troubleshooting

2(1-2) (F)

Prerequisites: ELN 133

Corequisites:

This course covers techniques of analyzing and repairing fail-

ures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

ENGLISH

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

ENG 070 Basic Language Skills

3(2-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of standard written English. Emphasis is placed on effective word choice, recognition of sentences and sentence parts, and basic usage. Upon completion, students should be able to generate a variety of sentence types that clearly express ideas. This course does not satisfy the developmental writing prerequisite for ENG 111.

ENG 075 Reading & Language Essentials

5(5-0) (Var.)

Prerequisites: None

Corequisites: None

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111.

ENG 080 Writing Foundations

4(3-2) (F, S, SS)

Prerequisites: ENG 070 or ENG 075

Corequisites: None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental writing prerequisite for ENG 111.

ENG 085 Reading & Writing Found

5(5-0) (Var.)

Prerequisites: ENG 070 and RED 070; or ENG 075

Corequisites: None

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111.

ENG 090 Composition Strategies

3(3-0) (F, S, SS)

Prerequisites: ENG 080 or ENG 085

Corequisites: None

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing prerequisite for ENG 111.

ENG 090A Composition Strategies Lab

1(0-2) (Var.)

Prerequisites: ENG 080 or ENG 085

Corequisites: ENG 090

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

ENG 095 Reading & Comprehension Strategies

5(5-0) (Var.)

Prerequisites: ENG 080 and RED 080; or ENG 085

Corequisites: None

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. This course integrates ENG 090 and RED 090. This course satisfies the developmental reading and writing prerequisites for ENG 111.

ENG 101 Applied Communications I

3(3-0) (F, S, Var.)

Prerequisites: None

Corequisites: None

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

ENG 111 Expository Writing

3(3-0) (F, S, SS)

Prerequisites: ENG 090 and RED 090; or ENG 095; or appropriate test scores

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 112 Argument-Based Research

3(3-0) (Var.)

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 113 Literature-Based Research

3(3-0) (S)

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to

literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 114 Professional Research & Reporting

3(3-0) (F, S)

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 131 Introduction to Literature

33(3-0) (Var.)

Prerequisites: ENG 111

Corequisites: ENG 112 or ENG 114

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 132 Introduction to Drama

3(3-0) (Var.)

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of drama as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of drama. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of drama.

ENG 133 Introduction to the Novel

3(3-0) (Var.)

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of the novel as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of the novel. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of the novel.

ENG 134 Introduction to Poetry

3(3-0) (Var.)

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of the poem as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of poetry. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of poetry.

ENG 231 American Literature I

3(3-0) (F)

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 232 American Literature II

3(3-0) (S)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 241 British Literature I

3(3-0) (F)

Prerequisites: ENG 112, 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 242 British Literature II

3(3-0) (S)

Prerequisites: ENG 112, 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 261 World Literature I

3(3-0) (F, Var.)

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. 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 selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 262 World Literature II

3(3-0) (S, Var.)

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century 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 selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 272 Southern Literature

3(3-0) (Var.)

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

ENG 274 Literature by Women

3(3-0) (Var.)

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

FRENCH**FRE 111 Elementary French I**

3(3-0) (F, Var.)

Prerequisites: None

Corequisites: FRE 181

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 112 Elementary French II

3(3-0) (S, Var.)

Prerequisites: FRE 111

Corequisites: FRE 182

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 181 French Lab I

1(0-2) (F, Var.)

Prerequisites: None

Corequisites: FRE 111

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

FRE 182 French Lab 2

1(0-2) (S, Var.)

Prerequisites: FRE 181

Corequisites: FRE 112

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate cultural awareness.

FRE 211 Intermediate French I

3(3-0) (F, Var.)

Prerequisites: FRE 112

Corequisites: None

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 212 Intermediate French II

3(3-0) (S)

Prerequisites: FRE 211

Corequisites: None

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

GEOGRAPHY**GEO 110 Introduction to Geography**

3(3-0) (F)

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.

GEO 111 World Regional Geography

3(3-0) (S)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

GEO 112 Cultural Geography

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

GEO 113 Economic Geography

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course covers the patterns and networks of economic interdependence and how they affect human populations. Emphasis is placed on the economic aspects of the production and distribution of goods and services and their impact on the quality of human life. Upon completion, students should be able to describe different economic systems and demonstrate an understanding of the variables that influence economic development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HEALTH**HEA 110 Personal Health/Wellness**

3(3-0) (Var.)

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.

HEA 111 First Aid & Safety

2(1-2) (Var.)

Prerequisites: None

Corequisites: None

This course provides first aid and safety education. Emphasis is placed on safe attitudes, accident prevention, and response to accidents and injuries. Upon completion, students should be able to demonstrate proper first aid and safety skills.

HEA 120 Community Health

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion, students should be able to recognize and devise strategies to prevent today's community health problems.

HEA 150 Drugs and Behavior

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides a survey of stimulant, depressant, psychedelic, and inhalant drugs used in contemporary society and their effects on human behavior. Emphasis is placed on the sociological, psychological, and physiological effects of drug use and abuse. Upon completion, students should be able to describe the effects of specific drugs and identify the personal, social, and environmental factors which influence drug use.

HISTORY

HIS 121 Western Civilization I

3(3-0) (F, SS)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 122 Western Civilization II

3(3-0) (S, SS)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 131 American History I

3(3-0) (F)

Prerequisites: None

Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 132 American History II

3(3-0) (S)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 153 Russian Cultural History

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course traces Russian culture through history, geography, religion, and art. Topics include a comparative study of the cultures of Old Russia, Soviet Russia, and the Russian Republic. Upon completion, students should be able to identify the cultural developments in Russia.

HIS 165 Twentieth-Century World

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course includes the major developments, issues, and ideas in twentieth-century world history. Emphasis is placed on contrasting political systems, the impact of science and technology, and the philosophical temperament of twentieth-century

people. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the twentieth century.

HIS 262 Middle East History

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present. Emphasis is placed on social, political, economic, religious, and governmental structures in the Middle East. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the Middle East.

HUMANITIES

HUM 211 Humanities I

3(3-0) (Var.)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 212 Humanities II

3(3-0) (Var.)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

INDUSTRIAL SCIENCE

ISC 110 Workplace Safety

1(1-0) (F)

Prerequisites: None

Corequisites: None

This course introduces the basic concepts of workplace safety.

Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

LEGAL EDUCATION

LEX 110 Intro to Paralegal Study

2(2-0) (F)

Prerequisites: None

Corequisites: None

This course introduces the paralegal profession and the legal system. Topics include regulations and concepts, ethics, case analysis, legal reasoning, career opportunities, certification, professional organizations, and other related topics. Upon completion, students should be able to explain the role of the paralegal and identify the skills, knowledge, and ethics required of legal assistants.

LEX 120 Legal Research/Writing I

3(2-2) (F)

Prerequisites: None

Corequisites: None

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

LEX 121 Legal Research/Writing II

3(2-2) (S)

Prerequisites: LEX 110, LEX 120

Corequisites: None

This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

LEX 130 Civil Injuries

2(2-0) (S)

Prerequisites: LEX 110, LEX 120

Corequisites: None

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate ele-

ments of civil injuries and related defenses.

LEX 140 Civil Litigation I

3(3-0) (F)

Prerequisites: LEX 110, LEX 120

Corequisites: None

This course introduces the structure of the legal system and the rules governing civil litigation. Emphasis is placed on jurisdiction and the state and federal rules of civil procedure and rules of evidence. Upon completion, students should be able to assist an attorney in the preparation of a civil case.

LEX 141 Civil Litigation II

3(2-2) (S)

Prerequisites: LEX 140

Corequisites: None

This course covers the paralegal's role in the civil litigation process. Topics include investigation, interviewing, pleadings, motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing, directing, and organizing documents for civil litigation.

LEX 150 Commercial Law

3(2-2) (F)

Prerequisites: LEX 110, LEX 120

Corequisites: None

This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

LEX 160 Criminal Law & Procedure

3(2-2) (F)

Prerequisites: LEX 110, LEX 120

Corequisites: None

This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.

LEX 170 Administrative Law

2(2-0) (F)

Prerequisites: LEX 110, LEX 120

Corequisites: None

This course covers the scope, authority, and regulatory operations of various federal, state, and local administrative agencies. Topics include social security, worker's compensation,

unemployment, zoning, and other related topics. Upon completion, students should be able to research sources of administrative law, investigate, and assist in representation of clients before administrative agencies.

LEX 210 Real Property I

2(2-0) (F)

Prerequisites: LEX 110, LEX 121

Corequisites: None

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

LEX 211 Real Property II

3(1-4) (S)

Prerequisites: LEX 210

Corequisites: None

This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation.

LEX 240 Family Law

2(2-0) (SS)

Prerequisites: LEX 110, LEX 120

Corequisites: None

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

LEX 250 Wills, Estates, & Trusts

3(2-2) (S)

Prerequisites: LEX 110, LEX 121

Corequisites: None

This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

LEX 260 Bankruptcy & Collections

2(2-0) (S)

Prerequisites: LEX 110, LEX 121

Corequisites: None

This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments.

LEX 270 Law Office Mgt/Technology

2(1-2) (SS)

Prerequisites: LEX 110, CIS 110, OST 136

Corequisites: None

This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to set up and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.

LEX 280 Ethics & Professionalism

2(2-0) (S)

Prerequisites: Minimum of 40 SH of LEX courses

Corequisites: None

This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification; and other related topics. Upon completion, students should be able to understand the role of a professional paralegal and identify authority that can properly be delegated by an attorney.

LEX 283 Investigation

2(1-2) (S)

Prerequisites: LEX 110, LEX 130, and LEX 140

Corequisites: None

This course covers various aspects of civil and criminal investigation. Topics include locating witnesses, interviewing techniques, obtaining records, sketching and photographing accident scenes, collecting and preserving evidence, and preparation of exhibits for trial. Upon completion, students should be able to locate witnesses, prepare questionnaires, interview witnesses, obtain criminal/motor vehicle/medical/ accident records, sketch scenes, and prepare exhibits.

