



Halifax
COMMUNITY COLLEGE

ACADEMIC CATALOG

2024-2025

Students enrolled prior to January 2025 will operate under the 2022-2024 Academic Catalog.



100 College Drive

P.O. Drawer 809

Weldon, NC 27890

252-536-HCC1 (4221)

www.halifaxcc.edu

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

ACCREDITATION

Halifax Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. For questions about the accreditation of Halifax Community College, contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500.

Program-Specific Accreditations:

- **Commission on Dental Accreditation (CODA):**
The Dental Hygiene program at Halifax Community College is accredited by the Commission on Dental Accreditation (CODA), a specialized accrediting body recognized by the United States Department of Education. At its January 30, 2020 meeting, CODA granted the Dental Hygiene program the accreditation status of "approval without reporting requirements." The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is <http://www.ada.org/en/coda>. North Carolina
- **National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):**
The Medical Laboratory Technology (MLT) program at Halifax Community College is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The NAACLS can be contacted at 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119, or by calling 773-714-8880. This accreditation ensures that the MLT program meets high standards of quality in education, preparing students for successful careers in clinical laboratory sciences.
- **North Carolina State Board of Cosmetic Art Examiners:**
The Cosmetology program at Halifax Community College is approved by the North Carolina State Board of Cosmetic Arts. To qualify for a license to practice as a cosmetologist, individuals must successfully complete either a minimum of 1,500 hours of a cosmetology curriculum in an approved cosmetic art school or at least 1,200 hours of a cosmetology curriculum in an approved cosmetic art school followed by an apprenticeship of at least six months under the direct supervision of a licensed cosmetologist. Additionally, candidates must pass an examination conducted by the Board.
- **North Carolina State Board of Nursing:**
The Nursing program at Halifax Community College is approved by the North Carolina Board of Nursing (NCBON) to provide high-quality nursing education and training. The program aligns with NCBON's mission to protect the public by regulating the practice of nursing and is committed to fostering a professional environment that upholds exemplary nursing care for all. For more information about our program and the NCBON, please visit the NCBON website.

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

TABLE OF CONTENTS

DIRECTORY INFORMATION	12
MESSAGE FROM THE PRESIDENT	13
GENERAL INFORMATION	14–26
History	15–18
Vision Statement	19
Mission Statement	19
Institutional Goals	20
The Centre	20
Programs of Study	21–23
Workforce & Economic Development Programs.....	24
Performance Measures and Standards	25
Photo and Video Use.....	26
ADMISSIONS.....	27–44
General Admissions Procedures.....	28–29
Admission Requirements for Home School Graduates	29
Deferred Action Childhood Arrival (DECA) Students	30
Undocumented Immigrants	30
International Students	30
Admission of Special Students	30
Enrollment Requirements	30
Placement Testing	30–32
Exemption for Placement Tests through Multiple Measures.....	31
Residency Status for Tuition Purposes	32
In-State Requirements for Veterans and Dependents	32
Drop/Add.....	33
Change of Program Major	33
Change of Registration	33
Selective Admissions	33
Transfer Admissions	34
High School Student Enrollment	34
College Transfer Pathway.....	34–36
Career Technical Education Pathway	36–39
Cooperative Innovation High School Programs.....	39–40

Student Application Procedures	40-41
Notification of Acceptance	41
Readmission	41 – 42
Catalog of Record	42
Tuition and Fees	42-43
Tuition Refunds	43
Military Refund	43
Student Accounts Receivable	44
FINANCIAL AID	45-60
Financial Aid	46
Deadlines.....	46
Priority Dates	46
General Student Eligibility Criteria	46
How to Apply/Application Process.....	47
Verification	47
Special Circumstances	47
Disbursement of Excess Financial Aid	47
Federal and State Aid Programs.....	47
Federal Pell Grant	47
Federal Supplemental Education Opportunity Grant	47
Federal Work-Study	48
Iraq and Afghanistan Service Grant	48
North Carolina Community College Grant	48-49
North Carolina Education Lottery Scholarship	49
N.C. Reach.....	49
Child Care Grants	49
Vocational Rehabilitation Financial Assistance	49
Forgivable Education Loans for Service Program	49-50
Alternative Loans	50
Scholarships	51-53
Programs/Courses Ineligible for Financial Aid.....	54
Clock Hour/Credit Hour Conversion.....	54
Clock Hour Programs.....	55
Return to Title IV Funds Policy	55
Satisfactory Academic Progress (SAP).....	55

Purpose of SAP.....	55
Monitoring of SAP.....	56
SAP Criteria #1/150 Percent	56
SAP Criteria #2/67 Percent	56
SAP Criteria #3/GPA.....	56
SAP Calculations/Withdrawals.....	57
SAP Calculations/Developmental Courses.....	57
SAP Calculations/Repeated Courses	57
Warning Status/Unsatisfactory Academic Progress.....	57
Suspension Status/Unsatisfactory Academic Progress	57
Reestablishing Progress After Suspension	57
Financial Aid Appeals	58
Veterans Affairs.....	58
Satisfactory Progress Policy for Veterans.....	59
What Affects VA Benefits Eligibility.....	59
Veterans Administration Educational Benefits	59
Montgomery GI Bill.....	59
Survivors' and Dependents' Educational Assistance.....	59
Programs (DEA also known as Chapter 35)	
Chapter 31 (VA/VOC Rehab.).....	60
Chapter 1607 (REAP).....	60
Chapter 33 - Post 9/11 GI Bill.....	60
ACADEMIC INFORMATION.....	61–77
Academic Schools and Majors.....	62–63
Semester System.....	63
Distance Learning.....	63–64
Grading System	64
Grade Explanation	64
Grade "I" Incomplete	65
Attendance.....	65
Withdrawal from Classes	65
Student Withdrawal.....	65
Officially Withdrawing from All Classes	65
Never Attended Withdrawal.....	65
Faculty Withdrawal.....	65

Transition Courses.....	65–66
Change of Grades	66
Computing Quality Point Average	66
Student Academic Freedom.....	66
Academic Regulations	67
Academic Standing	67
Cumulative Semester Cumulative Grade	66
Advanced Placement Credit	67–68
Audit.....	68
Best Grade.....	69
Change of Class Schedule	69
Class Size	69
Course Load.....	69
Course Repetition.....	69
Course Substitution	69
Credit by Examination	69–70
Forgiveness	71
Industry-recognized certifications and state regulated credentials ...	71
High School to Community College Articulation Agreement	71
Portfolio of Life and Work Experiences.....	72
Honors Lists	72
Guided Independent Study (GIS).....	72
Prerequisite/Corequisite Requirements	72
Refunds	72
Quarter Hour Courses	72
Transfer Credit.....	72–73
Transfer of Credit Between Programs.....	73–74
Inclement Weather	74
Intellectual Property Policy	75–77
Purpose	75
Definitions.....	75
Criteria for Determination of Ownership of.....	76
Intellectual Property	
Determination of Conflict	76
Rights and Responsibilities	76–77

STUDENT SERVICES	78-94
Counseling Center Services	79
Disability Services	79-80
Career and College Services	80
Testing and Tutoring Services	80-82
Student Support Services	82
Student ID Cards	82 – 83
Campus Bookstore	83
Student Lounge	83
Blue Print Cafe.....	83
Bulletin Boards	83
Use of Telephones.....	83
Guidelines Governing Student Activities.....	84
Student Organizations.....	84-85
Student Government Association	84
Phi Theta Kappa	84
Class Rings	85
College Colors.....	85
Student Records	85
Record Review and Destruction Procedure	85
Examining Records	84
Challenging Records	85-86
Transfer Request	86
Release of Student Information	86
Federal Student Right-to-Know.....	86
Student Responsibilities.....	86
Application for Graduation.....	86-87
Student Conduct	87
Student Appeal.....	87
Suspension/Dismissal	87
Temporary Disciplinary Action	88
Student Grievance Procedure Purpose	88
Appealing a Grade.....	88
Children on Campus	88
The Family Educational Rights and Privacy Act	88-90

Crime Awareness and Campus Security Act	90
Sexual Harassment	90–91
Sexual Assault	91–92
Weapons on Campus	92
Drugs and Alcohol	92–93
Communicable Diseases	93–94
Blood borne Pathogens	94
Tobacco-Free Campus Policy	94
Dress Code	94
Notification of Sex Offender Law	94
EDUCATIONAL SUPPORT	95–100
Learning Resources Center (LRC)/Library	96
Mission Statement	96
Staff	96
Facility	96
Information Literacy Program	96
Objectives	96
Computer Labs	97
Collections	97
Interlibrary Loan	97
Automation and Classification	97
LRC Services and User Fees	98
Consequences Regarding Unpaid Fines and Charges	98
LRC Web Page	98
Children in the LRC	98
Environment Conducive to Learning	98
Telephone Contact to Patrons in the LRC	98
Food and Drink	99
Electronic Resources Center (LRC)	99
Information Retrieval	99
Patrons and Patron Responsibilities	99
Statistical Data Collections	99
Computer Use Regulations	99
Regulations and Consequences	99–100
Guidelines	100
Disclaimer	100

WORKFORCE & ECONOMIC DEVELOPMENT	101–111
Objectives.....	102
Criteria for Activities	102
Admissions	102
Registration	102
Fees	103
Fee Exemptions	103
Attendance.....	103
Refunds	103
Grading System	103
Transcripts	103–104
Continuing Education Unit (CEU).....	104
Courses and Services	104
Special Interest and Enrichment Courses	104
Literacy Education Objectives	104
Admission	104
Fees	104
Registration	104–105
Adult Basic Education.....	105
High School Equivalency.....	105–106
Learning Lab	106
English Language Acquisition (ELA)	106
Business & Industry Services	106
The Small Business Center	106
Customized Training for Productivity Enhancement	106
Customized Training for Job Growth	107
Workplace Literacy	107
Customized Training for Technology Investment	107
Career Readiness Training Certificate (CRC)	107
Occupational Extension.....	107
Computer Classes	107
Online Distance Learning - Education2Go	107
Human Resources Development	108
Certified Nursing Assistant Program	108
Certified Nurse Aide I	108
Certified Nurse Aide II	109
Medication Aide for Skilled Facilities	109

Law Enforcement	109
Fire	109–110
Emergency Medical Services (EMS)	110
Cardiopulmonary Resuscitation (CPR) First Aid	110
Emergency Management.....	110–111
Industrial Emergency Response and Safety	111
CURRICULUM PROGRAMS.....	112–244
DUAL ENROLLMENT/CAREER & COLLEGE PROMISE PROGRAMS	245–248
COURSE DESCRIPTIONS	249–303
PERSONNEL.....	304–312

DIRECTORY INFORMATION

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

DIRECTORY OF CORRESPONDENCE

All inquiries will receive prompt attention. Please address to the
appropriate administrative office (see list below) and send to:
Halifax Community College, PO Drawer 809, Weldon, N.C. 27890

FOR MORE INFORMATION ON:

Administrative Affairs
Academic Regulations and Faculty
Admissions
Adult Basic Education
Child Care
Curriculum, Instruction
Customized Training
Employment
Financial Aid
Fiscal and Business Affairs
Foundation
General Information
High School Equivalency Diploma (GED®)
Job Placement

Learning Resources Center
Placement Testing
Public Information/Marketing

Registration

Rehabilitation Act

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

WRITE THE OFFICE OF:

President
Vice President of Academic Affairs
Admissions
Director of College and Career Readiness
Director of Child Care Center
Vice President of Academic and Student Affairs
Director of Customized Training
Human Resources
Financial Aid
Chief Financial Officer
Executive Director
Academic and Student Affairs
Director of College and Career Readiness
Director of Counseling and Career
Services
Director of Learning Resource Center
Director of Testing and Tutoring Services
Director of Public Relations
and Design
Registrar/Director of Veteran
Affairs
Director of Counseling & Career
Services
Director of Small Business Center
Dean of Student Affairs
Foundation
Registrar/Director of Veterans Affairs
Registrar/Director of Veterans Affairs

MESSAGE FROM THE PRESIDENT

**Dear Students, Faculty, and Members of Our College Community:**

Welcome to another exciting academic year at Halifax Community College! As we begin this new year, I am filled with a sense of pride and optimism for what lies ahead. Our college is a place where knowledge, determination, and community come together to create an environment of growth and discovery.

This academic catalog is more than just a guide; it represents the collective efforts of our dedicated faculty and staff who are committed to providing a transformative education. Within these pages, you will find a wealth of information to support your academic pursuits.

At HCC, we believe in the power of education. We encourage you to take full advantage of the resources and experiences available to you, both inside and outside the classroom. As you navigate your academic journey, remember that you are not alone. Our faculty, staff, and community at large are here to support you every step of the way.

Thank you for being a part of our vibrant community. I look forward to seeing and celebrating all of your accomplishments this year.

With all best wishes,

A handwritten signature in black ink that reads "PB Elliott". The signature is stylized and cursive.

Dr. Patrena B. Elliott "Prez"

President/CEO



GENERAL INFORMATION

ABOUT HALIFAX COMMUNITY COLLEGE

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

The 109-acre campus is located on Highway 158 in Weldon, North Carolina, less than a mile east of Interstate 95. The present campus consists of eight buildings, totaling more than 274,386 square feet. These facilities include an administrative building, library, student center, workforce and economic development center, literacy and science education building, The Centre, allied health/multipurpose building, the Roanoke Valley Early College, a child care center, a small business center, and a fitness center.

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

HISTORY

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

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

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

Action by the General Assembly removed Halifax County Technical Institute from the unit status and established it as a chartered institution, governed by a 12-member board. Four trustees were appointed by

local school boards, four by the Halifax County Board of Commissioners, and four by the Governor of North Carolina. The roster for that body comprising the Board of Trustees included:

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

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

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

A feasibility study was conducted in 1974. The local trustees, the county board of commissioners, local secondary school units, the state board of community colleges, and the state advisory budget commission approved the move for the establishment of the institute as Halifax Community College.

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

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

Another major campus addition was the Technology Development Center (now the Workforce & Economic Development Center) completed in 1986. The center housed a large multipurpose auditorium, spacious bays for industrial training, classrooms, and offices for continuing education staff and a small business center, established in 1985. In 1987 a new student activity center opened, which housed the campus bookstore and a student lounge.

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

The institution's curriculum enrollment numbered 14 at its inception, but grew rapidly, and the College experienced a 41 percent increase in enrollment in the 1990s. The College celebrated its 25th anniversary in 1993.

During Dr. Newbern's tenure, the College's image was enhanced along with growth of the actual physical plant and its services. As a result of his leadership in the areas of public relations and marketing, Dr. Newbern

was honored as the 1993 recipient of the National Council for Marketing and Public Relations' Pacesetter Award.

The HCC Foundation assets showed marked increases and scholarship awards jumped from three named scholarships to more than 50. The purpose of the Foundation is to assist the College in acquiring funds to supplement state and local allocations, and its specific function is to support student scholarships.

The College established articulation agreements with area secondary schools and colleges, and Tech Prep and School-to-Work Programs were implemented during Newbern's presidency.

The 1990s reflected enrollment increases through growth in both program areas and facilities. New curriculum programs were initiated and included accounting, microcomputer systems technology, basic law enforcement technology, phlebotomy, and pulp and paper technology. A statewide reengineering process converted all 58 community colleges within the North Carolina Community College System to a common course library, based upon a semester system. The Child Care Center was established on the campus with first preference for accommodation given to student and faculty parents.

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

The Literacy and Science Education Center, a 25,000 square-foot free-standing addition, houses a learning center for the literacy program, six large classrooms, four science/ chemistry labs, and 11 related offices. The center also contains a computer room, a testing room, and large classroom space for lectures.

A model child care center and teaching facility, plus classrooms and offices, added more than 18,000 square feet of additional classroom space to the campus landscape.

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

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

In August 2003 the construction began on the new Wellness Center. The Wellness Center, a 6,500 square-foot free-standing addition, houses exercise equipment for the basic law enforcement program, floor space for workforce and economic development classes, and exercise classes.

Through advancement in distance learning activities - online instruction and live interactive classes via the North Carolina Information Highway - Halifax Community College is a recognized leader for progress in the Roanoke Valley. The College continues its traditions of quality and service to the citizens of the area and is committed to remaining a pacesetting institution offering service with a personal touch. For our students, HCC is where Learning

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

Dr. Michael A. Elam is the fifth President of Halifax Community College in Weldon, NC. He began November 30, 2017. He was formerly President at Roanoke-Chowan Community College in Ahoskie, NC, a comprehensive community college serving 75,000 residents in a three county rural service area. Prior to moving to Ahoskie, Dr. Elam lived in Baton Rouge, Louisiana, where he served as the Vice President for Strategic Initiatives for the Louisiana Community & Technical College System. Before accepting that state-wide responsibility, he provided leadership as interim Chancellor for both Sowela Technical Community College and Central Louisiana Technical Community College in Lake Charles and Alexandria, LA respectively. Prior to moving to Louisiana, Dr. Elam was selected and served as the sixth President of College of the Mainland in Texas City, TX. College of the Mainland is a single campus institution with a \$32 million dollar budget and a large petrochemical community.

In addition, Dr. Elam has held numerous leadership positions at the university and community college levels, including Daytona State College, Florida State College at Jacksonville, the University of Houston, Eastern Kentucky University, and Illinois State University, acquiring more than 33 years of experience in higher education.

Dr. Elam was born in North Carolina but grew up in Philadelphia, Pennsylvania. He earned a Bachelor of Science degree in Zoology and a Master of Education degree in Student Personnel Administration from Howard University. Dr. Elam's Educational Doctorate was conferred by Nova Southeastern University in Higher Educational Leadership

On January 1, 2023, Dr. Patrena Benton Elliott began serving as the sixth and first female President of Halifax Community College. Prior to this appointment, she served as Vice President and Chief Academic and Student Affairs Officer at Robeson Community College in Lumberton, NC. In addition to this leadership role, Dr. Elliott held several senior administrative positions to include: Vice President of Academic Affairs, Graduate College Dean, and Chief Executive Officer of a statewide inter-institutional center in the University of North Carolina System. Over her career, she has established academic programs from certificate to graduate level, raised millions of dollars in institutional funding, mentored countless students, and has presented extensively throughout the country.

Dr. Elliott earned a B.A. in Communication Studies from the University of North Carolina at Chapel Hill and a M.S. in Adult Education and a Ph.D. in Leadership Studies from North Carolina A&T State University. As a lifelong learner, she also holds Higher Education/Leadership Certificates from Harvard University's Graduate School of Education, Leadership Raleigh, Hampton University, and the University of North Carolina System.

Dr. Elliott has been inducted in several honor societies and is the recipient of numerous leadership awards. Given that she believes, "to whom much is given, much is required," she also holds memberships in several service organizations including: The Links, Incorporated and Sigma Gamma Rho Sorority, Incorporated. Dr. Patrena Benton Elliott is married to Dr. Stanley Elliott and together they are the proud parents of two adult children, Jordan and Sterling.

MISSION AND VISION

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

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

VALUES

Integrity: We uphold the ethical standards of truth, humility, respect and fairness to all people.

Service: We actively support serving our community through our participation and collaboration in meaningful activities.

Continuous Learning: We value the process of teaching and life-long learning by maintaining a culture of excellence in a student-centered environment.

Collaboration: We promote the combined efforts of all stakeholders in accomplishing our common goals by fostering open communication and strengthening our partnerships.

Accessibility: We provide pathways and support to all who seek educational opportunities, personal enrichment, and a higher quality of life.

Innovation: We embrace new and creative approaches to improve the quality of education and services for our community.

Diversity: We believe an appreciation of differences adds to the richness of our students, our learning environment, and our community.

Accountability: We take responsibility for continuous quality improvement, student success and focused outcomes, serving the expressed needs of our community.

Quality Instruction: We deliver instruction that engages students in consistent, active, and innovative learning approaches that are accessible and lead to the success of each student.

INSTITUTIONAL GOALS

Goal I: To promote academic excellence in teaching and learning.

Goal II: To ensure high-quality training that meets the demand for employability.

Goal III: To support the development of our local economy.

Goal IV: To execute a comprehensive institutional effectiveness plan.

Goal V: To strengthen private and public financial support for the college and students.

Goal VI: To enhance the campus environment.

Goal VII: To make continuous progress towards meeting and exceeding the excellence level of North Carolina Community College System (NCCCS) Performance Measures.

THE CENTRE

The Centre at Halifax Community College opened in November 2003 to serve as Northeastern North Carolina's premier multipurpose venue. The 1,500 seat theatre with 1,000 retractable seats makes it the area's most versatile facility, affording extensive flexibility for a wide variety of functions. The Centre can host theatre productions, concerts, banquets, receptions, conferences, dances, and exhibits. Its features include a state-of-the-art stage, intricate rigging, sound and lighting systems, scene shop, costume shop, and dressing suites with all of the amenities. The adjoining gallery is available for smaller meetings, receptions, luncheons, and functions for 100 people or less. The mission of The Centre is to continue to enhance the history and legacy of Halifax Community College and to contribute to the welfare of the people of the Roanoke Valley through educational, cultural, and community programming.

PROGRAMS OF STUDY

Halifax Community College offers a broad range of curriculum programs leading to certificates, diplomas, and associate degrees.

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

Enrollment and completion of a program will enable the student to receive a degree, diploma, or certificate. Students may also enroll in a particular course or group of courses without committing to a specific program. Halifax Community College supports the notion that learning is a lifelong activity. The College offers instruction in Adult Basic Education, professional development, and community service courses of general interest at convenient times.

ASSOCIATE DEGREE PROGRAMS:

- Associate in Arts
- Associate in Arts Teacher Preparation
- Associate in Engineering
- Associate in General Education
- Associate in Science
- Associate in Science Teacher Preparation

SPECIFIC CURRICULA ASSOCIATE DEGREES:

- Air Condition, Heating and Refrigeration Technology (Fall 2025)
- Automotive Systems Technology
- Building Construction Technology (Fall 2025)
- Business Administration
- Criminal Justice Technology
- Dental Hygiene
- Early Childhood Education

- Human Services/Social Work Human Services Technology
- Industrial Systems Technology
- Information Technology
- Medical Laboratory Technology
- Nursing

DIPLOMA AND/OR CERTIFICATE PROGRAMS:

- Air Condition, Heating and Refrigeration Technology Certificates (Fall 2025)
- Automotive Systems Technology Diploma
 - Advanced Automotive Certificate
 - Basic Automotive Certificate
 - Electricity & Engine Performance Certificate
 - Automotive Systems Technology – Career & College Promise Certificate
- Building Construction Technology Diplomas & Certificates (Fall 2025)
- Business Administration Diploma
 - General Certificate
 - Small Business Management Certificate
 - Small Business Start-Up Certificate
 - Business Administration – Career & College Promise Certificates
- Cosmetology Diploma
 - Cosmetology - Career & College Promise Certificate
- Criminal Justice Technology - Career & College Promise Certificate
- Early Childhood Education Certificates
- Facility Maintenance Diploma (Fall 2025)
- Human Services Technology Diploma & Certificates
- Industrial Systems Technology Diploma
 - Maintenance Level I Certificate
 - PLC I & PLC II Certificates
 - Solar I & Solar II Certificates
- Information Technology Diplomas & Certificates
 - Business Support Diploma & Certificate

- Cybersecurity Diploma and Certificate
 - Entry Level PC Technician Certificate
 - Healthcare Informatics Diploma & Certificate
 - Software & Web Development Certificate
- Nurse Aide Diploma
 - Nurse Aide Certificate
- Practical Nursing Diploma
 - Cosmetology - Career & College Promise Certificate
- Welding Diploma
 - General Certificate
 - SMAW Certificate
 - Welding & Fabrication Certificate
 - Welding- Career & College Promise Certificate

CORRECTION PROGRAMS:

- Food Service Technology Certificate
- Masonry Certificate
- Plumbing Certificate

Halifax Community College offers the Teacher Preparation Partnership Program in Elementary Education with Elizabeth City State University and the East Carolina University's Wachovia Partnership East. Also, HCC has a partnership with Chowan University's Adult Degree Completion Program, Eastern Carolina Christian College, American Public University System, Barton College, Bellevue University, Cambridge College, Virginia Union University, North Carolina State University, North Carolina Wesleyan College, University of North Carolina – Greensboro, University of North Carolina – Wilmington, and North Carolina Central University's Nursing and Social Work programs. 2+2 Social Work Program with Elizabeth City State University, Criminal Justice Program with Elizabeth City State University. Contact the Admissions Office for information.

WORKFORCE & ECONOMIC DEVELOPMENT PROGRAMS:

- Basic Law Enforcement Training (BLET)
- Occupational Courses
- Literacy Education (ABE & High School Equivalency)
- Customized Training
- Human Resources Development (HRD)
- Compensatory Education
- Cultural Activities
- Special Interest Courses
- Computer/Technology
- Teacher Recertification Courses
- Fire/Rescue Training
- Emergency Medical Service Courses
- Workforce Readiness
- Business & Industry Services Courses
- Small Business Center
- Nurse Aide I & II
- Phlebotomy
- Education to Go - Online Distance Learning

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CRITICAL SUCCESS FACTORS/PERFORMANCE
MEASURES AND STANDARDS

According to the North Carolina System Office, “The Performance Measures for Student Success Report is the North Carolina Community College System’s major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges.”

The System Office formed a Performance Measures Committee in 2010 to develop new performance-based student success measures. The work of the committee resulted in new performance-based student success measures which were implemented in 2013. A three-year review process was established in order to keep the measures and methods of evaluation current. In March of 2015, the committee presented seven measures to the State Board. Recommendations from the most recent review were approved in 2018 resulting in the following updated measures.

Measure	Excellence Level
1. Basic Skills Student Progress	50.6%
2. Student Success Rate in College-Level English Courses	66.6%
3. Student Success Rate in College-Level Math Courses	46.2%
4. First Year Progression	71.9%
5. Curriculum Student Completion	52.7%
6. Licensure and Certification Passing Rate	1.07
7. College Transfer Performance	89.4%

The annual performance report is published on the College’s website:
<http://halifaxcc.edu/IE/PerformanceMeasures/2017performancemeasures.pdf>

A copy of the report can also be found at:
<http://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures>

PHOTO AND VIDEO USE

Halifax Community College does not collect photo/video release forms. Instead, the College assumes that faculty, staff, and students are the best resources for marketing the College. Still or video photo shoots may be informal (candid photos of campus scenes, performances, events, or activities) or formal (planned visits to classrooms, headshots or video shoots on campus). All photographic/video images become the property of Halifax Community College. Public Relations and Marketing staff members add the photos or video footage to the College's library of images (maintained by Public Relations and Marketing), which becomes a resource for the College's online and print publications.

Students participating in a photo shoot (billboards, schedules, etc.) are giving their permission for their image to be used as the College sees fit. Students may opt out if that is their choice. If a student does not wish to be photographed but fails to identify himself or herself to the photographer, it will be very difficult to exclude that person from the resulting images.

Concerns about the uses of individual images may be communicated to the Public Relations and Marketing staff who will resolve individual complaints while still meeting the institutional goals of visually representing the College. Expense is sometimes a consideration in the ability to change a photograph; usually an inventory of printed publications must be exhausted before the change can be implemented.



ADMISSIONS

Halifax Community College implements the open-door policy established by the North Carolina State Board of Community Colleges. This policy provides admission to any person who is 18 years of age or older or is a high school graduate from an accredited institution or has received a high school equivalency certificate. A "Certificate of Attendance" does not constitute high school graduation nor is the certificate deemed equivalent to high school completion. This policy does not necessarily imply immediate admission to any curriculum. Placement in certain programs is limited, and admission to a specific program of study is based on guidelines developed to ensure the student's chances of success in the program. The College serves all individuals who can profit from instruction regardless of race, creed, gender, age, religion, national origin, physical or mental disability, or other factors.

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

GENERAL ADMISSION PROCEDURES

The procedures listed below must be followed for admission to a curriculum program and must be completed before official acceptance is granted:

1. Take The Career Assessment. This assessment is a quick survey of students to see what program may best fit the applicant.
2. Complete the Residency Determination Services (RDS) process. RDS will determine an individual's status as "In State" or "Out of State" for tuition purposes. Residency is not determined by HCC.
3. Submit an application. The application for admission is obtained from the Office of Enrollment Management or online and must be submitted to the Admissions Office with sufficient information to determine state residency.
4. Submit a photocopy of your signed Social Security card.
5. Students seeking admission into an Associate in Arts, Associate in Science, Associate in General Education, Associate in Applied Science, diploma program or certain certificate programs (cosmetology) must be a high school graduate and submit official high school transcripts or an official copy of their high school equivalency scores.
6. Students who are 18 years of age or older, but have not graduated high school, may enroll as a special student. Note: special students are not eligible for financial aid or veterans' benefits.
7. Submit official transcripts from previously attended colleges if transfer credit is desired.
8. Meet with a counselor. Students are assisted in selecting an appropriate program of study based on their desires and academic abilities. Counselors are available throughout each semester to assist students with educational and career goals as are always available to students with academic concerns.

9. Complete college placement tests. The placement test is administered to all students prior to their first semester registration. The purpose of the placement test is to enroll students in the appropriate English, reading, math, or algebra courses based on their prior academic preparations. Selection of students for each allied health program is based on admissions and other program specific criteria. Students who have a 2.8 unweighted grade point average on their high school transcript, an Associate degree or higher are exempt from the test.
10. Have a personal interview with the testing coordinator to review and interpret placement test scores. The counselor can evaluate the student's aptitude and capability to pursue a particular program of study. The student will have the opportunity to ask questions about the school and its programs.
11. Meet with an advisor. Students meet with assigned academic advisors each semester to complete class schedules. Placement test results and/or transfer credits may be used when appropriate.

Note: HCC recognizes valid high schools registered with their state department of education. However, if HCC has determined that a high school is not a valid diploma-granting institution, students will be ineligible for federal and state financial aid. Students not completing such a program must complete the high school equivalency certificate or attain an adult high school diploma through a valid diploma-granting institution.

High schools are defined as valid diploma-granting institutions if they have met any of the following requirements:

- Is regionally accredited
- Is registered with the NC Division of Non-Public Education as a home school
- Is an entity registered with the NC Division of Non-Public Education as a private school and it is providing secondary school education in the form of instruction

Secondary institutions outside of North Carolina will be determined as valid based on the above information, given the institution's state department of education.

You will not be denied admission to Halifax Community College; however, you will not be eligible to receive financial aid.