MACHINING**MAC 111 Machining Technology I**

6(2-12) (F)

Prerequisites: None

Corequisites: None

This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 112 Machining Technology II

6(2-12) (S)

Prerequisites: MAC 111

Corequisites: None

This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 113 Machining Technology III

6(2-12) (SS)

Prerequisites: MAC 112

Corequisites: None

This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.

MAC 121 Intro to CNC

2(2-0) (F)

Prerequisites: None

Corequisites: None

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

MAC 122 CNC Turning

2(1-3) (S)

Prerequisites: None

Corequisites: None

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats,

control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

MAC 124 CNC Milling

2(1-3) (S)

Prerequisites: None

Corequisites: None

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MATHEMATICS

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

MAT 050 Basic Math Skills

4(3-2) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

MAT 060 Essential Mathematics

4(3-2) (F, S, SS)

Prerequisites: MAT 050

Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070 Introductory Algebra

4(3-2) (F, S, SS)

Prerequisites: MAT 060

Corequisites: RED 080 or ENG 085

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, stu-

dents should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080 Intermediate Algebra

4(3-2) (F, S, SS)

Prerequisites: MAT 070

Corequisites: RED 080 or ENG 085

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 090 Accelerated Algebra

4(3-2) (Var.)

Prerequisites: MAT 060

Corequisites: RED 080 or ENG 085

This course covers algebraic concepts with emphasis on applications. Topics include those covered in MAT 070 and MAT 080. Upon completion, students should be able to apply algebraic concepts in problem solving using appropriate technology.

MAT 101 Applied Mathematics I

3(2-2) (F, S)

Prerequisites: MAT 060

Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.

MAT 115 Mathematical Models

3(2-2) (F, S, SS)

Prerequisites: MAT 070

Corequisites: None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

MAT 121 Algebra/Trigonometry I

3(2-2) (Var.)

Prerequisites: MAT 070

Corequisites: None

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic, radical, exponential, and logarithmic functions; descriptive statistics; right triangle trigonometry; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

MAT 122 Algebra/Trigonometry II

3(2-2) (Var.)

Prerequisites: MAT 121

Corequisites: None

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, trigonometry, and systems of equations. Topics include translation and scaling of functions, Sine Law, Cosine Law, complex numbers, vectors, statistics, and systems of equations. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

MAT 145 Analytical Math

3(3-0) (Var.)

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course is designed to develop problem-solving and reasoning skills by the study of selected areas of mathematics. Topics include elementary and Boolean algebra, sets, logic, number theory, numeration systems, probability, statistics, and linear programming. Upon completion, students should be able to apply logic and other mathematical concepts.

MAT 155 Statistical Analysis

3(3-0) (Var.)

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course is an introduction to descriptive and inferential statistics. Topics include sampling, distributions, plotting data, central tendency, dispersion, Central Limits Theorem, confidence intervals, hypothesis testing, correlations, regressions, and multinomial experiments. Upon completion, students should be able to describe data and test inferences about populations using sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 161 College Algebra

3(3-0) (F, S)

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on equations and inequalities; polynomials, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 162 College Trigonometry

3(3-0) (S)

Prerequisites: MAT 161

Corequisites: None

This course provides an integrated technological approach to trigonometry and its applications. Topics include trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 171 Precalculus Algebra

3(3-0) (F, SS)

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 172 Precalculus Trigonometry

3(3-0) (S, SS)

Prerequisites: MAT 171

Corequisites: None

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general*

education core requirement in natural sciences/mathematics.

MAT 271 Calculus I

4(3-2) (F)

Prerequisites: MAT 172

Corequisites: None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 272 Calculus II

4(3-2) (S)

Prerequisites: MAT 271

Corequisites: None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 273 Calculus III

4(3-2) (SS)

Prerequisites: MAT 272

Corequisites: None

This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MECHANICAL

MEC 110 Intro to CAD/CAM

2(1-2) (S, Var.)

Prerequisites: None

Corequisites: None

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students

should be able to use CAD/CAM software to produce a CNC program.

MEC 111 Machine Processes I

2(3-3) (F, Var.)

Prerequisites: None

Corequisites: None

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 180 Engineering Materials

3(2-3) (S)

Prerequisites: None

Corequisites: None

This course covers the physical and mechanical properties of materials. Topics include testing, heat treating, ferrous and non-ferrous metals, plastics, composites, and material selection. Upon completion, students should be able to specify basic tests and properties and select appropriate materials on the basis of specific properties.

MEC 210 Materials-Stress Analysis

2(1-2) (S)

Prerequisites: MAT 121

Corequisites: None

This course is a study of the principles and analysis of stress within machines and structural elements. Emphasis is placed on various types of loads including static impact, varying, and dynamic loads. Upon completion, students should be able to demonstrate proficiency in analyzing stress in mechanical joints, welds, beams, and columns.

MEDICAL ASSISTING

MED 121 Medical Terminology I

3(3-0) (F)

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.

MED 122 Medical Terminology II

3(3-0) (S)

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.

MARKETING AND RETAILING**MKT 120 Principles of Marketing**

3(3-0) (F, SS)

Prerequisites: None

Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 220 Advertising and Sales Promotion

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

MKT 224 International Marketing

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course covers the basic concepts of international marketing activity and theory. Topics include product promotion, placement, and pricing strategies in the international marketing environment. Upon completion, students should be able to demonstrate a basic understanding of the concepts covered.

MUSIC**MUS 110 Music Appreciation**

3(3-0) (Var.)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

MUS 111 Fundamentals of Music

2(2-0) (Var.)

Prerequisites: None

Corequisites: None

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, keys signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music.

MUS 121 Music Theory I

4(3-2) (Var.)

Prerequisites: None

Corequisites: None

This course provides an in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis; introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

MUS 122 Music Theory II

4(3-2) (Var.)

Prerequisites: MUS 121

Corequisites: None

This course is a continuation of studies begun in MUS 121. Emphasis is placed on advanced melodic, rhythmic, and harmonic analysis and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

MUS 131 Chorus I

1(0-2) (Var.)

Prerequisites: Appropriate vocal proficiency

Corequisites: None

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

MUS 132 Chorus II

1(0-2) (Var.)

Prerequisites: MUS 131

Corequisites: None

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

MUS 133 Band I

1(0-2) (Var.)

Prerequisites: Audition

Corequisites: None

This course provides an opportunity for those who play a band instrument to gain experience playing in an ensemble. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

MUS 134 Band II

1(0-2) (Var.)

Prerequisites: MUS 133

Corequisites: None

This course is a continuation of MUS 133. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

MUS 151 Class Music I

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 152 Class Music II

1(0-2) (Var.)

Prerequisites: MUS 151

Corequisites: None

This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 161 Applied Music I

1(0-2) (Var.)

Prerequisites: Audition

Corequisites: None

This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 162 Applied Music II

1(0-2) (Var.)

Prerequisites: MUS 161

Corequisites: None

This course is a continuation of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 212 American Musical Theatre

3(3-0) (Var.)

Prerequisites: MUS 110

Corequisites: None

This course covers the origins and development of the musical from Show Boat to the present. Emphasis is placed on the investigation of the structure of the musical and its components through listening and analysis. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

MUS 221 Music Theory III

4(3-2) (F)

Prerequisites: MUS 122

Corequisites: None

This course is a continuation of MUS 122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

MUS 222 Music Theory IV

4(3-2) (S)

Prerequisites: MUS 221

Corequisites: None

This course is a continuation of MUS 221. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

MUS 231 Chorus III

1(0-2) (F)

Prerequisites: MUS 132

Corequisites: None

This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

MUS 232 Chorus IV

1(0-2) (S)

Prerequisites: MUS 231

Corequisites: None

This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

MUS 233 Band III

1(0-2) (F)

Prerequisites: MUS 134

Corequisites: None

This course is a continuation of MUS 134. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

MUS 234 Band IV

1(0-2) (S)

Prerequisites: MUS 233

Corequisites: None

This course is a continuation of MUS 233. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

MUS 251 Class Music III

1(0-2) (F)

Prerequisites: MUS 152

Corequisites: None

This course is a continuation of MUS 152. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 252 Class Music IV

1(0-2) (S)

Prerequisites: MUS 251

Corequisites: None

This course is a continuation of MUS 251. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 261 Applied Music III

1(0-2) (F)

Prerequisites: MUS 162

Corequisites: None

This course is a continuation of MUS 162. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 262 Applied Music IV

1(0-2) (S)

Prerequisites: MUS 261

Corequisites: None

This course is a continuation of MUS 261. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

MUS 271 Music History I

3(3-0) (Var.)

Prerequisites: MUS 122

Corequisites: None

This course is the first of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from Antiquity through the Baroque Period. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles.

MUS 272 Music History II

3(3-0) (Var.)

Prerequisites: MUS 271

Corequisites: None

This course is the second of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from the Classical Period to the present. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles.

NURSING ASSISTANT**NAS 101 Nursing Assistant I**

5(3-2-3) (Var.)

Prerequisites: High school diploma or GED

Corequisites: None

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

NAS 102 Nursing Assistant II

6(3-2-6) (Var.)

Prerequisites: High school diploma or GED and currently listed as NA I with State of North Carolina

Corequisites: None

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate-level course.

NAS 103 Home Health Care

2(2-0-0) (Var.)

Prerequisites: High school diploma or GED

Corequisites: NAS 101

This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. This is a certificate-level course.

NAS 104 Home Health Clinical

1(0-0-3) (Var.)

Prerequisites: None

Corequisites: NAS 101, NAS 103

This course provides supervised experience in the home and/or simulated laboratory with emphasis on the application of basic nursing skills. Emphasis is placed on the transfer of knowledge and skills from institutional settings to home environments. Upon completion, students should be able to safely and efficiently provide delegated basic care to clients in the home. This is a certificate-level course.

NAS 105 Life Span Changes

2(2-0-0) (Var.)