Admission Requirements for Home School Graduates

Home school graduates must complete the following procedures prior to their enrollment at Halifax Community College:

1. The home school administrator must show and provide proof that the home school was certified by the North Carolina Department of Non-Public Instruction or a copy of the home school's approved registration from the state in which they are registered.
2. The home school administrator must submit an official transcript from the home school. If the homeschool administrator and/or the student does not have the proper certification, the student cannot be accepted to a curriculum program at Halifax Community College. He/she must obtain a High School Equivalency Certificate (GED®) diploma from Halifax Community Colleges' program before being eligible to register for a curriculum program. If the student is 18 years of age or older, they are eligible to register as a special credit student. For additional information, contact Office of the Admissions and Recruitment at 252-536-7220.

Deferred Action Childhood Arrival (DACA) Students

Current NCCCS policy allows DACA applicants to enroll at Halifax Community College at the out-of-state tuition cost. However, acceptance to the College does not guarantee acceptance to a specific program.

Undocumented Immigrants

The North Carolina Administrative Code provides that community colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with state or local law or has received a diploma from an adult high school that is located in the United States and operates or operated in compliance with state or local law. Online high school diplomas and high school equivalency certificates are not acceptable for admission. Undocumented students are charged the out-of-state tuition rate and are not eligible for financial aid. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

Undocumented students are also not eligible for allied health or nursing programs.

International Students

Halifax Community College is authorized to issue an I-20 to students who meet the international student admissions requirements, and who are applying to study in the U.S. under an F-1 student visa. The College is unable to provide financial aid to international students; therefore, all international students must have sufficient funds to cover all living expenses, tuition, and fees while attending the College.

Student housing is not provided by the College. International students are expected to make their own arrangements for housing.

Admission of Special Students

An applicant who does not complete the admissions procedures outlined above may register as a special student. This includes students 18 years of age or older who are not high school graduates. To be admitted as a special student, the applicant needs only to submit a completed application and a signed photocopy of their Social Security card; however, upon a later decision to pursue a degree, diploma, or certificate at the College, special students will be required to submit proof of an official high school transcript and or copy of their high school equivalency scores and meet certain placement criteria. Item 45546 - The Applications for Admissions File: Applications for admissions submitted by individuals who wish to enroll at the college (comply with applicable provisions of 20 U.S.C.A. 1232g regarding confidentiality of student records).

DISPOSITION INSTRUCTIONS: Transfer accepted applications to registrar's office after student enrolls to be incorporated with Current Student Records File (Item 45548). Destroy in office incomplete applications and applications for students not enrolling after one year if no litigation, claim, audit or other official action involving the records has been initiated. If official action has been initiated, destroy in office after completion of action and resolution of issues involved.

Placement Testing

Students entering a North Carolina community college who have graduated high school within the past ten (10) years will be placed by unweighted high school GPA into one of three opportunities.

Students with a GPA of 2.8+ may register for any class without mandatory additional supports. Students with a GPA 2.2-2.799 may enroll in a gateway math or English course with a mandatory co-requisite. Students with a GPA of less than 2.2 must enroll in a one semester transition math and/or English course.

The Reinforced Instruction for Student Excellence (RISE) test is customized for North Carolina by NROC - EDREADY, the test is used to determine readiness and skill level in English, reading, writing, and math. It is administered to applicants pursuing a degree, a diploma, and certain certificates who graduated from high school more than 10 years ago with no other admission criteria for placement. Test results are used to place students in the appropriate class level and to determine if transition instruction is needed.

Students may be exempt from taking the RISE test or portions thereof and be placed based on the following criteria. The criteria is verified through official transcript or score report:

Graduation from a US high school within the past ten (10) years with an unweighted GPA.

SAT scores prior to 1/1/2012 of 510 reading or writing and 510 math. SAT scores prior to 3/1/2016 of 500 or higher in critical reading or writing and 500 or higher in math; or SAT scores after 3/1/2016 of 480 or higher in evidence-based reading and writing and 530 or higher in math. Scores must be less than ten (10) years old at the time of application to Halifax Community College; or

ACT scores earned after 3/1/2014 of 22 or higher in reading or 18 or higher in English, and 22 or higher in math will allow college level placement. ACT scores of 16-17 in English, 20-21 in reading, and a 20-21 in math will allow placement with an addition of a 1 hour transition support course. ACT scores must be less than ten (10) years old at the time of application to Halifax Community College; or

An Associate's degree or higher earned from a regional or nationally accredited institution;

A grade of "C" or better in college-level English and math courses earned from a regional or nationally accredited institution.

Students interested in taking a higher level math course, may be eligible to take an ACCUPLACER College Level Math test (approval from an advisor is required).

Applicants who have been notified that they need placement testing must complete the following in order to test:

- Have an application on file prior to taking the placement tests.
- Submit official copies of high school transcript(s) to an admissions officer.
- Provide a copy of signed Social Security card to an admissions officer.
- Register online to take the placement test.
- Present a picture ID and a testing referral form on the day of testing.

Note: Acceptable forms of identification include, but are not limited to, driver's license, learner's permit, and school ID. In testing situations, use of cell phones or similar communication devices may lead to a charge of academic dishonesty.

Residency Determination

Residence Status for Tuition Purposes (N.C. General Statute 116-143.1) A North Carolina "resident for tuition purposes" is a person, or a dependent person (dependent according to IRS tax code), whose parent or legal guardian has established and maintained legal residence in North Carolina for at least 12 months before the beginning of the first day of classes for the term registered for, and that a domicile has been maintained for at least 12 continuous months. Residence in North Carolina must be legitimate and be a permanent situation rather than just for the purpose of maintaining a residence prior to enrollment at an institution of higher education.

Other persons not meeting the 12-month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited categories authorized by the North Carolina Legislature. All other persons are ineligible for classification as a North Carolina "resident for tuition purposes" and will be charged non-resident tuition.

To qualify as a North Carolina resident for in-state tuition purposes, you must be a U.S. citizen, permanent resident alien or a legal alien granted indefinite stay by the Immigration and Naturalization Service. Living in or attending school in North Carolina will not, in itself, establish legal residence.

Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents. Information relating to North Carolina residence for in-state tuition purposes shall be required from all applicants claiming to be North Carolina residents (see N.C. Administrative Code 020.0201).

In-State Requirements for Veterans and Dependents

Effective July 1, 2015, the following students shall also qualify as North Carolina residents for in-state tuition purposes:

- A veteran who lives in North Carolina (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- A spouse or child using transferred benefits who lives in North Carolina (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more.

A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in North Carolina (regardless of his/her formal state of residence) and enrolls in the school within three years of the service member's death in the line of duty following a period of active duty service of 90 days or more.

Registration

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

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

Conversely, if a student attends all classes and does all the work, but does not pay the registration fee, he/she is not considered enrolled in the class.

Students are highly encouraged to plan in advance for the registration process. Students are encouraged to register during early registration and regular registration periods. Classes are much less likely to be full, so the chances that students will get the schedule they want are greatly improved.

Drop/Add

Students may make adjustments in their scheduled classes through the drop/add period as noted in the semester calendar. Students should meet with their advisors to initiate a change.

Change of Program Major

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

1. Current advisor will print out the change of major form located on the file exchange or from the Admissions Office.
2. Current advisor will sign off on the change of major form.
3. Student will take signed form to new advisor.
4. New advisor will sign off on change of major form.
5. After obtaining both current and new advisor signatures on the change of major form, the student will take the form back to the Admissions Office for processing.
6. Students who do not know what they wish to major in or what career they want to choose should go to the Counseling Center for advisement.

Change of Registration

Schedule changes after registration may be made prior to the last day to drop/add a class.

Selective Admissions

Selective admission procedures will be followed in programs of study that require additional standards to the "open door" philosophy. The selective admission procedures may be the result of regulatory agencies, space equipment requirements, or academic skills levels. When selective admission procedures are utilized, clearly defined guidelines will be formulated by the respective department head and the vice president of academic and student affairs and approved by the president. The administration of the selective administrative rules and regulations adopted by the College becomes the responsibility of the (vice president of academic and student affairs). Selective admission programs include associate degree nursing (integrated), practical nursing education, phlebotomy, dental hygiene, BLET, and medical laboratory technology. After all admission requirements have been met by the applicant, official admission is contingent upon selection and satisfactory physical and emotional health as required by regulatory agencies. Students not admitted must reapply to be considered for the next acceptance class.

Transfer Admissions

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

Note: Transfer and reentry students must provide official transcripts from all institutions attended if they desire transfer credit. HCC's registrar will evaluate the official transcript before any placement testing waiver is granted.

High School Student Enrollment

Effective January 1, 2012, legislation combined Huskins, Learn and Earn, and Dual Enrollment into one program identified as the Career and College Promise Pathway (CCPP) initiative. HCC offers three pathways: College Transfer Pathway, Career Technical Education Pathway, and Cooperative Innovative High (CIH) School Programs.

North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the state board of education:

1. College Transfer Pathway leading to a minimum of 30 hours of college transfer courses including English and mathematics.
2. Career and Technical Education Pathways (CTE):
 - a) a curriculum Career and Technical Education Pathway leading to a certificate or diploma aligned with a high school career cluster.
 - b) a Workforce Continuing Education Pathway (WCEP) leading to a state or industry recognized credential aligned with a high school career cluster.
3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

College Transfer Pathway

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria: a. Be a high school junior or senior; b. Have unweighted GPA of 2.8 on high school courses; or c. Demonstrate college readiness on an approved assessment or placement test (See attachment A for college readiness scores).

3. To maintain eligibility for continued enrollment, a student must continue to make progress toward high school graduation, and b. Maintain a 2.0 GPA in college coursework after completing two courses.
c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
4. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway for up to two years - one year as a junior and one year as a senior.
5. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
6. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.
7. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc
8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Science, Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA- Visual Arts.
9. A student who completes a transfer pathway and continues on (with the required permissions outlined above) will keep their P code until the student a) graduates from high school/exits CCP or b) completes the full associate degree while still enrolled in high school.
10. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts degree may be awarded prior to high school graduation verification.
12. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.

13. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:

- a. One College Transfer Pathway and one Career Technical Education Pathway or
- b. One College Transfer Pathway and one Workforce Continuing Education Pathway

14. CCP students may not enroll in developmental courses.

15. CCP students may enroll in supplemental courses.

16. CCP students may enroll in curriculum transition courses, but may not enroll in noncurriculum transition courses.

17. CCP students may not audit courses.

18. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.

19. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Career Technical Education Pathways

Curriculum: Juniors and Seniors

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.

2. To be eligible for enrollment in a Career and Technical Education pathway, a high school student must meet the following criteria: a. Be a high school junior or senior; i. Have an unweighted GPA of 2.8 on high school courses; or ii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.); or iii. Have the recommendation of the high school principal or his/her designee and his/her rationale for recommendation in place of GPA requirement (assessment scores should be considered) and have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and

3. Recommendation will not be allowed for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s) included in the pathways.

4. If a CTE pathway contains a UGETC (Universal General Education Component) course(s), the student must meet the same eligibility criteria as a transfer pathway student.

5. High school counselors should consider students' assessment scores in making pathway recommendations.

6. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.

7. To maintain eligibility for continued enrollment, a student must a. Continue to make progress toward high school graduation and b. Maintain a 2.0 in college coursework after completing two courses. c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
8. Students who are successfully progressing towards high school graduation have access to the Career and Technical Education (CTE) Pathway for up to two years - one year as a junior and one year as a senior.
9. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
10. A student may be awarded a certificate, diploma, or AAS degree prior to high school graduation.
11. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
12. A student may only enroll in one pathway and may not substitute courses in one program for courses in another.
13. The student may change his or her pathway major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
14. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
a. One College Transfer Pathway and one Career Technical Education Pathway or
b. Two Career Technical Education Pathways or
c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
15. A student who completes the CTE certificate or diploma may continue in the same traditional AAS program of study as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCPP and their student code will remain CTE.
16. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
17. CCP students may not enroll in developmental courses.
18. CCP students may enroll in supplemental courses.
19. CCP students may enroll in curriculum transition courses, but may not enroll in noncurriculum transition courses.
20. CCP students may not audit courses.

21. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Career Technical Education Pathways

Curriculum: Freshmen and Sophomores The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4)a.2 to allow "academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in industrial and engineering technologies."

1. The Career and College Promise Career Technical Education Pathway for freshmen and sophomores leads to an industrial or engineering certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in industrial technologies (program code 50xxx), engineering technologies (program code 40xxx), agriculture and natural resources (program code 15xxx), and transportation (program code 60xxx) certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet the following criteria: a. Be a high school freshman or sophomore; i. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered) and rationale for recommendation; and ii. Have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and iii. Passed Math I with a grade of C or better; and iv. Scored a 3, 4, or 5 on the End of Course assessment (EOC) for Math I; and v. Scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment. b. Be a high school freshman or sophomore; i. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered) and rationale for recommendation; and ii. Have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and iii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.).
4. Freshmen and Sophomores may not enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.
5. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must a. Continue to make progress toward high school graduation, and b. Maintain a 2.0 in college coursework after completing two courses. c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. Eligible freshmen or sophomores who enter one of the four identified CCP Career and Technical Education (CTE) Pathways listed in G.S. §115D-20 and ID SBCCC 400.11 and who are successfully progressing towards high school graduation have access to the CCP program for up to four years - one year as a freshman, one year as a sophomore, one year as a junior and one year as a senior. 6. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.

7. A student may be awarded a certificate, diploma, or AAS degree prior to high school graduation.
8. Colleges should follow the same graduation process for CCP students as is followed for traditional college students
9. A student may only enroll in one program of study and may not substitute courses in one program for courses in another.
10. The student may change his or her program of study major to another industrial or engineering program of study with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
11. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in two Career Technical Education Pathways available to 9th and 10th graders.
12. A student who completes the CTE certificate or diploma may continue in the same traditional AAS program as long as he or she is still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCP and the student code will remain CTE.
13. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
14. CCP students may not enroll in developmental courses
15. CCP students may enroll in supplemental courses.
16. CCP students may enroll in curriculum transition courses, but may not enroll in noncurriculum transition courses.
17. CCP students may not audit courses.
18. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program, diploma, certificate, or earn up to two years of college credit while completing a high school diploma within five years are defined as Cooperative Innovative High School Programs.

2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50 and ID SBCCC 400.11.
3. The AA/AS/AE/AFA/AAS degree, diplomas and certificates may be awarded prior to high school graduation verification. The graduation date assigned should be within the same term for which the student completed the certificate, diploma or degree.
4. CIHS Students may not be enrolled in the Associate in General Education or General Occupational Technology programs
5. Cooperative Innovative High School students may not enroll in developmental courses.
6. Cooperative Innovative High School students may enroll in supplemental courses.
7. Cooperative Innovative High School students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
8. Cooperative Innovative High School Students may not audit courses.
9. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).
10. CIHS students who are successfully progressing towards high school graduation have access to the CIHS program for up to five years - one year as a freshman, one year as a sophomore, one year as a junior, one year as a senior and one year as a super senior.
11. The State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus. Exceptions will be based on the local needs as outlined in the location waiver request. The approved waiver shall be maintained locally for documentation. The State Board of Community Colleges shall use the following factors to determine whether to approve location waivers: a. Space availability b. School Capacity c. Proximity to the student population d. Suitable, available space with equipment specific to the curriculum.

Student Application Procedures

1. Students must complete a college application to be admitted into a Career and College Promise pathway.
2. The high school (public school, private school, home school or charter school) will document eligibility criteria (high school GPA and freshman/sophomore/junior/senior status) on the student's high school transcript. High school transcripts used for initial eligibility verification must

include the following: a. student grade level (9th, 10th, 11th or 12th grade) and b. the unweighted high school GPA

3. The total number of credits on the high school transcript does not replace the requirement of the student's grade level to be listed on the high school transcript.
4. A copy of assessment scores (from one of the approved assessment listed in Attachment A) should be provided by the student if assessment scores are being used to meet eligibility requirements to enter the program.
5. Additional high school transcripts must be provided to the college verify the student is still enrolled in high school and making progress towards high school graduation for each term they are enrolled in CCP.

Notification of Acceptance

The College will send a letter(s) prior to acceptance that discusses the status of the enrollment process and/or the applicant will receive an email(s) upon receipt of the online application for enrollment and all required documents. Students will not be allowed to register until they have met all admission requirements.

Readmission

An application for readmission is required from all students if two or more consecutive semesters (excluding summers) have elapsed since their last enrollment, or upon graduation with a certificate, diploma, or degree from a designated program of study. An application for readmission should be submitted to the Admissions Office at least two weeks prior to registration. Former students who reapply for admission may be asked to supply the Admissions Office with transcripts and test scores. All students applying for a change of program must: (1) see their current advisor to obtain a signed change of program form from their current advisor, (2) take the signed form to the new advisor and receive signatures, (3) take a change of major form to the Financial Aid Office to reevaluate satisfactory academic progress (SAP) for the new program, and (4) take the change of major form to the Admissions Office prior to registering for classes. If approved for readmission, students must meet the requirements of the catalog in use at the time the student applies for readmission to the College.

Note: The College reserves the right to refuse readmission to any student whose enrollment or continued presence is considered a risk for campus safety or disruption of the educational process. Prior disciplinary records may be considered when students seek readmission to the College.

Halifax County Early College

The Halifax County Early College is a Halifax County Schools public high school located on the campus of Halifax Community College in Building 100. Admission to Halifax County Early College is coordinated through Halifax County Schools.

Northampton County High School

The Northampton County Early College is a Northampton County Schools public high school located on the campus of Halifax Community College in Building 100. Admission to Northampton County Early College is coordinated through Northampton County Schools.

Roanoke Rapids Early College

The Roanoke Rapids Early College is a Roanoke Rapids Graded School District public high school located off campus from Halifax Community College. It is located at 800 Hamilton St, Roanoke Rapids, NC 27870.

Roanoke Valley Early College

The Roanoke Valley Early College (RVEC) is a Weldon City Schools public high school located on the campus of Halifax Community College in Building 600. RVEC was established to meet the educational needs of students from Halifax and western Northampton counties. Admission to RVEC is coordinated through Weldon City Schools.

The goal of the RVEC admissions process is to select and admit a diverse group of students who have a genuine interest in the pursuit of a rigorous high school program. Graduates of RVEC may earn a high school diploma from Weldon City Schools along with a two-year college degree from Halifax Community College concurrently.

Catalog of Record

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

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

Tuition and Fees

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

Additional fees charged to all students who register for curriculum classes include the student activity fee, access fee, technology fee, and fees directly associated with a particular curriculum. Students enrolled in cosmetology, dental hygiene, nursing, medical laboratory technology, and phlebotomy are required to pay a malpractice insurance fee charged once a year. Fees are approved annually and are subject to change.

Tuition for High School Students

High school students taking college credit courses under Career and College Promise provisions are exempt from applicable tuition for certain classes. Contact Student Services for more information. Activity fees are also charged to students enrolled through Career and College Promise and Early College high school students.

Tuition for Students Enrolled at Two Colleges

If a student wants to enroll at Halifax Community College and another college in the North Carolina Community College System for the same semester, the total amount of tuition and fees may be paid to the student's home college. Home college is defined as the college at which the student initially registers for classes. The home college assumes responsibility for arranging with the other college for enrolling the student in appropriate courses without further charge. This arrangement shall be made by an exchange of letters between the colleges involved. When enrolled at the second institution, the student must produce his/her validated registration receipt in order to waive any payment of tuition.

Activity fees will be charged. It is the student's responsibility to see that transcripts are sent to the "home" institution at the completion of the semester. Students using financial aid must also contact the Director of Financial Aid prior to the term of dual-enrollment.

Tuition for Students Under the Age of 16

Any student enrolled under the age of 16 (with the exception of Career and College Promise and Early College high school students) shall pay standard tuition and any applicable fees for the course.

Tuition for Senior Citizens

Effective July 1, 2017, any person who is at least 65 years old may audit courses offered at the community colleges as defined in G.S. 115D-2(2) without payment of any required registration fee or tuition. A person shall be allowed to audit a class under this section only on a space available basis. This tuition waiver does not apply to audits of courses provided on a self-supporting basis by community colleges. Audited courses are not eligible for financial aid and do not count towards fulfilling graduation requirements.

Tuition for Self-Support Courses

Tuition may vary for courses offered as "self-support," which means it is based on the number of students enrolled in each class. Students must pay for all hours taken in self-support courses. Senior citizens must also pay for self-support courses.

Tuition Refunds

1. A registered student who officially withdraws from a curriculum class prior to the first day the class meets will be eligible for a 100 percent tuition refund.
2. A registered student who officially withdraws after the first class meeting and on or before the 10 percent date of the class is eligible for a 75 percent refund for that class, provided a drop form is completed on or before the 10 percent date.
3. There will be no refunds for classes dropped after the 10 percent date.

Military Refund

Upon request of the student, the College shall:

1. Grant a full refund of tuition and registration fees to military reserve and National Guard personnel called to active duty or active duty personnel who have received

temporary or permanent reassignments as a result of military operations that make it impossible for them to complete their course requirements.

2. Buy back textbooks through the College's bookstore operations to the extent allowable under the College's buy back procedures.

Student Accounts Receivable

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



FINANCIAL AID

FINANCIAL AID

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

Deadlines

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

Priority Dates:

Fall Semester - July 15

Spring Semester - November 15

Summer Semester - April 15

General Student Eligibility Criteria

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

- You must demonstrate financial need.
- You must have a valid high school diploma or a high school equivalency certificate on file with the College. *
- You must be enrolled or accepted for enrollment in an eligible program.
- You must be a U.S. citizen or eligible non-citizen.
- You must have a valid Social Security number.
- You must be registered with the Selective Service Administration (males only).
- You must not be in default on a Title IV loan.
- You must not owe a repayment on a Title IV grant or loan at any educational institution.
- You must maintain satisfactory academic progress.
- You must not be enrolled concurrently in an elementary or secondary school.
- You must answer the question on the FAFSA about whether or not you have been convicted of possessing or selling illegal drugs.
- You must not be incarcerated
- You must sign a statement on the FAFSA certifying that federal student aid will be used for educational purposes only.

**Note: To receive financial aid, students must have a valid high school diploma or high school equivalency certificate. Students who have a high school diploma that is determined to be invalid are ineligible to receive financial aid. A diploma will be considered invalid if there is reason to believe that limited coursework was required to complete the diploma or a fee was charged by the agency that issued the diploma.*

How to Apply/Application Process

To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The FAFSA should be completed as soon as possible after January 1 for the upcoming academic year, using your/your parent's prior year's federal tax information. If you prefer not to complete the application online, you may call the Central Processing Center (1-800-433-3243) and request a paper application.

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

Verification

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

- An IRS-issued transcript of the student's, spouse's, and/or parent's (whichever is applicable) federal tax return.
- A signed verification worksheet.
- All documentation must be received before awards can be finalized. Document tracking letters are sent requesting all necessary verification documents be submitted to the Financial Aid Office within two weeks.

Special Circumstances

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

Disbursement of Excess Financial Aid

Disbursement of excess financial aid (aid remaining after tuition, fees, and authorized bookstore charges) will be mailed to the student. Attendance for classes must be verified prior to disbursement. All checks will be mailed to the address on file in the Admissions Office.

Federal regulation requires recalculation of aid due to enrollment changes within a semester. Recalculation will occur if enrollment increases/decreases. Students enrolled in mini-semesters (less than 16 weeks in length) must have enrollment recalculated for the increase and/or decrease to determine eligibility aid. An overpayment could occur as a result of recalculation. It is the student's responsibility to repay aid that they were not entitled to receive due to recalculation.

FEDERAL AND STATE AID PROGRAMS Federal Pell Grant

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

The Federal Pell Grant award amount depends on the student's EFC, the student's cost of attendance, whether the student is full-time or part-time, and whether the student attends

school for a full academic year or less. Students must be enrolled in an eligible program consisting of at least 18 credits in length. Students with bachelor's degrees are not eligible.

Effective July 1, 2012, Federal Pell Grants are limited to a lifetime maximum of the equivalent of 12 full-time semesters or six years (600 percent) for community colleges, vocational schools, four-year public and private universities. Limits will be tracked by the U.S. Department of Education for each institution the student has attended.

Federal Supplemental Education Opportunity Grant

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

The FSEOG program is a campus-based program administered directly by the Financial Aid Office. Due to limited funding, the maximum award at Halifax Community College varies per academic year. Students with bachelor's degrees are not eligible.

Federal Work-Study

The Federal Work-Study (FWS) program utilizes federal funds to provide part-time employment for undergraduate and graduate students with financial need to help meet their educational expenses. Students with bachelor's degrees are eligible. Students who are enrolled at least half-time may work an average of 10 to 20 hours per week. FWS employment is determined by the student's total financial need, the student's class schedule, and the student's academic progress.

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

Iraq and Afghanistan Service Grant (IASG)

If your parent or guardian died as a result of military service in Iraq or Afghanistan, you may be eligible for an Iraq and Afghanistan Service Grant, provided you meet the following conditions:

- You are not eligible for a Federal Pell Grant on the basis of your Expected Family Contribution (EFC), but you meet the remaining Federal Pell Grant eligibility requirements.
- Your parent or guardian was a member of the U.S. Armed Forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11/2001.
- You were under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death. The grant award is equal to the amount of a maximum Federal Pell Grant for the award year, but cannot exceed the cost of attendance for that award year.

North Carolina Community College Grant

The North Carolina Community College Grant (NCCCG) is a need-based grant established by the North Carolina General Assembly. The North Carolina State Education Assistance Authority, through College Foundation Inc., makes award determinations. The NCCCG provides funds to help meet the educational costs of North Carolina residents attending community colleges. Students with bachelor's degrees are not eligible. A student must meet the following eligibility requirements to receive assistance:

- You must be admitted to a curriculum program and be enrolled for at least six credit hours per semester.
- You must be a North Carolina resident for tuition purposes.

- You must have completed and submitted the FAFSA.
- You must meet the Satisfactory Academic Progress requirements of the institution.
- You must qualify for the grant based upon a valid Expected Family Contribution calculation under federal methodology and the program's recognized "required educational expenses" for attending a North Carolina community college.
- You must meet all other eligibility requirements for the Federal Pell Grant.

North Carolina Education Lottery Scholarship

The North Carolina Education Lottery Scholarship was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state of North Carolina.

Students with bachelor's degrees are not eligible. A student must meet the following eligibility requirements to receive assistance:

- You must be a North Carolina resident for tuition purposes.
- You must enroll for at least six credit hours per semester in a curriculum program.
- You must have completed and submitted the FAFSA.
- You must meet the Satisfactory Academic Progress requirements of the institution.
- You must meet all other eligibility requirements for the Federal Pell Grant.

N.C. Reach (Child Welfare Postsecondary Support Program)

N.C. Reach, also known as the Child Welfare Postsecondary Support Program, was established by the 2007 North

Carolina General Assembly to provide funding for college students who have either aged out of North Carolina public foster care or whose adoption from North Carolina public foster care was finalized on or after their 12th birthday. A student must meet the following eligibility requirements to receive assistance:

- You must be a student aged 18–25 who either aged out of North Carolina public foster care or whose adoption was finalized on or after your 12th birthday.
- You must enroll at either a North Carolina community college or one of the 16 constituent institutions of The University of North Carolina System on at least a half-time basis.
- You must be pursuing an undergraduate degree, diploma, or certificate.
- You must meet the Satisfactory Academic Progress requirements of the institution.
- You must comply with registration requirements for military service unless they are exempt from registration.
- You may not be in default or owe a refund under any federal or state loan or grant program.

To apply, visit www.ncreach.org for the application. Additional information may be obtained by calling the N.C. Reach team at 800-585-6112 or by clicking the "Contact Us" link on the N.C. Reach homepage.

Award amounts vary. Benefits are determined based on federal and state grants and scholarships, including the Federal Pell Grant, the Education Training Voucher, and state scholarships such as the North Carolina Education Lottery Scholarship, which are applied first to the predetermined costs of attendance at the qualifying school. The

N.C. Reach Scholarship will pay up to the balance of the predetermined costs of attendance.

Child Care Grants

Halifax Community College has limited funding through federal and state grant programs to provide students with aid to assist in paying child care expenses. Priority is given to children in a certified child care center and students enrolled for nine or more credit hours of seated classes. Applications to participate are available through the Financial Aid Office.

Vocational Rehabilitation Financial Assistance

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

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

Students should contact the vocational rehabilitation office nearest their home or the North Carolina Division of Vocational Rehabilitation Services, P.O. Box 26053, 805 Ruggles Drive, Raleigh, N.C. 27611-6053 or call 919-733-3364.

Forgivable Education Loans for Service Program

The Forgivable Education Loan for Service was established by the North Carolina General Assembly in 2011 with the first loans available for the 2012-13 academic year.

The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. A student must meet the following eligibility requirements to receive assistance:

- You must be a North Carolina resident for tuition purposes.
- At the time of application, present a minimum grade point average (GPA) of 3.00 for graduating high school students (weighted GPA) or 2.80 for undergraduate students pursuing an associate degree.
- You must register with the Selective Service System, if required.
- You must not be in default or owe a refund under any federal or state loan or grant program.
- You must meet the Satisfactory Academic Progress requirements of the institution.
- You must be willing to work in N.C. in a designated critical employment area.

To apply, visit <http://www.cfnc.org/FELS> for an application, specific program details, and deadline. FELS loan recipients must sign a promissory note that will require them to seek loan forgiveness through employment in an approved position or repay the loan in cash. Loan forgiveness is described in the FELS rules. Generally, a loan for one academic year will be forgiven for one year of full-time employment. Loans will accrue interest at the rate of 8 percent per year from the date of the loan disbursement. The award amount for a diploma and associate degree program is \$3,000 per year. The aggregate maximum loan limit is \$6,000.

Alternative Loans

Alternative loans are private loans made by a lender to students attending college at least half-time. The student may borrow up to their cost of attendance. The interest on these loans varies

based on the student's credit worthiness. Some lenders may also offer to defer repayment on these loans until you have graduated, withdrawn, or dropped below half-time enrollment.

SCHOLARSHIPS

HCC Scholarships

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

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

Award stipulations require that recipients maintain a minimum grade point average and most require full-time enrollment status. Each scholarship is awarded for one academic year beginning with the fall semester. Recipients must remain in compliance with all college requirements to receive any scholarship for the entire year.

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

Students are encouraged to apply early. Applications and deadlines are available on HCC's website at www.halifaxcc.edu.