Prerequisites: High school diploma or GED

Corequisites: NAS 101

This course covers growth and development in relation to the human body throughout the life span. Topics include restorative care, safety, nutrition, and the physical, mental, and social aspects of the aging process. Upon completion, students should be able to understand the changes that occur throughout the life span. This is a certificate-level course.

NETWORKING TECHNOLOGY**NET 110 Data Comm/Networking**

3(2-2) (F, SS)

Prerequisites: CIS 110, CIS 130

Corequisites: None

This course introduces data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking.

NURSING**NUR 101 Practical Nursing I**

11(7-6-6) (F)

Prerequisites: Admission to the Practical Nursing program

Corequisites: BIO 106, ENG 111

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

NUR 102 Practical Nursing II

12(8-0-12) (S)

Prerequisites: NUR 101

Corequisites: PSY 110, CIS 111

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

NUR 103 Practical Nursing III

10(6-0-12) (SS)

Prerequisites: NUR 102

Corequisites: PED Activity Course

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

NUR 115 Fundamentals of Nursing

5(2-3-6) (F)

Prerequisites: Admission to the Associate Degree Nursing program

Corequisites: NUR 133, BIO 168, PSY 150, CIS 111

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health.

NUR 125 Maternal-Child Nursing

8(5-3-6) (F, SS)

Prerequisites: NUR 115, NUR 133, NUR 135

Corequisites: None

This course introduces nursing concepts related to the delivery of nursing care for the expanding family. Emphasis is placed on utilizing the nursing process as a framework for managing/and providing nursing care to individuals and families along the wellness-illness continuum. Upon completion, students should be able to utilize the nursing process to deliver nursing care to mothers, infants, children, and families.

NUR 133 Nursing Assessment

3(2-3-0) (F, S)

Prerequisites: ADN Students — Admission to ADN Program
LPN-ADN Mobility Students — Admission to the LPN-ADN Mobility ProgramCorequisites: ADN Students — NUR 115, BIO 168,
PSY 150, CIS 111
LPN-ADN Students — BIO 169, PSY 241

This course provides theory and application experience for performing nursing assessment of individuals across the life span. Emphasis is placed on interviewing and physical assessment techniques and documentation of findings appropriate for nursing. Upon completion, students should be able to complete a health history and perform a non-invasive physical assessment.

NUR 135 Adult Nursing I

9(5-3-9) (S)

Prerequisites: NUR 115, NUR 133

Corequisites: BIO 169, PSY 241

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health. Emphasis is placed on utilizing the nursing process as a framework for providing and managing nursing care to individuals along the wellness-illness continuum. Upon completion, students should be able to apply the nursing process to individuals experiencing acute and chronic alterations in health.

NUR 185 Mental Health Nursing

5(3-0-6) (F, SS)

Prerequisites: NUR 115, NUR 133, NUR 135

Corequisites: NUR 188

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Emphasis is placed on utilizing the nursing process to provide and manage nursing care for individuals with common psychiatric disorders or mental health needs. Upon completion, students should be able to apply psychosocial theories in the nursing care of individuals with psychiatric/mental health needs.

NUR 188 Nursing in the Community

3(1-0-6) (F, SS)

Prerequisites: NUR 115, NUR 133, NUR 135

Corequisites: NUR 185

This course introduces concepts and practices of community-based nursing care across the life span. Topics include home care history, agency regulation/standards, nurses roles, the interdisciplinary team, and the application of nursing care to the community setting. Upon completion, students should be able to provide nursing care, manage nursing care, and function as a member of the discipline in home health care.

NUR 235 Adult Nursing II

10(4-3-15) (S)

Prerequisites: NUR 115, NUR 125, NUR 133, NUR 135,
NUR 185, NUR 188, NUR 255

Corequisites: None

This course provides expanded concepts related to nursing care for individuals experiencing common complex alterations in health. Emphasis is placed on the nurse's role as a member of a multidisciplinary team and as a manager of care for a group of individuals. Upon completion, students should be able to provide comprehensive nursing care for groups of individuals with common complex alterations in health.

NUR 255 Professional Issues

3(3-0-0) (F)

Prerequisites: NUR 115, NUR 133, NUR 135

Corequisites: NUR 125 OR NUR 185 AND NUR 188

This course explores basic concepts of practice in the management of patient care in a complex health care system. Emphasis is placed on professional, legal, ethical, and political issues and management concepts. Upon completion, students should be able to articulate professional and management concepts.

OFFICE SYSTEMS TECHNOLOGY**OST 131 Keyboarding**

2(1-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 132 Keyboard Skill Building

2(1-2) (Var.)

Prerequisites: OST 131

Corequisites: None

This course provides accuracy- and speed-building drills. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

OST 133 Advanced Keyboard Skill Building

2(1-2) (Var.)

Prerequisites: OST 132

Corequisites: None

This course is designed to increase speed and improve accuracy to meet employment tests and job requirements. Emphasis is placed on individualized diagnostic and prescriptive drills. Upon completion, students should be able to keyboard with greater speed and accuracy as measured by five-minute timed writings and skill-development paragraphs.

OST 134 Text Entry & Formatting

4(3-2) (F, S)

Prerequisites: OST 131

Corequisites: None

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents.

OST 136 Word Processing

2(1-2) (Var.)

Prerequisites: OST 131

Corequisites: None

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 148 Medical Coding Billing & Insurance

3(3-0) (F)

Prerequisites: MED 121

Corequisites: MED 122

This course introduces CPT and ICD coding as they apply to medical insurance and billing. Emphasis is placed on accuracy in coding, forms preparation, and posting. Upon completion, students should be able to describe the steps of the total billing cycle and explain the importance of accuracy. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 149 Medical Legal Issues

2(2-0) (S)

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. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 164 Text Editing Applications

3(3-0) (S, SS)

Prerequisites: OST 131

Corequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 184 Records Management

2(1-2) (F)

Prerequisites: None

Corequisites: None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of me-

dia forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 223 Machine Transcription I

2(1-2) (F)

Prerequisites: OST 134, OST 136, and OST 164

Corequisites: None

This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.

OST 241 Medical Office Transcription I

2(1-2) (F)

Prerequisites: MED 121, MED 122, OST 132, OST 164, OST 136

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. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 242 Medical Office Transcription II

2(1-2) (S)

Prerequisites: OST 241

Corequisites: None

This course continues building machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as continued proofreading/editing skills and vocabulary building. Upon completion, students should be able to perform competently in preparing accurate and usable transcripts of voice recordings in the covered specialties.

OST 243 Medical Office Simulation

3(2-2) (S)

Prerequisites: OST 131 and 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. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 289 Office Systems Management

3(2-2) (S)

Prerequisites: OST 134, OST 136, and OST 164

Corequisites: None

This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.

PHYSICAL EDUCATION

PED 110 Fit and Well for Life

2(1-2) (Var.)

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.

PED 111 Physical Fitness I

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program.

PED 112 Physical Fitness II

1(0-3) (Var.)

Prerequisites: PED 111

Corequisites: None

This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program.

PED 113 Aerobics I

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should

be able to select and implement a rhythmic aerobic exercise program.

PED 114 Aerobics II

1(0-3) (Var.)

Prerequisites: PED 113

Corequisites: None

This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine.

PED 115 Step Aerobics I

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics.

PED 116 Step Aerobics II

1(0-3) (Var.)

Prerequisites: PED 115

Corequisites: None

This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine.

PED 120 Walking for Fitness

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

PED 121 Walk, Jog, Run

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities.

PED 122 Yoga I

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga.

PED 123 Yoga II

1(0-2) (Var.)

Prerequisites: PED 122

Corequisites: None

This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga.

PED 128 Golf-Beginning

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf.

PED 129 Golf-Intermediate

1(0-2) (Var.)

Prerequisites: PED 128

Corequisites: None

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf.

PED 130 Tennis-Beginning

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis.

PED 131 Tennis-Intermediate

1(0-2) (Var.)

Prerequisites: PED 130

Corequisites: None

This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis.

PED 132 Racquetball-Beginning

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of racquetball. Emphasis is placed on rules, fundamentals, and strategies of beginning racquetball. Upon completion, students should be able to play recreational racquetball.

PED 137 Badminton

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations.

PED 138 Archery

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces basic archery safety and skills. Topics include proper techniques of stance, bracing, drawing, and releasing as well as terminology and scoring. Upon completion, students should be able to participate safely in target archery.

PED 139 Bowling-Beginning

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling.

PED 140 Bowling-Intermediate

1(0-2) (Var.)

Prerequisites: PED 139

Corequisites: None

This course covers more advanced bowling techniques. Emphasis is placed on refining basic skills and performing ad-

vanced shots, spins, pace, and strategy. Upon completion, students should be able to participate in competitive bowling.

PED 142 Lifetime Sports

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities.

PED 143 Volleyball-Beginning

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball.

PED 144 Volleyball-Intermediate

1(0-2) (Var.)

Prerequisites: PED 143

Corequisites: None

This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball.

PED 145 Basketball-Beginning

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball.

PED 146 Basketball-Intermediate

1(0-2) (Var.)

Prerequisites: PED 145

Corequisites: None

This course covers more advanced basketball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play basketball at a competitive level.

PED 147 Soccer

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer.

PED 148 Softball

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball.

PED 149 Flag Football

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the fundamentals and rules of flag football. Emphasis is placed on proper techniques and strategies for playing in game situations. Upon completion, students should be able to participate in recreational flag football.

PED 152 Swimming-Beginning

1(0-2) (SS)

Prerequisites: None

Corequisites: None

This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards.

PED 153 Swimming-Intermediate

1(0-2) (SS)

Prerequisites: None

Corequisites: None

This course is designed for those who have mastered basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes, the scissors kick, the underwater swim, and other related skills.

PED 154 Swimming for Fitness

1(0-3) (SS)

Prerequisites: None

Corequisites: None

This course introduces lap swimming, aquacises, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion,

students should be able to develop an individualized aquatic fitness program.

PED 160 Canoeing-Basic

1(0-2) (F, S)

Prerequisites: None

Corequisites: None

This course provides basic instruction for the beginning canoeist. Emphasis is placed on safe and correct handling of the canoe and rescue skills. Upon completion, students should be able to demonstrate basic canoeing, safe-handling, and self-rescue skills.

PED 161 Canoeing-Rivers

1(0-2) (F, S)

Prerequisites: None

Corequisites: None

This course provides practice in the basic skills of river and whitewater canoeing. Emphasis is placed on river running, safety, and care of equipment. Upon completion, students should be able to demonstrate navigation in a moving current, canoe safety, and self-rescue skills.

PED 163 Kayaking-Basic

1(0-2) (F, S)

Prerequisites: None

Corequisites: None

This course is designed to teach the basic skills of kayaking. Topics include forward and reverse strokes, sweeps, Eskimo roll, and self-rescue skills. Upon completion, students should be able to maneuver and demonstrate safe kayaking practices.

PED 164 Kayaking-Whitewater

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the skills necessary to safely negotiate Class II and some Class III rapids. Topics include execution of a river roll, maneuvering, rescuing and retrieving kayaker and equipment. Upon completion, students should be able to safely negotiate Class II and some Class III rapids and perform all rescue skills.

PED 166 Sailing-Beginning

1(0-2) (F, S, SS)

Prerequisites: None

Corequisites: None

This course provides instruction in the basic fundamentals of small boat sailing. Topics include sailing terminology, knot tying, rigging, and various skills necessary to maneuver the boat. Upon completion, students should be able to demonstrate safe handling of a small boat.

PED 167 Sailing-Intermediate

1(0-2) (F, S, SS)

Prerequisites: None

Corequisites: None

This course covers more advanced sailing techniques. Emphasis is placed on competent small boat handling and small craft safety. Upon completion, students should be able to competently handle a small craft and pass the American Red Cross Small Boat Safety certification.

PED 170 Backpacking

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the proper techniques for establishing a campsite, navigating in the wilderness, and planning for an overnight trip. Topics include planning for meals, proper use of maps and compass, and packing and dressing for extended periods in the outdoors. Upon completion, students should be able to identify quality backpacking equipment, identify the principles of no-trace camping, and successfully complete a backpacking experience.

PED 171 Nature Hiking

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes.

PED 172 Outdoor Living

2(1-2) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to acquaint the beginning camper with outdoor skills. Topics include camping techniques such as cooking and preserving food, safety, and setting up camp. Upon completion, students should be able to set up camp sites in field experiences using proper procedures.

PED 186 Dancing for Fitness

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction.

PED 210 Team Sports

1(0-3) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of popular American team sports. Emphasis is placed on rules, equipment, and motor skills used in various sports. Upon completion, students should be able to demonstrate knowledge of the sports covered.

PED 220 Exercise for Physically Challenged

1(0-2) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to improve physical strength, endurance, and range of motion while focusing on individual needs. Emphasis is placed on exercises which are designed and adapted to serve those with special needs. Upon completion, students should be able to show improved physical fitness, body awareness, and an appreciation for their physical well-being.

PED 256 Coaching Baseball

2(1-2) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the theory and methods of coaching baseball. Emphasis is placed on rules, game strategies, and selected techniques of coaching baseball. Upon completion, students should be able to demonstrate competent coaching skills in baseball.

PED 260 Lifeguard Training

2(1-2) (Var.)

Prerequisites: PED 153

Corequisites: None

This course covers the skills, knowledge, and techniques of lifesaving and lifeguarding. Topics include identifying and minimizing aquatic hazards, recognizing and effectively rescuing people in distress, and developing safety skills. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of lifesaving and lifeguarding to pass American Red Cross lifeguarding certification.

PED 262 Water Safety Instructor

2(1-2) (Var.)

Prerequisites: PED 153

Corequisites: None

This course covers the knowledge and skills necessary to teach and certify others in the American Red Cross certification swimming programs. Emphasis is placed on teaching basic rescue skills, strengthening swimming strokes, and rescue and safety procedures. Upon completion, students should be able to demonstrate skills, knowledge, and techniques to pass the American Red Cross Water Safety Instructor's certification.

PED 270 Canoeing-Instructor

2(1-2) (F, S)

Prerequisites: PED 161

Corequisites: None

This course is designed for those who desire to obtain American Red Cross certification to teach the Fundamentals of Canoeing course. Topics include lectures and laboratory practice in all aspects of canoeing, canoeing safety, and methods of teaching. Upon completion, students should be able to teach the Fundamentals of Basic and River Canoeing.

PED 276 Sailing-Instructor

2(1-2) (F, S)

Prerequisites: PED 167

Corequisites: None

This course is the American Red Cross program of instruction in small-craft water safety or the equivalent. Emphasis is placed on instructing students on how to teach individuals to handle small sailing craft. Upon completion, students should be able to obtain certification in American Red Cross Instructors Small Boat Safety.

PHYSICAL SCIENCE**PHS 111 Physical Science I**

4(3-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the general principles of chemistry and geology. Topics include measurement, matter, chemical reactions, and geological concepts. Upon completion, students should be able to perform metric measurements, describe chemical composition and reactions, and explain these in relation to the earth's composition.

PHS 112 Physical Science II

4(3-2) (Var.)

Prerequisites: None

Corequisites: None

This course covers the general principles of physics, astronomy, and meteorology. Topics include measurement, mechanics, forces, heat, light, sound, electricity, descriptive astronomy, and weather. Upon completion, students should be able to measure and analyze the forces and energy, describe the composition of the universe, and explain basic meteorology.

PHYSICS**PHY 110 Conceptual Physics**

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Top-

ics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 110A Conceptual Physics Lab

1(0-2) (Var.)

Prerequisites: None

Corequisites: PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 131 Physics-Mechanics

4(3-2) (Var.)

Prerequisites: MAT 121

Corequisites: None

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

PHY 151 College Physics I

4(3-2) (Var.)

Prerequisites: MAT 162, MAT 172

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 152 College Physics II

4(3-2) (Var.)

Prerequisites: PHY 151

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe

the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

POLITICAL SCIENCE

POL 110 Introduction Political Science

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 120 American Government

3(3-0) (F)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 220 International Relations

3(3-0) (S)

Prerequisites: None

Corequisites: None

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institu-

tions, and problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSYCHOLOGY

PSY 101 Applied Psychology

3(3-0) (F, SS)

Prerequisites: None

Corequisites: None

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for certificate and diploma programs.

PSY 110 Life Span Development

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.

PSY 150 General Psychology

3(3-0) (F, S)

Prerequisites: None

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 241 Developmental Psychology

3(3-0) (S)

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 to*

satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

REAL ESTATE APPRAISAL

REA 101 Intro Real Est App R-1

2(2-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the entire valuation process, with specific coverage of residential neighborhood and property analysis. Topics include basic real property law, concepts of value and operation of real estate markets, mathematical and statistical concepts, finance, and residential construction/design. Upon completion, students should be able to demonstrate adequate preparation for REA 102. This course is required for the Real Estate Appraisal certificate.

REA 102 Valuation Prin & Prac R-2

2(2-0) (Var.)

Prerequisites: REA 101

Corequisites: None

This course introduces procedures used to develop an estimate of value and how the various principles of value relate to the application of such procedures. Topics include the sales comparison approach, site valuation, sales comparison, the cost approach, the income approach, and reconciliation. Upon completion, students should be able to complete the Uniform Residential Appraisal Report (URAR). This course is required for the Real Estate Appraisal certificate.

REA 103 Applied Res Prop Val R-3

2(2-0) (Var.)

Prerequisites: REA 102

Corequisites: None

This course covers the laws and standards practiced by appraisers in the appraisal of residential 1-4 unit properties and small farms. Topics include Financial Institutions Reform and Recovery Enforcement Act (FIRREA), Uniform Standards of Professional Appraisal Practice (USPAP), and North Carolina statutes and rules. Upon completion, students should be able to demonstrate eligibility to sit for the NC Appraisal Board license trainee examination and to enroll in REA 201. This course is required for the Real Estate Appraisal certificate.

REA 201 Intro Income Prop App G-1

2(2-0) (Var.)

Prerequisites: REA 103

Corequisites: None

This course introduces concepts and techniques used to appraise real estate income properties. Topics include real estate market analysis, property analysis and site valuation, how to use financial calculators, present value, NOI, and before-tax cash flow. Upon completion, students should be able to estimate

income property values using direct capitalization and to sit for the NC Certified Residential Appraiser examination. This course is required for the Real Estate Appraisal certificate.

REA 202 Adv Inc Capital Proc G-2

2(2-0) (Var.)

Prerequisites: REA 201

Corequisites: A financial calculator is required for this course

This course expands direct capitalization techniques and introduces yield capitalization. Topics include yield rates, discounted cash flow, financial leverage, and traditional yield capitalization formulas. Upon completion, students should be able to estimate the value of income producing property using yield capitalization techniques. This course is required for the Real Estate Appraisal certificate.

REA 203 Applied Inc Prop Val G-3

2(2-0) (Var.)

Prerequisites: REA 202

Corequisites: None

This course covers the laws, rules, and standards pertaining to the principles and practices applicable to the appraisal of income properties. Topics include FIRREA, USPAP, Uniform Commercial and Industrial Appraisal Report (UCIAR) form, North Carolina statutes and rules, and case studies. Upon completion, students should be able to prepare a narrative report that conforms to the USPAP and sit for the NC Certified General Appraisal examination. This course is required for the Real Estate Appraisal certificate.

READING

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

RED 070 Essential Reading Skills

4(3-2) (Var.)

Prerequisites: None

Corequisites: None

This course is designed for those with limited reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080. This course does not satisfy the developmental reading prerequisite for ENG 111.

RED 080 Introduction to College Reading

4(3-2) (F, S, SS)

Prerequisites: RED 070 or ENG 075

Corequisites: None

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. This course does not satisfy the developmental reading prerequisite for ENG 111.

RED 090 Improved College Reading

4(3-2) (F, S, SS)

Prerequisites: RED 080 or ENG 085

Corequisites: None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111.