The following scholarship are available:

- 911
- Alice J. Lewter Memorial
- AT&T
- Augustus C. & Reather M. Cofield
- BB&T
- Benny Strickland Memorial
- Bernice Hatchell Hobday Nursing
- Boyce Alston Memorial
- Brandi Noel Ogburn Memorial Nursing
- Charles Preston McElheney Family
- C.L. Kelly Educational
- Clellie M. Taylor Memorial
- Connie Pittman Wardsworth Memorial
- Corky H. McElheney Memorial
- Cortez Pierce Memorial
- Cummins Educational
- Damian S. Hawkins Memorial
- District 17 of NC Nurses Association #1
- District 17 of NC Nurses Association #2
- Dock M. Brown Memorial
- Lake Gaston Computer Club

- Dr. Ervin V. Griffin Sr. Presidential Scholarship
- Dr. Laura Walton Buffaloe
- Dustin Gibson Memorial
- Earl Houston Fuller Memorial
- Edgar and Mary Loy Hutchinson Memorial
- Elizabeth Marie Nielsen Schuelke Memorial
- Ellen Davis Eudy Alpha Delta Kappa Memorial
- Emery W. Doughtie Memorial
- Enfield Chamber of Commerce
- Eugene Craig Shell Memorial
- Evelyn Freid Memorial Nursing
- Fannye Marks-Marcella and Bob Liverman
- Faye Jessup Twisdale Memorial
- First Citizens Bank & Trust Company
- Frances Cecil Gunn Memorial
- Frank V. Avent III Veterans/Business Administration
- Fraternal Order of Eagles, Aerie # 3772
- Georgia Pacific Corporation
- Gloria Amelia Maxwell Memorial
- Halifax Community College Associate Degree Nursing
- Halifax Community College Association of Educational Office Professionals
- Halifax Community College Dental Hygiene
- Halifax Community College Education
- Halifax Community College Student Services
- Halifax County Firefighters Association
- Halifax Electric Membership Corporation
- Halifax Regional Medical Center Auxiliary
- Harry A. Branch
- Harry, Evelyn and Josephine Freid
- Hazel Piner Lawrence Memorial
- Henry Mollie Louise Farber Memorial
- Hoffman- Arthur Dental Hygiene
- Homewood
- Howerton Gowen Memorial
- Jerry Painter Memorial
- John Manning Memorial
- John Walter Bell Memorial
- Joy Daniels-Lewis Memorial Nursing
- Joyce Dixon Bohannon Memorial
- Julia Stanley and Elizabeth Hitchings Memorial
- KapStone Paper and Packaging Corp.
- Kathryn Dunlow
- Kenneth Brantley Memorial
- Heustess Memorial
- Libby Grant
- Lillie J. Solomon
- Linwood L. Nixon Jr. Memorial
- Marcella Marks Liverman Memorial

- Margaret and Linwood Nixon Sr. Nursing
- Margaret Gunn Taylor Memorial
- Margaret Zazzaretti Memorial
- Medical Laboratory Technology (MLT)
- Myra Jessup Robertson Scholarship for Nursing
- New Dixie Oil Corporation
- New Life
- Newsom Oil Company
- Nikki Batten Memorial Nursing
- North Carolina Association of Textile Services (NCATS)
- Northampton-Halifax High School
- Oscar Luther Scarbrough Jr. Memorial
- Peggy V. Babb Memorial
- Pete Amsler/Stray Cats Hot Rod Association
- Peter Luther Kasper Memorial
- Phillip W. Taylor
- Pilot Club of Roanoke Valley, Inc.
- Ralph J. Bunche Class of 1961
- Raybon Bone Memorial
- Renée Jones Carter Memorial
- Rev. and Mrs. Daniel Hux Memorial
- Rightmyer Machine Rental Construction
- Roanoke Lumber Company
- Roanoke Rapids Hospital Nurses' Alumnae Association and District 17 of NC Nurses Association
- Roanoke Rapids Lions Club
- Roanoke Valley Chamber of Commerce
- Roanoke Valley Home Builders
- Roanoke Valley Board of Realtors
- Robert B. Metcalfe Sr. Memorial
- Robert L. Armstrong Memorial
- Robert Whitley Memorial
- Rotary Rose and Louis Kittner Memorial
- Ruby Vincent Ward
- Ruth Elliott Oakes Nursing
- Sandra Lee Ward Memorial
- Sandra R. Tart Memorial
- Sara Crawley Boseman Memorial
- Senator Edward Jones Memorial
- Shirley R. Garner Memorial Nursing
- Southern Bank
- State Employees Credit Union
- T. Mason & Vivian C. Woodruff Memorial
- The Rev. Dr. Grady D. Davis Family
- Tommy J. King Memorial
- Vivian Staley Memorial Cosmetology
- Wachovia Technical
- Wayne Dickens Welding
- William Bradley Hux Memorial

- Yolanda Denise Powell Memorial

To learn more about applying for scholarships and to find out how to establish your HCC scholarship, contact the HCC Foundation Inc. at 252-536-5479. The HCC Foundation Inc. is a 501(c) (3) organization. All gifts are tax- deductible.

College Foundation of North Carolina

College Foundation of North Carolina (CFNC) is a free service of the State of North Carolina that helps students plan, apply, and pay for college. CFNC is a partnership of Pathways, the N.C. State Education Assistance Authority, and College Foundation Inc. Students are encouraged to use this service to locate scholarship opportunities for North Carolina students.

Financial Aid Awards and Enrollment

Students should have their financial aid application completed before registration or come prepared to meet their expenses and pay tuition/fees. If not paid by the scheduled purge date, your schedule will be automatically canceled.

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

The aid amounts listed on the award letter are based on full-time enrollment. For financial aid purposes, full- time enrollment is considered a minimum of 12 credit hours, regardless of whether the student enrolled in the fall, spring, and/or summer semester. Federal Pell Grant and State Grant aid amounts are based on a per credit hour basis. Any changes in enrollment status are reported to the Financial Aid Office.

Awards will be divided into three payments: fall, spring and summer. If a student changes enrollment status during the drop/add period or prior to the financial aid census date, then financial aid will be adjusted accordingly. Financial aid awards cannot be automatically transferred from one college to another. All documents in the student's financial aid file are the property of Halifax Community College. In addition, financial aid cannot be utilized simultaneously at two or more colleges.

Programs/Courses Ineligible for Financial Aid

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

Clock Hour/Credit Hour Conversion

The determination of enrollment status based on per credit hour is, by federal regulations, different for the following programs of study:

- Licensed Practical Nursing Diploma (D45660)
- Welding Diploma (D50420)

- Nurse Aide (D45970)

The determination of enrollment status is different because the programs have one or more courses that cannot be used toward a two-year degree program. Enrollment status determination for the above programs is determined by totaling for each course the clock/contact hours a student takes each semester. The total hours are then divided by 30.0 to obtain the converted credits. The converted credits are then used to determine the enrollment status. For a list of converted courses, contact the Financial Aid Office.

Clock Hour Programs

Programs that meet the U.S. Department of Education's definition of a clock hour program must use clock hours in all facets of administering Title IV aid. Any non-degree program that requires completing clock hours as a requirement for a student to apply for licensure or authorization to practice occupation is considered a clock hour program.

The following programs of study are considered clock hour programs:

- Basic Law Enforcement Training Certificate (C55120)
- Cosmetology Diploma (D55140)

Return to Title IV Funds Policy

Federal regulations require recalculation of federal financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing 60 percent of an academic term. Recalculation is based on the following:

- $\text{Number of days attended} \div \text{number of days in semester} = \text{percentage of semester completed}$
- $\text{Total amount disbursed} \times \text{percentage completed} = \text{earned amount}$
- $\text{Total amount disbursed} - \text{earned amount} = \text{amount to be returned}$

If the calculation results in an overpayment, the student will owe the balance to the College. The student should make payment arrangements on this balance. If the student fails to pay the debt to the College within 45 days of notification, the debt will be reported to the U.S. Department of Education as an overpayment. Federal eligibility is lost until the debt is paid or satisfactory arrangements are made with the U.S. Department of Education. In addition, the student is responsible for reimbursing the College for any overpayment owed by the College.

Students wishing to withdraw from all of their classes should do so through the Counseling Center. A withdrawal is considered formal when the student initiates the withdrawal process. Return of Title IV calculations are based on the student's last date of attendance at the institution. If the last date of attendance is unknown, the 50 percent point of the semester will be used in the calculations.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Purpose of SAP

All financial aid recipients are required to meet Satisfactory Academic Progress guidelines established by Halifax Community College pursuant to regulations established by the U.S. Department of Education. Regulations require a student's progress, for financial aid purposes, be measured both quantitatively and qualitatively. The intent of this policy is to ensure that students who are receiving federal and state financial aid are making measurable progress toward completion of a program in a reasonable period of time and a reasonable number of credit hours attempted in their program of study.

Monitoring of SAP

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

- The maximum length of time for which the student may receive financial aid
- The number of credit hours the student must earn
- The minimum grade point average the student must maintain

SAP Criteria #1/150 Percent

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

Note: Credits for developmental coursework, not to exceed 30 credit hours, and credits for previously earned certificates, diplomas, or associate degrees are excluded from attempted credit hours.

SAP Criteria #2/67 Percent

The student must earn passing grades in two-thirds (67 percent) of attempted credit hours (cumulative). For example, a student with full-time enrollment of 12 hours must pass eight hours minimum or with enrollment of six hours must pass four hours minimum. All credit hours, including credit transfer from other institutions that are part of the academic transcript are included in the calculation.

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

- Earned hours/grades (A, A*, B, B*, C, C*, D, P, CE): Attempted credit hours include the following whether or not the credit hours were paid by financial aid:
- Earned hours/grades (A, A*, B, B*, C, C*, D, P, CE)
- Incomplete grade (I)
- A grade of (F), (IP), (R), or a "Withdrawal" (W, WD, WP, WF)
- Forgiven grades

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

SAP Criteria #3/GPA

A student must maintain a required cumulative grade point average (GPA) of 2.000 to be eligible to receive financial aid assistance. The financial aid GPA calculation is based on all grades earned,

including grades earned in developmental coursework. Please visit the Financial Aid Office for additional information.

SAP Calculations/Withdrawals

A student withdrawing from a class will receive a grade of W, WD, WP, or WF. Grades of W, WD and WP do not count in the financial aid cumulative grade point average (GPA). However, grades of W, WD and WP will count towards the calculation of the 67 percent rule and 150 percent rule. The grade of WF will count towards GPA, 67 percent rule, and 150 percent rule. All withdrawals will have a negative impact on a student's academic status for financial aid. IT IS ALWAYS IN THE BEST INTEREST OF

THE STUDENT TO CONTACT THE FINANCIAL AID OFFICE BEFORE CHANGING PROGRAMS AND/OR WITHDRAWING FROM CLASSES.

SAP Calculations/Developmental Courses

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

SAP Calculations/Repeated Courses

When a student repeats a course, the repeated course is included in: a) enrollment status computations, b) financial aid awards, c) 150 percent calculations, d) GPA calculations, and e) 67 percent calculations.

Warning Status/Unsatisfactory Academic Progress

Satisfactory Academic Progress is assessed at the end of each semester. If a student fails to maintain a cumulative grade point average of at least 2.000 or if the student earns less than 67 percent of attempted coursework, the student is placed on warning for the next semester attended.

During the warning semester, the student is encouraged to attend a SAP counseling session with a financial aid specialist. The purpose of the session is for the student to gain full understanding of the deficiency and the requirements to regain Satisfactory Academic Progress. Continued eligibility for aid is determined at the end of the warning semester.

Suspension Status/Unsatisfactory Academic Progress

Any student on warning who fails to make Satisfactory Academic Progress by the end of the warning semester is suspended from financial aid eligibility for the next semester he or she attends and will not be eligible for financial aid until satisfactory progress is demonstrated. Students cannot receive funds from any federal or state financial aid program while on financial aid suspension. Awards may be canceled and the student may owe tuition and/or books upon becoming ineligible.

The College will notify, in writing, the student of their SAP status. However, it is the student's responsibility to track his/her progress and not totally rely on the institution's notification. The suspension for the semester includes late starting classes offered during that semester. Students on financial aid suspension are prohibited from using their aid to pay for tuition/fees; however, the student may pay charges using his/her own funds.

Reestablishing Progress after Suspension

Other than when an appeal is granted for unusual or mitigating circumstances, a student can reestablish eligibility only by taking action that brings the student in compliance with the qualitative and quantitative components of the financial aid SAP policy including maximum time frame.

Financial Aid Appeals

A student may appeal the suspension status and termination of financial aid by completing an appeal request. In some cases, a student's failure to be in compliance with one or more areas of SAP is due to events beyond the student's control. If such mitigating circumstances can be documented for the specific semester(s) when the deficiencies occurred, the student may submit a Satisfactory Academic Progress Appeal Request, along with supporting documentation. Submission of an appeal does not guarantee approval.

Each appeal is reviewed by the Financial Aid Committee, comprised of staff and faculty, and will be considered on its merit. Federal law gives some examples where allowances might be made for mitigating circumstances. Reasons may include, for example, personal illness or injury, or serious illness or death of an immediate family member.

Students may not appeal for the same reason more than one time.

The Financial Aid Committee determines if justifiable evidence or extenuating circumstances exist and whether the student may receive financial aid for a specified probationary semester. Satisfactory Academic Progress must be demonstrated by the end of the specified probationary semester before further aid can be awarded, unless the student has been assigned an academic plan by the College. Students must successfully follow and meet the requirements of an academic plan to continue on probation status. Students placed on a probation status will have progress reviewed at the end of each semester for compliance until Satisfactory Academic Progress is achieved.

Veterans Affairs

A veterans certifying official is available to assist veterans and eligible persons (VA students) who wish to apply for Veterans Affairs educational assistance. The certifying official is located in the Registrar's Office.

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

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

VA students are responsible for obtaining high school equivalency scores from defense agencies (DANTES form) a certified copy of DD 214 (Report of Discharge), transcripts, military transcripts and any other relevant military paperwork.

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

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

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

Satisfactory Progress Policy for Veterans

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

All students are required to have a minimum average of 2.0 for graduation.

When a VA student fails to maintain satisfactory progress, the student will be placed on academic probation for the following semester of enrollment.

At the end of a consecutive two-semester probationary period, VA students who do not have the required cumulative grade point average, counting all subjects undertaken from the original enrollment, will have their benefits terminated for unsatisfactory progress. VA students who have their benefits terminated for unsatisfactory progress must raise their average to the minimum required before being recertified for educational benefits.

What Affects VA Benefits Eligibility

It is the responsibility of the VA student to advise the VA certifying official regarding program and enrollment changes. Other factors that may create a loss of reduction or benefits are:

- Dropping courses
- Taking courses not approved as a part of a regular program of study
- Taking courses previously passed (including by proficiency examination)
- Taking courses for which they have previously been awarded transfer credit
- Irregular attendance
- Being placed on academic probation

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS Montgomery GI Bill

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

Montgomery GI Bill

The Selected Reserve (MGIB-SR - also known as Chapter 1606) Program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force

Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Survivors' and Dependents' Educational Assistance Programs (DEA also known as Chapter 35)

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

Chapter 31 (VA/VOC Rehab.)

Provides assistance for veterans with a minimum 10 percent service-connected disability. See the county veterans service office to apply; then, follow up with HCC's registrar/director of veteran affairs.

Chapter 1607 (REAP)

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

Chapter 33 – Post-9/11 GI Bill

If you have at least 90 days of aggregate active duty service after September 10, 2001, and are still on active duty, or if you are an honorably discharged veteran or were discharged with a service-connected disability after 30 days, you may be eligible for this VA-administered program.