RED 111 Critical Reading for College

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to enhance critical reading skills. Topics include vocabulary enrichment, reading flexibility, metacognitive strategies, and advanced comprehension skills, including analysis and evaluation. Upon completion, students should be able to demonstrate comprehension and analysis and respond effectively to material across disciplines.

REAL ESTATE**RLS 112 Real Estate Fundamentals**

4(4-0) (F)

Prerequisites: None

Corequisites: None

This course provides basic instruction in real estate principles and practices. Topics include law, finance, brokerage, closing, valuation, management, taxation, mathematics, construction, land use, property insurance, and NC License Law and Commission Rules. Upon completion, students should be able to demonstrate basic knowledge and skills necessary for real estate sales.

RLS 113 Real Estate Mathematics

2(2-0) (F)

Prerequisites: None

Corequisites: None

This course provides basic instruction in business mathematics applicable to real estate situations. Topics include area computations, percentage of profit/loss, bookkeeping and accounting methods, appreciation and depreciation, financial calculations and interest yields, property valuation, insurance, taxes, and commissions. Upon completion, students should be able to demonstrate proficiency in applied real estate mathematics.

RLS 114 Real Estate Brokerage

2(2-0) (S)

Prerequisites: RLS 112 or current Real Estate license

Corequisites: None

This course provides basic instruction in the various real estate brokerage operations, including trust account records and procedures. Topics include establishing a brokerage firm, management concepts and practices, personnel and training, property management, advertising and publicity, records and bookkeeping systems, and financial operations. Upon completion, students should be able to establish, operate, and manage a realty brokerage practice in a manner which protects and serves the public interest.

RLS 115 Real Estate Finance

2(2-0) (S)

Prerequisites: RLS 112 or current Real Estate license

Corequisites: None

This course provides advanced instruction in financing real estate transactions and real property valuation. Topics include sources of mortgage funds, financing instruments, mortgage types, loan underwriting, essential mathematics, and property valuation. Upon completion, students should be able to demonstrate knowledge of real estate finance necessary to act as real estate brokers.

RLS 116 Real Estate Law

2(2-0) (S)

Prerequisites: RLS 112 or current Real Estate license

Corequisites: None

This course provides advanced instruction in legal aspects of real estate brokerage. Topics include property ownership and interests, brokerage relationships, agency law, contracts, settlement statements, and NC License Law and Commission Rules. Upon completion, students should be able to demonstrate knowledge of laws relating to real estate brokerage necessary to act as real estate brokers.

SOCIOLOGY**SOC 210 Introduction to Sociology**

3(3-0) (F, S)

Prerequisites: None

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 213 Sociology of the Family

3(3-0) (F)

Prerequisites: None

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 220 Social Problems

3(3-0) (F, S)

Prerequisites: None

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 225 Social Diversity

3(3-0) (F, S)

Prerequisites: None

Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class,

and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SPANISH**SPA 111 Elementary Spanish I**

3(3-0) (F)

Prerequisites: None

Corequisites: SPA 181

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 112 Elementary Spanish II

3(3-0) (S)

Prerequisites: SPA 111

Corequisites: SPA 182

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 181 Spanish Lab 1

1(0-2) (F)

Prerequisites: None

Corequisites: SPA 111

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

SPA 182 Spanish Lab 2

1(0-2) (S)

Prerequisites: SPA 181

Corequisites: SPA 112

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.

SPA 211 Intermediate Spanish I

3(3-0) (F)

Prerequisites: SPA 112

Corequisites: None

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 212 Intermediate Spanish II

3(3-0) (S)

Prerequisites: SPA 211

Corequisites: None

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

TRAVEL AND TOURISM (pending application approval)**TAT 110 Intro to Travel & Tourism**

3(3-0) (F)

Prerequisites: None

Corequisites: None

This course provides an overview of the travel and tourism industry. Topics include the history, career opportunities, economic impact, and terminology associated with the travel industry and the roles of travel agencies and suppliers. Upon completion, students should be able to demonstrate a basic understanding of the travel and tourism industry.

TAT 112 Domestic Res & Ticketing

4(3-2) (F)

Prerequisites: None

Corequisites: None

This course introduces the basic procedures for manual and computer-generated domestic travel documents. Topics include domestic airline scheduling and fares, industry codes, document preparation, and creation of automated reservations. Upon completion, students should be able to prepare manual documents and construct a basic passenger name record using an airline computer reservation system.

TAT 114 International Res & Tktg

4(3-2) (Var.)

Prerequisites: TAT 112

Corequisites: None

This course introduces the basics of international travel documentation and procedures. Topics include creating international airline reservations, entry/exit requirements, currencies, industry codes, customs regulations, and related international issues. Upon completion, students should be able to construct an international passenger name record using an airline computer reservation system and understand the intricacies of international travel.

TAT 116 World Destinations I

3(3-0) (Var.)

Prerequisites:

Corequisites: None

This course covers travel and tourism in the western hemisphere. Emphasis is placed on location and cultural and physical geography as it relates to destination planning. Upon completion, students should be able to counsel clients regarding western hemisphere destinations to meet identified expectations.

TAT 118 World Destinations II

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course covers travel and tourism in Europe. Emphasis is placed on location and cultural and physical geography as it relates to destination planning. Upon completion, students should be able to counsel clients regarding European destinations to meet identified expectations.

TAT 120 World Destinations III

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course covers travel and tourism in the Pacific, Asia, and Africa. Emphasis is placed on location and cultural and physical geography as it relates to destination planning. Upon

completion, students should be able to counsel clients regarding Pacific, Asian, and African destinations to meet identified expectations.

TAT 122 Cars, Rails, & Rooms

4(3-2) (Var.)

Prerequisites: TAT 112

Corequisites: None

This course covers land-based travel arrangements for domestic and international corporate and leisure travelers. Emphasis is placed on making non-airline travel arrangements that include accommodations, rental cars, and rail transportation. Upon completion, students should be able to generate manual and automated reservations.

TAT 210 Travel Sales & Marketing

4(4-0) (Var.)

Prerequisites: TAT 110

Corequisites: None

This course introduces various marketing strategies as they relate to entities within the travel and tourism industry. Topics include basic marketing tools such as market research, market planning, advertising, customer service, image building, and sales techniques. Upon completion, students should be able to conduct primary research, develop a marketing plan, understand the role of service as a marketing tool, and demonstrate proficient sales techniques.

TAT 212 Cruise Marketing & Sales

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to develop a thorough knowledge of the cruise product. Emphasis is placed on worldwide destination markets, the "cruise experience," differences within the cruise products, and how to use cruise brochures as a sales tool. Upon completion, students should be able to maximize agency profit potential by matching cruise products with identified client needs.

TAT 214 Tour Planning and Escorting

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to develop a thorough knowledge of the tour industry, including career opportunities. Topics include pre-packaged and custom-designed tours, comparisons of tour products, itinerary planning, cost and pricing, and the role of the tour escort. Upon completion, students should be able to identify types of tours, analyze tour features and benefits, negotiate with suppliers, and understand the function of tour escorting.

TAT 220 Travel Agency Management

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course covers the primary areas of travel agency operation. Emphasis is placed on budgeting, personnel, leases, customer service, accounting, supplier relationships, pricing strategies, policy, and procedures, and requirements for agency approval. Upon completion, students should be able to understand the fundamental areas within travel agency operations, industry trends, and ethical business practices.

WELDING

WLD 112 Basic Welding Processes

2(1-3) (F)

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.

COURSE DESCRIPTIONS FOR TELECOURSES

BUS 110X Intro to Business/It's Strictly Business

3(3-0) (Var.)

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.

BUS 115X Business Law I/Business and the Law

3(3-0) (Var.)

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.

BUS 137X Principles of Management/Taking the Lead

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, orga-

nizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

ECO 151X Survey of Economics/Economics U\$A

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ENG 113X Lit.-Based Research/Literary Visions

3(3-0) (Var.)

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

HIS 121X Western Civilization I/Western Tradition I

3(3-0) (Var.)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 122X Western Civ. II/Western Tradition II

3(3-0) (Var.)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

MKT 120X Principles of Marketing/Marketing

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 220X Advertising and Sales Promotion/The Sales Connection — Principles of Selling

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

PSY 150X Gen. Psychology/Discovering Psychology

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. The host of the video program weaves the thread of each program topic through original footage of classic experiments, interviews with renowned psychologists, and documentaries on emerging research. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 210X Introduction to Sociology/The Sociological Imagination

3(3-0) (Var.)

Prerequisites: None

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. Each of the television program lessons is structured as a documentary, featuring interviews with people in their family settings, at work, worship, and play and are thought provoking, emotionally strong illustrations of issues such as socialization, social control, sex and gender, aging, education, collective behavior, and social change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

College Directory

THE COMPREHENSIVE COMMUNITY COLLEGE

The comprehensive community college concept in higher education arose in response to the American commitment to the idea of broad educational opportunities for all segments of our society. As the name implies, a community college serves the educational needs of the area in which it is located by providing various types of educational programs for commuting students at a relatively low cost. Educational services can be broadly categorized into three areas: college transfer programs, occupational programs, and continuing education programs. Continuing education programs encompass activities ranging from adult basic education to general interest courses for college graduates.

HISTORY

The idea for a community college in Elizabeth City was developed when the Community College Act was passed by the 1957 North Carolina General Assembly, enabling counties to establish their own two-year colleges.

On November 8, 1960, the people of Pasquotank County voted their approval for a new college by a five-to-two margin. A charter was issued on December 16, 1960, and shortly thereafter the first Board of Trustees was appointed.

The college opened its doors to its first freshman class in September 1961 in the old Albemarle Hospital building on Riverside Avenue. Members of the first graduating class received their degrees on May 31, 1963.

College of The Albemarle was the first college in North Carolina chartered under the Community College Act of 1957. In 1963, the General Assembly adopted new community college legislation designed "to promote and encourage education beyond the high school in North Carolina." Among other things, this legislation authorized the establishment of comprehensive community colleges. This legislation became effective on July 1, 1963. On that same date, at the request of the college trustees and with the joint approval of the State Board of Education and the State Board of Higher Education of North Carolina, College of The Albemarle became the first comprehensive community college in the North Carolina Community College System.