ACADEMIC SUPPORT

Academic Schools and Majors

Halifax Community College offers a broad range of curriculum programs leading to certificates, diplomas, and associate degrees.

ASSOCIATE DEGREE PROGRAMS:

- Associate in Arts
- Associate in Arts Teacher Preparation
- Associate in Engineering
- Associate in General Education
- Associate in Science
- Associate in Science Teacher Preparation

SPECIFIC CURRICULA ASSOCIATE DEGREES:

- Automotive Systems Technology
- Business Administration
- Criminal Justice Technology
- Dental Hygiene
- Early Childhood Education
- Human Services/Social Work Human Services Technology
- HVAC (beginning in Fall 2025)
- Industrial Systems Technology
- Information Technology
- Medical Laboratory Technology
- Nursing

DIPLOMAS AND/OR CERTIFICATE PROGRAMS:

- Automotive Systems Technology Diploma
 - Advanced Automotive Certificate
 - Basic Automotive Certificate
 - Electricity & Engine Performance Certificate
 - Automotive Systems Technology – Career & College Promise Certificate
- Business Administration Diploma
 - General Certificate
 - Small Business Management Certificate
 - Small Business Start-Up Certificate
 - Business Administration – Career & College Promise Certificates
- Cosmetology Diploma
 - Cosmetology - Career & College Promise Certificate
- Criminal Justice Technology - Career & College Promise Certificate
- Early Childhood Education Certificates
- Human Services Technology Diploma & Certificates
- Industrial Systems Technology Diploma
 - Maintenance Level I Certificate
 - PLC I & PLC II Certificates
 - Solar I & Solar II Certificates
- Information Technology Diplomas & Certificates
 - Business Support Diploma & Certificate

- Cybersecurity Diploma and Certificate
 - Entry Level PC Technician Certificate
 - Healthcare Informatics Diploma & Certificate
 - Software & Web Development Certificate
- Nurse Aide Diploma
 - Nurse Aide Certificate
- Practical Nursing Diploma
 - Cosmetology - Career & College Promise Certificate
- Welding Diploma
 - General Certificate
 - SMAW Certificate
 - Welding & Fabrication Certificate
 - Welding- Career & College Promise Certificate

CORRECTION PROGRAMS:

- Food Service Technology Certificate
- Masonry Certificate
- Plumbing Certificate

Semester System

The school year is divided into two semesters each 16 weeks in length and an additional summer session of eight weeks. Credits are earned in semester hours.

Distance Learning

Distance learning occurs when an instructor uses technology to deliver instruction to students. It may be synchronous, meaning the instructor and student are interacting in “real” time such as in a classroom, or asynchronous, meaning the instructor and student are not interacting in “real” time. An asynchronous learning environment requires the use of a learning management system, such as Blackboard®, to make course content (lecture narratives, assignments, and tests) available to students.

Halifax Community College offers these types of distance learning courses:

- **Online:** An online class is asynchronous and does not have a mandatory on-campus requirement. Students interact with the instructor and their classmates via the Internet. Currently, Blackboard® is used at Halifax Community College to deliver instruction of all course content.
- **Hybrid:** A hybrid class is synchronous and asynchronous with more than 50% of the instruction delivered asynchronously. It has a mandatory on-campus requirement and students meet with the instructor on campus on specific days and at specific times. Blackboard® and/or specialty software, such as simulation software, are used to deliver instruction of course content and provide educational experiences.
- **Blended:** A blended class is synchronous and asynchronous with 50% or less of the instruction delivered asynchronously. It has a mandatory on-campus requirement and students meet with the instructor on campus on specific days and at specific times. Blackboard® and/or specialty software, such as simulation software, are used to deliver instruction of course content and provide educational experiences.
- **Information Highway:** These courses are synchronous and use two-way audio/ video teleconference to interact with an instructor and/or other students in real time. These seated courses meet on campus on specific days and at specific times. Blackboard® is used to deliver some course content.

- **Virtual:** Virtual courses are also synchronous, meeting on campus on specific days and at specific times; however, some students may not be able to come to campus. Therefore, they use technology (e.g., laptop, tablet, or smartphone) and special software to join the class remotely. Blackboard® is used to deliver some course content.

In order to facilitate communication, students and faculty are issued an HCC email account, which is required for all course-related communications. Additionally, Blackboard® technical support is available 24/7, including weekends and holidays.

The mission of Halifax Community College's distance learning services is to meet the needs of a diverse student population by making educational opportunities and services more accessible. Distance learning courses are comparable to traditionally delivered courses in academic standards, criteria, content, and quality.

All students are admitted, assessed, and registered through the regular processes of the College. Students pay the same tuition and fees and have access to student services, library resources, and other support services.

Students need access to a reliable computer with Internet access and the availability to attend scheduled class sessions. Students are required to either attend a scheduled class session or submit academic work by 11:59 pm on the census date to remain enrolled in the course.

Students taking courses by distance learning methods must be self-motivated and self-disciplined learners and should have average or above average computer skills. Since students work more independently than in traditional courses, distance learning may not be the best method of instruction for all students.

Grading System

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

Faculty uses a letter grade to indicate the student's level of achievement in course work. Grade points are assigned for each letter so that a grade point average can be calculated. A 4.0 point system is used to calculate student grade point averages. A 2.0 cumulative grade point average (CGPA) is required for graduation. The letter grades on the permanent record are as follows:

Grade Explanation: Grade Points Per Credit for all but Developmental Courses

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

*Not included in grade point average

Failure ("F"): A student will receive an "F" when he/she has made little attempt to satisfy minimum course requirements and fails to participate in the educational process. If a student fails a prerequisite course, he/she must repeat and successfully complete the prerequisite

before beginning the next course. This could result in the student being enrolled for a longer period than is normally required to complete requirements for graduation.

Grade "I" Incomplete

An instructor may award the grade "I" for documented, unavoidable reasons and only when the student is passing and has completed at least 75 percent of the course work. Coursework for classes in which the grade of "I" has been awarded must be completed no later than the end of the subsequent sixteen week semester or the "I" will be changed to an "F" in the case of a grade of "I" at the end of the spring semester, the student will have until the end of the subsequent fall semester to complete the requirements, except when the course in which the grade of "I" is received is a prerequisite for a course the student plans to take in summer. The student, along with his/her instructor, must complete the required paperwork and obtain all signatures prior to the awarding of an "I." A copy of this documentation will be placed in the student's academic file.

Attendance

Halifax Community College is committed to the principle that class attendance is an essential part of an educational program. Regular attendance is required in all courses. At the beginning of each course, the instructor will announce the College's attendance regulations and any attendance requirements specific to each course. Since course content and teaching methods vary, each instructor will determine additional attendance requirements for his or her class. A student who discontinues attending class without communicating with the instructor will be withdrawn from the class by the instructor after two consecutive weeks of nonattendance or non-participation in class.

Withdrawal from Classes Student Withdrawal

A student may withdraw from a course by contacting his/her **instructor** and requesting to be withdrawn from the class. Students who do not request to be withdrawn from class or who do not attend classes within the guidelines outlined in the

College attendance policy may have adverse transactions occur on their record, which may include removal from the course or a grade of W, WF or F in the course. Students who are withdrawn from all courses may further have adverse transactions occur with their financial aid status including owing a repayment of the disbursed financial aid funds.

Officially Withdrawing from All Classes

Students dropping all of their classes must complete the non-completer's form and an exit interview with the director of counseling or dean of students. Students may get this form from their advisor, the director of counseling, or the dean of students.

Never Attended Withdrawal

Students who register for a class and do not attend at least one class or complete the required assignment in a distance education class by the census date (within the **first 10 percent** of the course) are considered never attended. Instructors will certify attendance and mark as "no show" all students who never attended the class.

Faculty Withdrawal

Faculty will withdraw students based on the established attendance policy(ies). Additionally, faculty will administratively withdraw any student after two consecutive weeks of nonattendance in class or nonparticipation in an online class.

RISE Transition Courses

Only those students who meet requirements for placement in curriculum courses are exempt from transition courses

Transition Course Load

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

Transition Course Grading System – these grades are not used in computing the grade point average (GPA). P Pass

P1 Pass first tier of course

P2 Pass second tier of course

P3 Pass third tier of

course (Math only) R

Repeat (maps to grade of "F")

W Withdrawal prior to 10% point of class WD Withdrawal

after 10% but prior to 60%

WP Withdrawal – passing (after 60%)

WF Withdrawal – Failing (after 60%)

Grades for transition courses do not apply toward graduation requirements or for inclusion in the semester honor roll. Grade points are not awarded for transition courses, and the student's grade point average does not include transition coursework

Change of Grades

A grade will only be changed if an error was made in the computation or recording of the grade. A student has the right to appeal grades through the student grievance policy.

Computing Quality Point Average

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

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

Student Academic Freedom

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

Academic Regulations

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

Academic Standing

To continue in good standing, students must have earned the cumulative grade point average (CGPA) specified for the semester hours below.

Cumulative Semester Cumulative Grade

Hours Attempted	Point Average
10 - 16	1.50
17	2.00

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

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

Advanced Placement Credit

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

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

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

1. By passing a proficiency exam administered by a teaching department at HCC.
2. By attaining at least a minimum score on certain tests of the College Level Examination Program (CLEP).
3. **Joint Services Transcript (JST)** Prospective students who have military experience may be able to obtain some equivalencies toward an AAS degree, diploma, or certificate for training received in military services. Individuals seeking equivalency for military training must have an official Joint Services Transcript (JST) sent to the college. The JST is a uniform transcript of all military training and experiences for service members in all branches and includes Army Officer and Warrant Officer training,

joint military training conducted by other services, and Defense Activity for Non-Traditional Education Support (DANTES)-funded test scores. To obtain your official JST, visit: <https://jst.doded.mil/official.html>. The Registrar will evaluate the transcript, and equivalency will be awarded as appropriate.

High School Articulation Agreement The North Carolina Department of Public Instruction and the North Carolina Community College System have a statewide articulation agreement through which students may be eligible for college credit following the completion of identified Career Technical Education (CTE) courses in high school. This agreement creates a systemic and seamless process through which students can move from high school to community college without duplicating efforts or repeating courses.

Criteria used to award college credit for identified CTE courses include the following:

- Final grade of B or higher in CTE course.
- A RAW score of 93 or higher on standardized CTE post-assessment test (score revision effective fall 2012).
- To receive articulated credit, students must enroll at the community college within two years of his or her high school graduation date.

Credit is not automatically awarded; students must visit the Registrar's Office at Halifax Community College to request the credit be applied toward their Halifax Community College record.

The student's official high school transcript must include the CTE post-assessment scores. Community college officials are responsible for verifying and accepting the articulated courses on the high school transcript for college credit.

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

All advanced placement credit awarded must be adequately justified and must include documentation that the credit awarded represents collegiate course work relevant to the appropriate degree. Course content and level of instruction for advanced credit must result in student competencies at least equivalent to those of students enrolled in the institution's own educational programs. Course work must be taught by faculty qualified to teach at the appropriate degree level. Note: advanced placement credit awarded under the Halifax Community College advanced placement regulations applies only to HCC. Decisions regarding the acceptance of advanced placement credit at post-secondary institutions other than HCC are made by the receiving institution. Applicants must meet the receiving institution's criteria for advanced placement credit.

Audit

A student may audit a course for which he/she does not wish to receive credit. The auditing student does not have to take required examinations; otherwise, participation and attendance in class is on the same basis as a credit student. The fee for auditing a class is the same as the fee for credit. Certain curricula, because of special requirements, have no courses open for "audit." Registration for an audit will follow the same procedure as for credit. Students may change a credit to an audit during the first 10 days of class. In no case will students be allowed to change an audit to a credit. Students will not be allowed to receive credit by examination for a course that they have audited.

Best Grade

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

Criteria used to award college credit for identified CTE courses include the following:

- o Final grade of B or higher in CTE course.
- o A RAW score of 93 or higher on standardized CTE post-assessment test (score revision effective fall 2012).
- o To receive articulated credit, students must enroll at the community college within two years of his or her high school graduation date.

Credit is not automatically awarded; students must visit the Registrar's Office at Halifax Community College to request the credit be applied toward their Halifax Community College record.

The student's official high school transcript must include the CTE post-assessment scores. Community college officials are responsible for verifying and accepting the articulated courses on the high school transcript for college credit.

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

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grade point average and the hours counted only once. Both grades will appear on the student's transcript.

Change of Class Schedule

A student may add a course to his/her schedule only during the add period. The following procedures must be followed when adding a course:

1. The student and the advisor will agree on courses to be added.
2. The advisor will enter the course(s) into the computer and the student is directed to the cashier to pick up the new schedule.
3. A student may drop a course in which he/she is enrolled, subject to his or her advisor's approval.

Class Size

The vice president of academic and student affairs shall determine the number of enrollees needed to conduct a course effectively and efficiently at Halifax Community College.

Course Load

A student who is registered for 12 or more semester hours of credit is considered to be a full-time student for financial aid purposes only. For curricular purposes, a full-time student must successfully complete 15 credits or more during the fall and spring semesters. Students wishing to register for more than 19 credit hours must obtain permission from the dean of student affairs.

Course Repetition

With the consent of the advisor, students who receive a grade of "C" or better on a curriculum course may repeat the course once. Students who receive a grade below "C" on a curriculum course may repeat the course until a grade of "C" or better has been earned. No course may be counted more than once in calculating the total number of hours toward graduation.

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

Course Substitution

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

Credit by Examination

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

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

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

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

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

Not more than 25 percent of the required credits for a degree/diploma may be earned through credit by examination. Students are urged to inquire into the regulations of the college or university to which they intend to transfer relative to such institution's policy regarding the acceptance of credit by examination course credits.

Forgiveness

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

Industry-recognized certifications and state regulated credentials

Students enrolled at Halifax Community College seeking academic credit for prior learning via industry recognized and/or state regulated credentials must submit a request for approval to receive credit. Industry recognized and state regulated credentials include apprenticeships, certifications and professional licensures. Course credit is awarded based on established state approved articulations. No more than 75% of the required credits for a degree diploma, or certificate may be earned with industry recognized certifications and/or state regulated credentials. A minimum of 25% of the credential must be earned by completing curriculum credit courses at Halifax Community College.

To request approval, students must:

- Meet all admission requirements for the college and program;
- Be enrolled in the associated certificate diploma or degree program which includes the course for which credit is sought (for apprenticeship or pre-apprenticeship, students must be enrolled in a North Carolina Community College System CTE curriculum program that aligns with their documented apprenticeship);
- Complete a Request for Credit for Prior Learning form;
- Attach evidence of apprenticeship or valid (non-expired) certification/licensure which must have been issued within five (5) years prior to their request for articulated credit; and
- Submit the completed Credit for Prior Learning form and required documentation to the School chair of the discipline for the course.

The Department Chair/Program Director and discipline lead faculty will determine if the apprenticeship/certification/licensure meets the requirement necessary to award credit and forward their approval to the School Chair. Faculty may request a hands-on demonstration of skills to validate competence for a certification that was earned by means of a written or other form of assessment that lacked a demonstration component. Credit awarded for apprenticeships will use the same basis as WBL curriculum course wherein 160 hours of documented on-the-job learning earn one semester hour of credit (1SHC). Final approval to award the credit rests with the School Chair. If approved, institutional credit is awarded for the specified course as hours earned on the student's transcript; no grade is assigned.