As the college has grown, new technical and vocational curricula have been added and existing programs have been revised and strengthened.

COLLEGE OF THE ALBEMARLE FOUNDATION

Formed in 1980, the College of The Albemarle Foundation strengthens and furthers the offerings of the college by providing funds for facilities, equipment, staff development, special

activities, and scholarships. These funds are provided through the help of many individuals and businesses in the college's seven-county service area who make donations to the Foundation.

A Board of Directors, comprised of 24 community leaders and business owners, oversees the work of the Foundation. The foundation is headed by the Executive Director of Development and COA Foundation. The President of the college serves as Secretary, and the Vice President of Business and Finance serves as Treasurer of the College of The Albemarle Foundation.

The foundation can be reached at 335-9050.

LOCATION AND FACILITIES

College of The Albemarle serves residents in seven counties of Northeastern North Carolina, including Chowan, Camden, Currituck, Dare, Gates, Pasquotank, and Perquimans, with campuses in Elizabeth City and Manteo and a center in Edenton as well as additional facilities and courses taught at other locations in the college's service area.

The college's 60-acre main campus is on highway U.S. 17 North of Elizabeth City. On this campus, four major buildings provide space for administrative and faculty offices, classrooms, laboratories, a college bookstore, a cafeteria, a student center, the Learning Resources Center, a lecture auditorium, and a learning lab. Also, included is a community and Small Business Center which features a stage and a 1,000 seat auditorium available for community use.

The college's Dare County Campus, located on Russell Twiford Road at the intersection of highway U.S. 64 and state road 345 in Manteo, is provided by Dare County. The campus provides classrooms, offices, a library, and a student lounge at a location more convenient to Outer Banks residents.

The college's Chowan County Center, located in Edenton Village Shopping Center on business highway U.S. 17 in Edenton, opened in December 1992. Provided by Chowan County, the newly renovated site houses classrooms, offices, a seminar room, and a student lounge at a location more convenient to Chowan County residents.

Additional college facilities in Elizabeth City include the Extension Center, located on Riverside Avenue, and the Learning Center, located in Edgewood Shopping Center on Parkview Drive.

BOARD OF TRUSTEES

Philip J. Donahue, Chairman
 Sonja W. Hibbard, Vice-Chairman
 Larry R. Donnithorne, Secretary

GOVERNOR'S APPOINTEES

	<i>Term Expires</i>
Charles L. Foster	6/30/99
Randy M. Harrell	6/30/98
Sonja W. Hibbard	6/30/97
Wallace E. Nelson	6/30/00

**PASQUOTANK COUNTY
COMMISSIONERS' APPOINTEES**

D. Ben Berry	6/30/97
Patsy R. McGee	6/30/98
W. C. Owens, Jr.	6/30/00
Andrew H. Williams	6/30/99

**ELIZABETH CITY-PASQUOTANK COUNTY
BOARD OF EDUCATION'S APPOINTEES**

Bruce A. Biggs	6/30/98
Philip J. Donahue	6/30/99
Rhonda B. Martin	6/30/00
Jan C. Riley	6/30/97

**DARE COUNTY
BOARD OF COMMISSIONERS' APPOINTEES**

Geneva H. Perry	6/30/00
Christopher L. Seawell	6/30/97

**CHOWAN COUNTY
BOARD OF COMMISSIONERS' APPOINTEE**

Frank W. White, Jr.	6/30/97
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STUDENT REPRESENTATIVE

The college's Student Senate President serves as an ex officio member of the Board of Trustees.

**BOARD OF TRUSTEES
ADVISORY COMMITTEE**

George Ashley	Camden County
S. Paul O'Neal	Currituck County
John A. Lane	Gates County
Archie W. Miller	Perquimans County

**COLLEGE OF THE ALBEMARLE FOUNDATION
BOARD OF DIRECTORS**

The College of The Albemarle Foundation was formed in 1980 to strengthen and further the offerings of the college through the provision of funds for facilities, equipment, special activities, and scholarships. This non-profit organization is governed by a Board of Directors, whose members are appointed by the college's Board of Trustees. College administrators provide staff assistance for the foundation.

J. Stanley Peel, President
 Patsy R. McGee, Vice-President
 Larry R. Donnithorne, Secretary
 Barry D. Hartis, Treasurer
 Tapp Robinson, Executive Committee
 Jim Perry, Executive Committee
 David R. Griffin, Executive Director

Lloyd Ballance	Mark Maland
Bruce A. Biggs	Rhonda Morris
Penny Binns	Jan C. Riley
Mickey Bissett	G. Elvin Small III
John Cooper	Morris Small
William W. Foreman	Henry Stokes, Jr.
Diana M. Gallop	Andrew H. Williams
J. Wilson Jones, Jr.	Susie Walters
George Little, Jr.	Winifred J. Wood

J. Samuel Roebuck, Lifetime Member

ADMINISTRATIVE OFFICERS

President Larry R. Donnithorne
 Vice President, Academic Affairs Phyllis N. Davis, Interim
 Vice President, Business and Finance Barry D. Hartis
 Vice President, College Advancement Lynne M. Bunch
 Vice President, Student Development Raphael G. Scaffa
 Dean, Dare County Campus Justin H. Tillet
 Associate Dean, Chowan Co. Center Lynn Hurdle-Winslow

ADMINISTRATIVE SUPPORT STAFF**Academic Affairs**

Associate Dean, Basic Skills Education
 Ryane H. Whitehurst

Associate Dean, Continuing Education
 Floyd P. Horton

Associate Dean, Curriculum Instruction and Evening
 Services
 William R. Sterritt

Director, Community Service Education and BLET Program
 Douglas M. Sawyer

Director, Cooperative Education and Job Placement
 Debra S. Williams

Director, Learning Resources Center
 Robert B. Schenck

Director, Prison Education
 LaMar Fraiser

Coordinator, HRD and Bridges Program
 Carolyn R. Davis

Coordinator, Learning Lab and Learning Center
 Ann Parkinson

GED Chief Examiner
 Anne G. Lennon

Recruiter, Basic Skills Education and
 Alternate GED Test Examiner
 Louis E. Stephenson

Business and Finance

Director, Accounting
 Karen Alexander

Director, Management Information Services
 Sharon W. Fairchild

Director, Physical Facilities
 Ronald M. Hostutler

Director, Support Services/Manager, Bookstore
 Deborah R. Holland

College Advancement

Director, Business Development
 Linda S. Williams

Director, Human Resources
 Wendy W. Brickhouse

Director, Public Relations and Communications
 Jeffrey J. Zeigler

Executive Director, Development and COA Foundation
 David R. Griffin

President

Executive Assistant to the President
 Sandra W. Strickland

Student Development

Assistant Dean, Admissions and Testing
 Kenneth L. Krentz

Assistant Dean, Counseling and Student Activities
 Jerry Oliver

Counselor, Admissions
 Moses Douglass, Jr.

Counselor, Career and Life Planning
 Martha W. Swain

Counselor, College Transfer/Evening Coordinator,
 Student Support Services
 Quay J. Dozier

Counselor/Coordinator, JTPA
 Sonya J. Dunn

Counselor, Student Support Services
Vacant When Published

Director, Scholarships and Student Aid
 Angela R. Godfrey-Dawson

Director, Student Support Services
Andrea R. Williams

Registrar
Mary Louise Brown

Tutor Coordinator, Student Support Services
Wanda M. Halstead

Chowan County Center

Administrative Assistant
Shirley O. Blount

Administrative Assistant
Brenda J. Cross

Dare County Campus

Administrative Assistant
Vacant When Published

Administrative Assistant, Curriculum Instruction
Cynthia K. Crawford

Assistant Dean, Curriculum Instruction
Teresa S. Kerber

Assistant Dean, Administrative Services and Coordinator,
Continuing Education and Business Development Center
Virginia S. Tillett

Coordinator, Learning Lab
Marietta H. Trainor

Counselor
Sandra D. Reid

Custodian
Raymond J. Christie

DEPARTMENT CHAIRS

Allied Health and Wellness
Wilma W. Harris

Business and Information Systems
Harry J. Rosenblatt

Communications and Fine Arts
Sandra N. Boyce

Computer and Electronics Engineering Technology
P. Eugene Talkington

Developmental Studies
Rhonda L. Watts

History, Social Sciences, and Public Services
Ronald R. Riccardo

Languages and Literature
Vacant When Published

Mathematics and Natural Sciences
Julian E. Aydtlett, Jr.

Training and Career Education
Miriam S. Alexander (Acting)

OTHER SUPPORT STAFF

Accounting Technician
Wanda R. Fletcher

Accounts Payable Technician
Rita M. Layden

Admissions Technician
C. Annette Roberson

Assistant to the Director of Accounting
Delores H. Anderson

Bookstore Assistant/Courier
Ella S. Brown

Computer Programmer
Kyle K. Watts

Computer Support Technician
Wayman White

In-Take Technician/Child Care Coordinator,
Student Support Services
Sonya B. Phelps

Lead Accounting Technician
Carolyn F. LaDow

Learning Resources Center Technician
Miriam C. Bridges

Library Services Technician
Diane M. Sawyer

Network Administrator
Jeffrey C. Madre

Printing Services Coordinator
Jesse L. Johnson

Student Aid Assistant
Emma L. Boyce

Student Aid Assistant
Renée J. Shannon

OFFICE STAFF

Academic Affairs Administrative Assistant
Rita O. Jennings

Admissions Administrative Assistant
Glenna S. Pike

Basic Skills Education Administrative Assistant
Dawn E. Rountree

Bridges Program Administrative Assistant/Intake Officer
Margaret S. Liverman

Business Development Administrative Assistant
Diane W. Leverette

College Advancement Administrative Assistant
Carrie P. Jones

Continuing Education Administrative Assistant
Sherry C. Hewitt

Development Office Administrative Assistant
Judy T. Alphin

Faculty Administrative Assistant
Nancy P. Farmer

Faculty Administrative Assistant
Mary E. Grantham

Faculty Administrative Assistant
Vacant When Published

Senior Cashier/Administrative Assistant
Michelle W. Sheep

Student Development Administrative Assistant
Linda H. Lewis

Telephone Operator/Receptionist
Patricia P. Lee

CUSTODIAL/MAINTENANCE STAFF

Peter H. Bogardus
Doris A. Greene
Aresina D. Holley
Clyde Leverette
Carlton McDonald
Lewis A. Meads
Richard R. Seymour
Lance Taylor, Sr.
Gladys M. Whitehurst

FACULTY/PROFESSIONAL STAFF

Adams, Bobby K. Chemistry and Physics
B.S., Longwood College
M.S., West Virginia University

Aldridge, Allen S. Mathematics, Dare County Campus
B.S., Wake Forest University;
M.S., North Carolina State University

Alexander, Karen Director, Accounting
B.S., Norfolk State University

Alexander, Miriam S. Mathematics
B.S., East Carolina University

Anderson, Jimmy R. Business Education
A.A.S., College of The Albemarle
B.S., Atlantic Christian College
M.A.Ed., East Carolina University

Aydlett, Julian E., Jr. Mathematics
A.B., University of North Carolina at Chapel Hill;
M.A., East Carolina University

Bailey, Paul C., Jr. Basic Skills Education,
Pasquotank Correctional Institution
B.A., Wake Forest University

Barefoot, Kay B. Business Education,
Dare County Campus
B.A., M.A., North Carolina State University

Beloat, Hollis A. Sociology
B.A., M.A., Western Kentucky University

Bowden, S. Marcel Basic Skills Education,
Pasquotank Correctional Institution
B.S., North Carolina Central University

- Boyce, Sandra N. Speech/Drama
A.B., M.A., University of North Carolina at Chapel Hill
- Brickhouse, Wendy W. Director, Human Resources
A.A.S., College of The Albemarle;
B.S., Elizabeth City State University
- Brown, Mary Louise Registrar
B.A., University of California
- Bunch, Lynne M. Vice President, College Advancement
B.S., University of North Carolina at Chapel Hill
M.A.Ed., East Carolina University
- Cahill, Maureen A. Developmental Reading
B.S., Norfolk State University;
M.S., Old Dominion University
- Carter, Jeffrey C. Health/Wellness and Physical Education
B.A., University of North Carolina at Wilmington
M.A.Ed., Western Carolina University
- Cartwright, Mark H. Air Conditioning, Heating, and
Refrigeration, Pasquotank
Correctional Institution
B.A., Lincoln Memorial University
- Chou, Leland L.C. (retiring July 1997) Music
B.A., Linfield College
M.M., Cincinnati Conservatory of Music
M.S.M., Union Theological Seminary
D.M.A., University of Southern California
- Davis, Carolyn R. Coordinator, HRD and Bridges Program
B.S., Virginia Commonwealth University
- Davis, Phyllis N. Interim Vice President, Academic Affairs
and Dean of Faculty
B.S., M.A.Ed., East Carolina University
- DeCastillia, Garrett W. Carpentry, Pasquotank
Correctional Institution
A.A., Saint Leo College
- Donnithorne, Larry R. President
B.S., United States Military Academy
M.S., M.A., Stanford University
Ed.D, Harvard University
- Douglass, Moses, Jr. Counselor, Admissions
B.S., North Carolina A & T State University
M.S., Troy State University
- Dozier, Quay J. Counselor, College Transfer/Evening
Coordinator, Student Support Services
B.A., Elizabeth City State University
- Dubbè, Marsha A. Nursing
B.S.N., West Virginia University
M.S.N., Duke University
- Dunn, Sonya J. Counselor/Coordinator, JTPA
B.A., North Carolina State University;
M.S., Audrey Cohen College
- Fairchild, Sharon W. Director, Management Information
Services
A.A.S., University of Hawaii
- Farless, Patti B. Nursing
B.S.N., University of North Carolina at Chapel Hill;
M.A.Ed., East Carolina University
- Finch, Patricia A. English
B.A., St. Andrews Presbyterian College
M.A., University of North Carolina at Chapel Hill
- Foster, Edward S., Jr. Basic Skills Education,
Pasquotank Correctional Institution
B.A., Norwich University;
M.A., University of Southern California
- Frasier, W. Lamar Interim Director, Prison Education
Programs; Basic Skills Education,
Pasquotank Correctional Institution
B.A., J.D., North Carolina Central University
- George, Jean S. English and Developmental Education
B.S., M.A., S.C.T., Murray State University
Ph.D, University of North Carolina at Chapel Hill
- Godfrey-Dawson, Angela R. Director, Scholarships and
Student Aid
A.A.S., College of The Albemarle;
B.S., Elizabeth City State University
- Gregory, David B. Biology
A.B., M.A.Ed., East Carolina University
- Gregory, William F. Construction Trades, Pasquotank
Correctional Institution
Certified Electrician
- Griffin, David R. Executive Director, Development and
COA Foundation
B.S., University of North Carolina at Chapel Hill;
M.S., Florida State University

Haley, Cheryl L. B.S., M.S., Old Dominion University	Mathematics	Kerber, Teresa S. Assistant Dean, Dare County Campus Business and Information Systems, Dare County Campus B.S., James Madison University M.A.Ed., East Carolina University
Halstead, Wanda M. A.A., College of The Albemarle; B.S., Elizabeth City State University	Tutor Coordinator, Student Support Services	Krauss, Kerry Electronics and Computer Science A.A., A.A.S., College of The Albemarle B.S., Elizabeth City State University
Harris, C. Marion, Jr. A.A., College of The Albemarle B.S., Atlantic Christian College M.A.Ed., East Carolina University	Health and Physical Education	Krentz, Kenneth L. Assistant Dean, Admissions and Testing B.A., Franconia College M.S., Long Island University
Harris, Wilma W. R.N., Rex Hospital School of Nursing B.S.N., University of North Carolina at Chapel Hill M.A.Ed., East Carolina University	Nursing	Lamm, W. Carnell Drafting and Design A.A., Louisburg College; B.A., M.A.Ed. East Carolina University; 6th year certificate North Carolina State University
Hartis, Barry D. B.S., University of North Carolina at Charlotte; CPA	Vice President, Business and Finance	Lauten, Janet M. Travel and Tourism B.A., M.A., University of North Carolina at Greensboro; Certified Travel Counselor, Destination Specialist
Hill, Benjamin F., III B.S., M.A., East Carolina University	Art	Leete, Jerome B. Biology B.A., Florida Southern; B.S., M.S. East Carolina University
Hodges, David T. A.A.S., Old Dominion University B.S., Northwestern State University M.A.Ed., East Carolina University	Electronics and Computer Science	Lennon, Anne G. GED Chief Examiner B.S., M.L.S., East Carolina University
Hoffman, Faye E. Diploma, Cosmetology, Greenville Beauty School	Cosmetology	Long, Julie A. English B.A., University of Central Florida M.A., Barry University
Holland, Deborah R. A.A.S., College of The Albemarle	Director, Support Services/ Manager, Bookstore	Loy, Vicki F. English, Dare County Campus B.A., M.A., East Carolina University
Horton, Floyd P. B.S., West Virginia State College M.A., Marshall University	Associate Dean, Continuing Education	Mansfield, Shelby H. Psychology B.S., M.Ed., North Carolina State University
Hurdle-Winslow, Lynn B.A., East Carolina University M.Ed., North Carolina State University	Associate Dean, Chowan County Center	McNary, Orville E. Construction Trades USCG (Retired); Certified Electrician
Jennings, Lynn B. A.A., College of The Albemarle B.S., Elizabeth City State University	Instructor/Program Coordinator Medical Office Technology	McPherson, John C. Basic Skills Education, Pasquotank Correctional Institution B.S., Elizabeth City State University
Jones, Elizabeth W. B.S.N., East Carolina University	Practical Nursing	Morgan, Ernest A. Economics A.B., M.A., University of Georgia
		Nixon, Stanley E. Machining Technology Diploma, Advanced Machinist, College of The Albemarle

Oliver, Jerry	Assistant Dean, Counseling and Student Activities	Sawyer, Douglas M.	Director, Community Service Education and Basic Law Enforcement Training Program
B.A., Norwich University		B.S., East Carolina University	
M.E., Boston University			
Omer, Mary Pat	Nursing	Scaffa, Raphael G.	Vice President, Student Development and Dean of Students
B.S.N., Spalding University		B.A., M.A.Ed., Northeastern University	
M.S., Old Dominion University			
Orr, Kenneth J.	Criminal Justice-Protective Service	Schenck, Robert B.	Director, Learning Resources Center
A.A., Kent State University		B.A., Pennsylvania State University;	
A.S., York College of Pennsylvania;		M.L.S., Indiana University	
A.A.S., B.S., M.S., Youngstown State University			
Overman, Gwendolyn W.	Nursing Assistant	Schmidt, Steven J.	Basic Skills Education
Diploma, Louise Obici School of Nursing		B.A., M.A.Ed., Wake Forest University	
Parker, LeVern D.	History and Geography	Stancil, Angela S.	English
B.S., Campbell University		B.S., M.A.Ed., East Carolina University	
M.A., Salisbury State University			
Parkinson, Ann	Coordinator, Learning Lab and Learning Center	Stephens, Robert O.	English
B.A., Purdue University		B.A., North Carolina Wesleyan College	
M.S., Southern Connecticut State University		M.A., Appalachian State University	
Ph.D., University of South Florida			
Powell, Glynis	Cosmetology	Stephenson, Louis E.	Recruiter, Basic Skills Education and Alternate GED Test Examiner
A.A.S., Nassau Community College;		A.A., College of The Albemarle	
Diploma, Cosmetology, Virginia Beach Beauty Academy		B.A., Elizabeth City State University	
Reid, Sandra D.	Counselor, Dare County Campus	Sterritt, Patricia F.	Nursing
B.S., University of Kansas		A.A.S., College of The Albemarle	
M.A., University of Missouri at Kansas City		B.S., Peru State University	
M.A.Ed., Virginia Polytechnic Institute and State University		B.S.N., M.S.N., East Carolina University	
Riccardo, Barbara D.	Foreign Languages	Sterritt, William R.	Associate Dean, Evening Services, Health and Physical Education
B.S., Ohio Wesleyan University;		B.S., M.S., Ed.D., University of Southern Mississippi	
M.A., University of Arizona			
Riccardo, Ronald R.	History	Swain, Martha W.	Counselor, Career and Life Planning
B.A., Bloomfield College		B.A., B.S., Elizabeth City State University	
M.A., Appalachian State University;		M.A.Ed., East Carolina University	
Ph.D., Southeastern University			
Riddick, Althea A.	Business	Talkington, P. Eugene	Electronics and Computer Science
A.A.S., College of The Albemarle		A.A.S., College of The Albemarle;	
B.S., Elizabeth City State University		B.S., Elizabeth City State University	
M.S., East Carolina University			
Rosenblatt, Harry J.	Paralegal, Information Systems, Business	Tillett, Justin H.	Dean, Dare County Campus
B.A., Long Island University;		A.A., B.A., Old Dominion University	
J.D. Columbia University		M.A.R., Westminster Theological Seminary	