High School to Community College Articulation Agreement

College credit for high school coursework is awarded based on the statewide North Carolina High School Community College Articulation Agreement. No more than 75% of the required credits for a degree

diploma, or certificate may be earned through high school coursework articulated to community college credit. A minimum of 25% percent of the credential must be earned by completing curriculum college credit courses at Halifax Community College.

1. To receive credit for the associated community college course, students must:
2. Complete the specified high school course with a final grade of B or higher;
3. Achieve a RAW score of 93 or higher on the standardized CTE post-assessment;
4. Enroll at Halifax Community College within two years of high school graduation date;
5. Submit an official high school transcript and CTE post assessment scores to the Admissions Office; and
6. Submit a completed Credit for Prior Learning form to the Registrar's Office within the first year of enrollment.

Portfolio of Life and Work Experiences

Students can present prior learning experiences in portfolio format. After evaluation of the portfolio by Department Chair/program Director and the School Chair, credit may be awarded No more than 75% of the required credits for a degree, diploma, or certificate may be earned with industry-recognized certifications and/or state regulated credentials. A minimum of 25% of the credential must be earned by completing curriculum college credit courses at Halifax Community College.

Credit based on portfolio assessment is awarded based on the following standards:

- The learning is assessed to be college-level;
- Credit awarded via portfolio assessment may be applied toward a degree program, certificate, general education requirements, concentration, and general electives that count toward the student's selected course of study;
- Pre-requisite courses are assessed and approved for credit prior to credit consideration of the corresponding advanced course;
- Credit awarded via portfolio assessment is not used to satisfy college/program residency requirements;
- Credit awarded via portfolio assessment does not duplicate any previously awarded credit; and,
- Credit awarded via portfolio assessment is awarded only for those courses directly applicable to the student's declared program of study.

To be eligible to receive portfolio credit, students must:

1. Be enrolled at Halifax Community College in an associated certificate, diploma or degree program to which credit will be awarded;
2. Complete a Credit for Prior Learning form located online or from the Registrar's Office;
3. Attach evidence of student learning including all applicable documentation and student-developed artifacts; and,
4. Submit the completed Credit for Prior Learning form and required documentation to the School Chair of the discipline for the course.

Honors Lists

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

Guided Independent Study

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

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

Prerequisite/Corequisite Requirements

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

Refunds

1. A registered student who officially withdraws from a curriculum class prior to the first day the class meets will be eligible for a 100 percent tuition refund.
2. A registered student, who officially withdraws after the first class meeting, but prior to the 10 percent point of the semester, is eligible for a 75 percent refund for that class provided that a drop form is completed on or before the 10 percent date.
3. No tuition transfers will be issued.
4. The student must officially withdraw from the course before a refund will be processed.

Quarter Hour Courses

Effective fall 2011, courses from the quarter system taken at a North Carolina community college will no longer be accepted for vocational and technical courses. Other quarter hour courses will be evaluated on a case-by-case basis.

Transfer Credit

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

1. Transfer credit from foreign institutions not accredited by a regional postsecondary accrediting commission. The student must provide a certified English interpretation.
2. Transfer of course work completed at a degree-granting institution accredited by a professional accrediting body responsible for free-standing institutions within a specialty and approved by appropriate HCC faculty.

3. Halifax Community College may also grant credit where applicable for military service schools in accordance with the recommendations of the American Council of Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" when consistent with the student's program requirements. Halifax Community College does not allow credit for experiential learning. All courses in the North Carolina Community College System Combined Course Library (CCL) are transferable from other colleges.
4. Halifax Community College will grant credit for work done at all regionally accredited institutions of higher education for courses which a student has earned a grade of "C" or higher.

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

Transfer of Credit Between Programs

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

1. The course(s) is/are required for graduation in both programs.
2. Although taking elective hours in the major curriculum area is encouraged, those credit hours designated "elective" may be taken or transferred from one curriculum to another to the extent of the number of credit hours designated as free elective hours in that curriculum area into which a student transfers.
3. All previous grades earned (including "F's") will be included in the applicable major grade point average and CQPA at the time of reentry.
4. Continuing education courses are not transferable to curriculum programs (See Exception below.).
5. Transcript evaluations done during the transition period when HCC changed from the quarter to semester system are no longer valid. Students must meet current catalog requirements.

Transfer of Continuing Education courses to Curriculum – Approved by BOT in January 2017.

Procedure for Requesting/Awarding Credit

1. The student will request transfer of credit via a form entitled "Request for Transfer of Continuing Education/Workforce and Economic Development Credit to Curriculum ("Request"). The Request must be submitted to the Registrar to initiate the process. The Request must be accompanied by the student's official continuing education/workforce and economic development transcript.

- ❑ The student must be currently enrolled in a curriculum certificate, diploma or degree program at Halifax Community College.
- ❑ Only courses that are “pre-approved” and are on the “pre-approved” list are eligible for transfer. The pre-approved list is developed upon review and agreement among the Continuing Education and Curriculum departments. A list of the “pre-approved” courses is available in the Registrar’s Office. Courses can be added to this list as deemed appropriate.
- ❑ The Request is forwarded to and reviewed by the Continuing Education/Work- force and Economic Development Director and Curriculum Department Head for the area in which the student is requesting credit transfer.
- ❑ Only courses taken within the last five (5) years are eligible for consideration (as indicated by the transcript that is attached to the Request).
- ❑ Only courses taken through the Halifax Community College Continuing Education/Workforce and Economic Development Department are eligible. Courses taken at other institutions can be reviewed on a case-by-case basis. For courses taken at another institution, the College must be able to determine that the course(s) taken at the other institution are equivalent in course content and level of instruction.
- ❑ If a student wishes to receive credit for a course that is not currently on the “pre-approved” list, the student can submit a request. Courses will be re- viewed on a case-by-case basis. If approved, that course may be added to the “pre-approved” list.
- ❑ Upon review by the CE and CU departments the request is approved or denied and the signed form is submitted to the Registrar’s Office.
- ❑ If the transfer of credit is approved, the credit is noted on the student’s curriculum transcript as “TR” (transfer) and that credit will not be included in the student’s overall grade point average. This is the same policy that applies to all transfer credit.
- ❑ For degree completion, at least twenty-five percent (25%) of semester credit hours of curriculum course requirements must be completed at Halifax Com- munity College AND those twenty-five percent of credit hours must be curriculum level courses (cannot be transferred credit from Continuing Education/ Workforce and Economic Development).

Inclement Weather

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

Designated local radio and television stations will announce the school’s operating status for the day. For the current status of school operations, call 252-536- 6351 or consult the College’s website, www.halifaxcc.edu. If no announcement is made, the College **WILL BE OPEN ON A REGULAR SCHEDULE**. If classes are cancelled for an extended period of time, the calendar for the semester will be revised to allow for make-up days.

INTELLECTUAL PROPERTY POLICY

Purpose

The Intellectual Property Policy defines and protects ownership rights to intellectual works of authorship, independent or Halifax Community College-supported, that are created by College employees, students, and anyone formally connected with the College. This policy explains the

responsibility of the College to protect the legal rights of those outside the College who hold copyrights or patents to their authored works. HCC supports the creation and use of intellectual property to carry out the mission of the College.

Definitions

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

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

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

Policy

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

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

Intellectual property created without the use of College resources, but for the purpose of fulfilling the College mission or related functions, is subject to joint ownership by the College and the creator(s). Intellectual property created without the use of College resources and unrelated to the College is the exclusive property of the creator(s). The College has no interest in such property and no claim to ownership. The use of College resources for personal gain is an unacceptable use of College resources and subject to disciplinary action.

Fair Use Title 17, Chapter 1, Section 107 (Fair Use) of the United States Code allows Halifax Community College to use materials copyrighted by others in the following manner: The fair use of a copyrighted work, reproduced in copies, recorded, or copied by any other means, for the purposes of teaching, scholarship, or research, is not a violation of copyright.

Determining fair use of a work is made using these factors:

- whether the purpose of the use is of a commercial nature or is for nonprofit educational purposes.
- whether the amount (percentage) of the work used is appropriate or excessive and unnecessary.
- whether the use of the work could negatively impact the value of the copyrighted work.

An unpublished work may also be subject to Fair Use.

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

Criteria for Determination of Ownership of Intellectual Property

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

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

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

- the work is prepared as part of the employee's class assignments.
- the work is the result of a specific contract or assignment made during the course of employment with the College.

the work involved facilities, time, and/or other College resources, including release time, grant funds, College personnel, salary supplement, leave with pay, equipment, etc.

Determination of Conflict

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

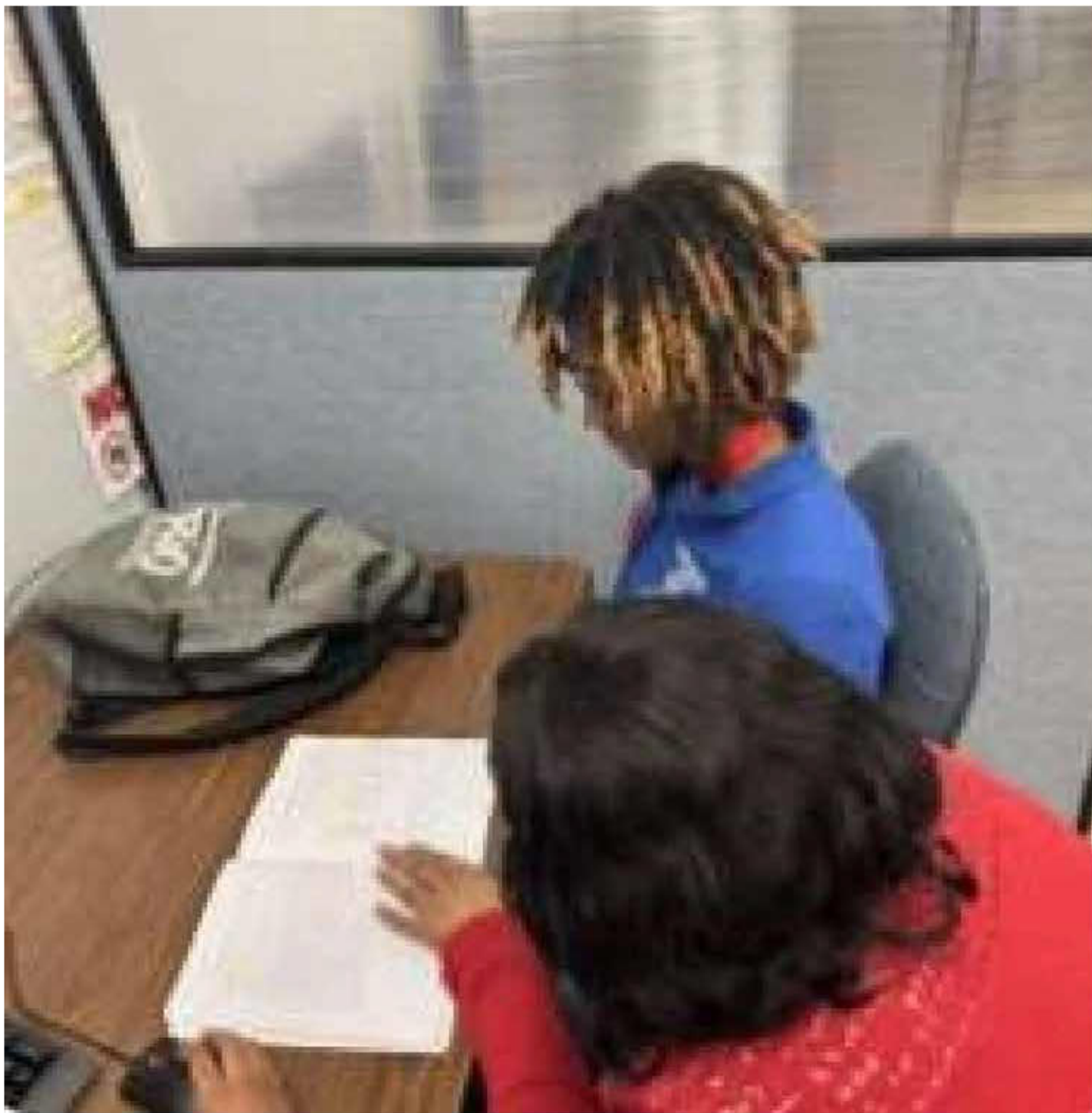
The agreement may include use of the intellectual property at other educational institutions.

An ad hoc intellectual property committee, appointed by the vice president for institutional advancement and made up of an equal number of faculty and staff, will make recommendations when issues arise. The vice president for institutional advancement will request that the faculty senate recommend faculty members to serve on this committee.

Rights and Responsibilities

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

4. The creator(s) and the College will negotiate an ownership agreement if the intellectual property has financial value and is potentially marketable.
5. The vice president for academic affairs' office is responsible for implementing the intellectual property policy.
6. When employees leave employment, they must submit all intellectual property to the College.
7. An ad hoc textbook selection committee will be appointed by the chair of the academic school when a faculty member who has authored a textbook or supplemental book wishes to replace the current textbook or supplement existing text(s) with his or her own textbook. This committee will make a decision regarding this change and forward recommendation(s) to the vice president of academic and student affairs.



STUDENT SERVICES

Counseling Center Services

The Counseling Center at Halifax Community College is located in Room 323 in the 300 Building. At the Counseling Center, current and prospective students are assisted with making smooth transitions from high school, work or other settings to an educational program and college life. Services offered through the Counseling Center include academic support such as study techniques, college transfer, disability services, personal counseling, referral to community resources, career counseling and other forms of assistance. The counselors are also available to assist with the HCC admission application process.

Counselors assist students with understanding the differences between high school and college, college-level study skills, time management/prioritizing, test-taking/test anxiety, stress management and academic advising.

We realize that along with academic stressors during the semester, students also have personal problems such as relationship issues, physical or psychological illnesses, financial/job-related concerns, marital or family discord and/or legal problems. Therefore, counseling is made available for students with academic, personal crisis and other life issues. Upon request, an individual may be referred to professional mental health intervention, drug and alcohol rehabilitation, community medical health and other resources as available. Students may be referred to resources on campus such as Student Support Services, Scholarships or the Testing and Tutoring Services.

The Counseling Center serves as the liaison and single point of contact for homeless students less than 24 years of age attending or hoping to attend HCC. For more information about the NC Homeless Education program, go to the National Center for Homeless Education at http://center.serve.org/nche/states/state_resources.php.

Disability Services

Any student wishing to be considered for classroom accommodations must contact and self-disclose to a counselor from the Counseling Center in Room 323.