Tillett, Virginia S. Assistant Dean, Administrative Services
and Coordinator, Continuing Education
and Business Development, Dare
County Campus

A.A., College of The Albemarle;
B.S., Elizabeth City State University

Trainor, Marietta H. Coordinator, Learning Lab,
Dare County Campus

B.S., M.A.Ed., East Carolina University

Turner, Joseph W., Jr. Business

B.S., East Carolina University
M.S., University of North Carolina at Greensboro

Warren, Ruth G. Developmental Reading

B.S., Elizabeth City State University
M.A.Ed., East Carolina University

Watts, Rhonda L. Mathematics

B.A., M.A.Ed., East Carolina University

White, J. Nelson Business

B.S., Campbell College
M.B.A., East Carolina University

White, Melody L. Practical Nursing

B.S.N., East Carolina University

White, Wayman J. Computer Support Technician

B.S., Elizabeth City State University

Whitehurst, Ryane H. Associate Dean,

Basic Skills Education

B.A., North Carolina State University;

M.S., Old Dominion University

Williams, Andrea R. Director, Student Support Services

B.S., Elizabeth City State University

M.S.W., Atlanta University

Ed.D., North Carolina State University

Williams, Debra S. Director, Cooperative Education and
Job Placement

A.A.S., College of The Albemarle;

B.S., Elizabeth City State University

Williams, Douglas H. Air Conditioning, Heating, and
Refrigeration

Diploma, Refrigeration and Air Conditioning,

Old Dominion University

Williams, Linda S. Director, Business Development
B.A., University of Richmond

Williams, Rose B. Nursing

R.N., Norfolk General Hospital School of Nursing;

B.S.N., M.A.Ed., East Carolina University

Winslow, Percy L., Jr. Business

B.A., B.S., M.A., East Carolina University

Zeigler, Jeffrey J. Director, Public Relations and
Communications

B.A., Moravian College

College of The Albemarle Catalog does not include a listing of part-time faculty. The Vice President for Academic Affairs, the Dean of the Dare County Campus, the Associate Dean of the Chowan County Center, or the Associate Dean for Continuing Education, or the Director of Human Resources may be contacted for information about part-time faculty members.

Glossary of Terms

Academic Calendar: Appears in the first few pages of the current catalog. Gives important dates for each semester such as when to register, last day to drop a course without penalty, holidays, and graduation.

Admission: Fulfilling all entrance requirements such as completing the admissions file — application, high school transcript or GED score, and all other college transcripts — before registering for classes.

Advisor: Instructors or counselors to whom students are assigned for help with registering for the correct classes. A primary source of information and help. All registrations, drop/adds, and withdrawals are initiated with the advisor.

Application to graduate: A form which all students must complete with their advisor six months before they plan to graduate.

Audit: Provides students a chance to try a course without failing. No grade or credit is awarded, and exams are not usually required. Attendance is necessary. Must be declared at the time of registration.

Catalog: The college's primary student publication. Contains policies and procedures as well as academic and financial information. Students are urged to read and be familiar with information in the catalog.

Change of Program: Changing from one degree, diploma, or certificate program to another; for example, from college transfer to business administration technology. With some program changes, the grade point average may change for graduation purposes.

CLEP (College Level Examination Program): One type of proficiency exam which students may take to earn college credit for their extensive knowledge.

Cooperative Education: Combining classroom instruction with a part-time job related to an area of study.

Corequisite: A course which is taken at the same time as another course.

Counselor: A professional with whom current students or prospective students can talk in confidence about any type of problem or academic concern. Counselors assist students to achieve their highest potential. There are several at the college.

Credit hour: A unit of academic credit. Students must earn a certain number of credits (depending on the program) to graduate. Usually the number of credit hours for a course indicates the number of hours per week students will be in that specific class.

Curriculum code: "A," "D," or "C." (which respectively stands for associate degree, diploma, or certificate) followed by five numbers as in D35100, A3536B, or C25400. Refers to a program of study.

Vice President: There are four vice presidents at College of The Albemarle. The Vice President of Academic Affairs is responsible for all academic programs, including curriculum and continuing education offerings, and the Learning Resources Center. The Vice President of Student Development is responsible for student-related services from admissions through graduation, including counseling and student activities. The Vice President of Business and Finance is responsible for all business office, food services, and buildings and grounds concerns. The Vice President of College Advancement oversees the College of The Albemarle Foundation, public relations, planning and research, personnel, and economic development programs.

Drop/add: If students have signed up for a course they do not need or if the class is canceled, they must complete a Registration Change Notice with their advisor. A Registration Change Notice must also be completed to add a course.

Elective: A course which is accepted toward fulfillment of credit for a degree but is not necessarily required for that degree, so termed because students "elect" or choose to take the course.

FWS: Federal Work-Study — One of several sources of financial aid for students.

GED: General Educational Development. A nationally recognized high school equivalency diploma awarded for successfully completing the GED examination.

GPA: Grade point average. Obtained by dividing the total number of points assigned to the letter grades you have earned by the total number of credit hours you have attempted in a given period. Same as quality point average.

"I" grade: A deficiency in the quantity of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of the semester following the one in which the incomplete (I) was received, regardless of whether or not the student is officially enrolled (in-

cludes summer session). If not removed within this time, the Incomplete (I) becomes a Failure (F).

ID Card: The card students receive when they pay their tuition and fees at each registration period. It identifies the holder as an activity-paying student and allows the holder free admission to most College of The Albemarle events.

Intramurals: Organized athletic events and teams of College of The Albemarle students and sometimes staff. Students are urged to join in on the fun.

JobReady: In cooperation with service area high schools, College of The Albemarle supports and participates in vocational preparation, a program in which students, who have completed certain high school courses, may be eligible for advanced placement in applicable college programs.

LRC: The Learning Resources Center. More commonly known as the library.

Major: The academic area in which a student specializes. It is the same as a curriculum and a program of study.

Pell (Federal Pell Grant): Formerly the Basic Education Grant which is available to students with a certain income level.

Perkins Loan (Federal Perkins Loan): Formerly called National Defense Student Loan (NDSL). A source of borrowing money for college. Must be repaid by students.

Placement test: A 2 1/2 hour exam on reading, math, and English required of most curriculum students. Used primarily for course-level placement.

Prerequisite: A course which must be completed before students may register for a more demanding or higher level course.

Proficiency exams: Taken to earn college credit for subjects in which students already have extensive knowledge.

Quarter: The term for measuring academic credit prior to Summer 1997.

Registration: The period before each semester begins when students decide upon certain courses and pay fees. Not to be confused with "admission." Students must register each quarter.

SAR: Student Aid Report. A report from the U.S. Department of Education which notifies students of their eligibility for financial aid. Students must return the report to the Financial Aid Office.

Semester: The term for measuring academic credit. An academic year at College of The Albemarle is divided into two semesters of 16 weeks. A summer session is scheduled typically for 10 weeks.

Sequence: A continuous series of courses to be taken in a specific order.

Service Area: The seven counties of Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans which are served by College of The Albemarle.

Student Senate: The student governing body which uses student activity fees to provide activities and special events during the year.

Subject prefix/Course number/Section number: Best explained by example:

*1Prefix	*2Course	No.	*3Section	Course Title
ENG	111	5		Expository Writing

*1 The subject reference found in the course description section of the catalog is always three capital letters.

*2 Course numbers are always two or three digits.

*3 Section numbers appear on class schedules since courses are usually offered more than once each quarter. When students register, a section number must be entered on the class schedule.

Used Bookstore: Operated on the main campus by the Nu Nu Chapter of Phi Theta Kappa, national honor fraternity. Used books may be bought and left on consignment for resale.

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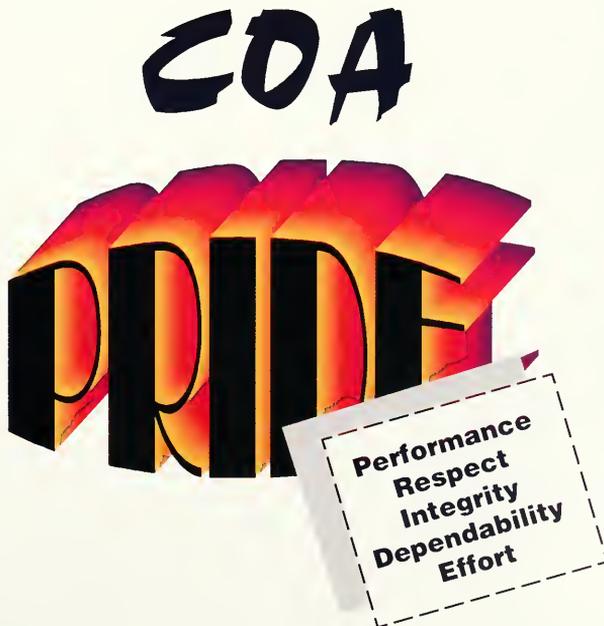
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