Through the Counseling Center, Disability Services serves and supports students with documented disabilities. Our mission is to:

- Follow Section 504 of the Rehabilitation Act and Americans with Disabilities Act which reads, "No otherwise qualified person with a disability shall solely by reason of such disability, be excluded from participation in, or benefits of, or be subjected to, discrimination by any public or private entity."
- Provide equal access and comprehensive, quality services to all students with disabilities who experience barriers to academic, personal and social success.
- Coordinate accommodations and support services to all qualified students with disabilities, so they can be self-sufficient and develop their maximum academic potential.
- Observe all the regulations contained in the Family Educational Rights Privacy Act (FERPA).
- Refer persons desiring to learn more about the above stated laws to find more information at the links the following links:
 - <http://www.ada.gov/http://www.epa.gov/civilrights/sec504.htm>
 - <http://www.eeoc.gov/laws/statutes/adaaa.cfm>
 - <http://www.disabilityrightsnc.org>

In order to receive Disability Services, the student must:

- Self-identify as having a disability to a counselor with the HCC Counseling Center—preferably three weeks before classes begin each semester so that Disability Services counselors and instructors have time to plan for your needs. Accommodations cannot be guaranteed for those who notify Disability Services after classes begin. Provide Disability Services with a copy of current documentation on your disability from a qualified professional such as your medical doctor, psychiatrist, psychotherapist or counselor. HCC is not financially
- Responsible for any costs incurred gathering this information. Once this information is received, a three-week window is required for the counselor to do paperwork and make arrangements for the accommodation.
 - Request accommodations at the beginning of each semester in a timely manner so instructors and Disability Services counselors have time to plan for your needs.
 - Schedule regular follow-up visits with Disability Services to keep them informed of problems, progress and concerns.

Career and College Services

Since making a career choice is such an important decision, career counseling is made available to all current and prospective students. When students are undecided on occupational choices, career assessments and personality type analysis can provide insight into such decisions. Other resources available include books, catalogs, brochures, information on colleges, college transfer and occupational websites. Counselors are available throughout each semester to assist students with educational, career goals and any academic concerns.

Testing and Tutoring Services

Testing and Tutoring Services is a component of Halifax Community College (HCC)'s Academic and Student Affairs department and supervision. "Your education means the world to us" provides free educational services that consist of: Tutor.com/tutoring services, academic enrichment/tutoring, supplemental instruction, computer literacy training, and study skills. Testing and Tutoring has access to library resources equipped with educational software designed to assist HCC curriculum students. Qualified staff consists of one full-time coordinator, one part-time assistant/tutor, and peer/professional tutors, and works in conjunction with faculty, staff, and financial aid (federal work-study students).

Testing and Tutoring abides by the mission, vision, and values of Halifax Community College states that "HCC strives to meet the diverse needs of our community by providing high-quality, accessible, and affordable education and training services for a rapidly changing and globally competitive marketplace." The College's vision statement affirms the mission, identifying HCC as a catalyst for educational, cultural and economic progress in the region. This catalytic effort is expressed through clearly articulated value statements that include integrity, service, continuous learning, collaboration, accessibility, innovation, diversity and accountability.

Testing and Tutoring is committed to helping students stay on their academic "A" game by providing:

- Qualified peer/professional tutors
- Tutor.com - A Service of the Princeton Review (24/7/365 days per year).
- Textbooks for tutors
- 14 Levono ThinkVision computers installed with Windows 10 and Microsoft Office 2016.

- One View Sonic Screen that brings learning to life interactively.
- Various courseware and technology software selected by instructors that support curriculum and academic needs.
- A black and white printer, Optelec audiovisual equipment, and headphones.
- Academic enrichment resources, study skills and workshop materials.
- Nuance Dragon Naturally Speaking Basics – Speech recognition software to provide individual and unique solutions.

Testing and Tutoring Services Location

Testing and tutoring services is located in the Learning Resources Center (LRC/library) in Rooms 147, 148 and 149. Additional conducive space is provided in the LRC's study rooms when they are available.

Testing and Tutoring Services Hours of Operation

Fall and Spring semesters:

Monday – Thursday: 8:00 a.m. - 5:00 p.m.

7:00 p.m. Friday: 8:00 a.m. - 4:00 p.m.

Evening hours are available by appointment.

Summer Semester:

Monday – Thursday: 8:00 a.m. -

Friday - Closed.

Hours of operation may vary during student breaks, holidays, inclement weather, or registration. Notification of changes in hours of operation will be posted.

Testing and Tutoring Services Available for Students

- FREE Academic Enrichment (AE), tutoring, and Tutor.com services.
- Tutoring services is driven by faculty referrals, encouragement, Full Time Equivalency (FTE), student requests, participation, and completion and submission of the Student Referral Card (SRC).
- The SRC is necessary and can be obtained from faculty or the testing and tutoring services staff in room 147.
- Students must complete the SRC and include (their subject, class schedule, availability, contact information, and instructor's signature).
- Specific instructions are explained regarding how to complete the SRC request. Students are encouraged to return the completed SRC to the testing and tutoring services.
- Completed and approved SRCs received by the testing and tutoring services staff helps students to get scheduled to work with a qualified tutor face-to-face or remotely/virtually.
- Notifications are communicated via Gmail, telephone, face-to-face or remotely/virtually.
- Coordinated students study groups.

The testing and tutoring services strives to assist students and provide Tutor.com, and tutoring services to HCC students as it directly relates to academic coursework. Tutoring does not interfere with class/lab instructional time. Students must attend their scheduled class/lab before attending tutoring sessions. Tutoring is prohibited during class/lab time.

The testing and tutoring services team works collaboratively and effectively for successful student learning outcomes. The testing and tutoring services team partners with the Counseling department (CD), Student Support Services (SSS), faculty and staff as referral resources for students' educational assistance, recruitment, and tutoring services. The testing and tutoring

services, CD and SSS coordinate to provide activities with peer/professional tutors during tutor orientation. The testing and tutoring services collaborates with the LRC to furnish study rooms.

Testing and tutoring services assists students in many subjects: English, biology, Computers, history, psychology, Microsoft Office applications (Word, Excel, Access, PowerPoint, and Blackboard), Gmail, Student Self-Service and much more. The Zoom Text, JAWS program and Dragon Speech Recognition software are available for students with certain documented disabilities. Accommodations for students can be arranged with the HCC Counseling department (see Counselor Center Services).

Testing And Tutoring Services Students Responsibility

Faculty, tutors and students are expected to comply with the testing and tutoring services' Code of Ethics (COE), and Rules posted in the testing and tutoring services. Inappropriate or illegal use of the HCC Wi-Fi, Internet or computers may result in the loss of privileges according to the "HCC Student Computer Use Regulations".

Testing And Tutoring Services Available for Faculty

Each semester Student Referral Cards (SRC) are distributed in adjunct/faculty mailboxes or electronically. Faculty members are encouraged to sign the SRCs and return it to the testing and tutoring services (hard copy or electronically). The SRCs are located on the testing and tutoring services' website, Intranet, and the File Exchange (I Drive). Additional SRCs available upon request. Faculty may share pertinent course materials with the testing and tutoring services tutors to better assist students. In addition, faculty may work with students in the testing and tutoring services to provide supplemental instruction or AE tutoring. Faculty are required to document and complete the Student Attendance Record (SAR) each tutoring session. Supplemental Instruction (SI) or Academic Enrichment (AE) tutoring sessions help to increase success, academic, graduation, transfer, and student retention rates. Faculty SI or AE tutoring sessions are included in a separate report. SI or AE tutoring sessions must not be scheduled nor recorded during the student's or instructor's class or lab time. It is pertinent for faculty to forward the SAR each week.

Additional Testing And Tutoring Services Information

Contact the testing and tutoring services Coordinator at 252-536-7204 or tlashely172@halifaxcc.edu 252-538-4328 testing and tutoring services Assistant at 252-538-4328 or tthompson805@halifaxcc.edu. or Visit the HCC Website: www.halifaxcc.edu

Student Support Services

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

Student ID Cards

Halifax Community College is concerned about the safety of students, employees and campus visitors. Therefore, all students attending Halifax Community College will be provided a student ID, which must be revalidated each semester. The activity fee covers the cost of the ID card; however, there will be a \$5 charge for a replacement card. The ID card must be worn and visible at all times while on campus. Students who cannot show the ID

card when asked to do so may be asked to leave the campus immediately. Visitors are required to have in their possession an HCC issued visitor's pass. A visitor's pass is issued at the receptionist desk in the Dr. Phillip W. Taylor Complex. Any exceptions must be approved by the appropriate vice president.

Campus Bookstore

The Bookstore is operated by eCampus. The Bookstore is operated online at the following link: <https://halifaxcc.ecampus.com/>

Student Lounge

The Student Lounge is located across the hall from the bookstore. Students may utilize the Student Lounge for studying. Students are expected to exhibit the appropriate social behavior and language in the Student Lounge. Students who eat and drink in the Student Lounge are expected to clean up behind themselves.

Blue Print Cafe'

The Blue Print Café serves as a social area for students. Students may relax, eat, and chat in a pleasant atmosphere. Vending machines provide snacks and drinks. There is a grill providing hot breakfast and lunch for students, faculty and staff located in the Student Center in the 300 building. The Blue Print Cafe' is open from 8 a.m. to 4 p.m., Monday through Thursday, and 8 a.m. until 3 p.m. on Fridays. Summer hours may vary. Students are expected to exhibit the appropriate social behavior and language in the café area.

Bulletin Boards

Bulletin boards are reserved for student services, curriculum, Student Government Association, general student information, student organization information and other College related notices. Students are asked to check with the dean of student affairs office before posting articles on bulletin boards.

Use of Telephones

Classes will not be interrupted for incoming calls for students and messages will not be taken, except in emergency situations. Students should make employers, relatives, or anyone who may try to reach them at the College aware of these rules. In case of an emergency, the staff will make every effort to relay information to students. Emergency messages for students will be forwarded to the dean of student affairs, or the designee for evenings, who will handle the situation accordingly. Those calling in an emergency may be asked to state the nature of the emergency, give a name, and return telephone number. If warranted, the dean of student affairs, or designee for evenings, will locate the student's schedule and forward the message to security. The only place a student can be located is in class. There is no paging or intercom system at the College.

When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, cell phones and pagers should be turned off in classrooms and not be visible during class. This ensures no interruption of instruction. Students are not permitted to talk or text on cell phones during class.

Guidelines Governing Student Activities

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

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

STUDENT ORGANIZATIONS

Student Government Association

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

Phi Theta Kappa

Phi Theta Kappa is an international honor society at Halifax Community College whose purpose as a national affiliate is to recognize and promote academic excellence in junior and community colleges. The campus Alpha Eta Phi chapter was chartered in 1982 and members pledge to serve the community through leadership, scholarship, service, and fellowship activities.

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

Guidelines for College-Sanctioned Student Activities

1. The dean of student affairs has ultimate responsibility for all student activities at the College.
2. All student activities at the College must conform to local, state, and federal laws and the rules and regulations established by the College, as published in the College catalog and the student handbook--particularly those rules and regulations governing student behavior.
3. All existing student organizations including professional organizations and clubs, and any proposed student organizations must meet the following criteria:
 - Serve to support the College's mission and develop a written constitution and bylaws which demonstrate the organization's relationship to and support of the College's mission and which establish criteria for membership in the organization.
 - Publish and make available to interested students the criteria for membership in the organization.
 - Administer all membership criteria in a consistent, fair, and equitable manner.
 - Have an advisor who is a member of the College's full-time faculty or staff and who will serve as liaison between the student organization and the dean of student affairs.

- Obtain prior approval from the dean of student affairs for any organization-sponsored activities, whether on or off campus.
4. These steps must be followed by any student groups seeking to form an approved student organization at the College:
 - The group must submit to the Student Government Association a written request, including a proposed constitution and bylaws, for approval as an official Halifax Community College student organization.
 - If approved by the SGA, the request will then be submitted for approval to the dean of student affairs.

Note: As vice president of academic and student affairs, the dean of student affairs reports to the College's president.

Class Rings

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

College Colors

The official College colors are PMS dark blue, 7687 PMS light blue, 660 PMS green 7737.

Student Records

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

Record Review and Destruction Procedure

The student's record is permanent. Records are reviewed annually and any non-essential or inaccurate materials are removed and destroyed. Except for the permanent transcript data which is transferred to disk, the paper copy of permanent records of students not enrolled for five years from the date of last enrollment shall be destroyed as specified in the "Records, Retention and Disposition Schedule for Institutions in the North Carolina Community College System."

Examining Records

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

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

Challenging Records

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

1. The student notifies the dean of student affairs, in writing, of the desire to challenge the record, identifying part(s) of the record to be challenged and reasons for altering or removing those parts.
2. The dean of student affairs will examine the student's record, and if the dean judges the student's request to be valid, he/she may grant the request and order change or deletion of parts of the record. Written notice of this action will be given to the student and to the registrar.

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

Transfer Request

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

Release of Student Information

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

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

Federal Student Right-to-Know

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

Student Responsibilities

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

Application for Graduation

1. A student should apply to the registrar for graduation during the registration period of the semester the student expects to complete program requirements for a degree, diploma, or certificate. These forms are available in the Registrar's Office and online through the Halifax Community College website.
2. Successful completion of all course requirements for the student's selected curriculum is required with the following stipulations:
 - a) At least 25 percent of curriculum course requirements must be completed at HCC.
 - b) A minimum CGPA of 2.00 must be obtained for the required coursework.
3. All financial obligations must be met.
4. Graduation fees for curriculum students are included in their student activity fee.
5. The diploma (or certificate) is provided at no cost to the student who participates in graduation. All students are encouraged to participate in commencement ceremonies.
6. Students in a curriculum, which awards certificates, diplomas, and/or AAS degrees, should apply for graduation

at the time they register for their last classes in each level. They should not apply for all levels when they complete the highest level. This will allow them to graduate from each level as they continue to take additional classes. Halifax Community College wants students to be recognized for each level they complete as they progress through their major.

Student Conduct

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

Therefore, upon voluntary entrance into Halifax Community College, students have an obligation to adhere to the College standards.

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

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

Violations of the student conduct policy 510.00 will be referred to the dean of student affairs. Literacy Education students will be referred to the dean of workforce and economic development. Disciplinary action will be taken when any student, group of students, or student organization:

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

In all proceedings, the principle of due process is guaranteed to the student. The student has the opportunity to fully respond to any charge of misconduct.

A student who violates federal, state, or local criminal or civil laws while on campus, while at any College facility, or while attending any activities that are sponsored, initiated, authorized, or supervised by the College, or when representing the College will be referred to local authorities. In addition, the student may be subject to disciplinary proceedings by the College. The College reserves the right to take immediate action should the presence of the student on campus be considered a serious and substantial danger to the operation of the College or to the welfare of the College community.

Student Appeal

A student may appeal any disciplinary or academic action. The student will notify the dean of student affairs in writing within three days of the disciplinary action. Students should follow the procedures in Policy 510.00 found in the Student Handbook.

Suspension/Dismissal

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

Temporary Disciplinary Action

In the event that the dean has reasonable cause to believe that a student's continued enrollment poses (1) a danger to the health or safety of the student, other persons, or College property or is (2) an ongoing threat of disturbing the academic process, the dean may impose a disciplinary penalty, pending a hearing. The dean may suspend a student from the College for an interim period pending disciplinary or criminal proceedings, or medical evaluation. The interim suspension shall become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the College poses a substantial and immediate threat to him/herself or to others, or to the stability and continuance of normal College functions.

Upon the decision to impose disciplinary action, the dean shall notify the student by an expeditious but reasonable means.

Student Grievance Procedure Purpose

Halifax Community College is committed to mutual respect among all constituents.

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

510.01 in the Student Handbook.

Appealing a Grade

Students appealing a grade should follow the procedures in the Student Grievance Policy 510.02 found in the Student Handbook. This information may also be obtained through the dean of academic affairs. Students have thirty (30) days from the end of a term for which a grade was received to appeal such grade.

Children on Campus

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

Children of students are not permitted to attend classes with their parents.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law that requires each institution of higher education to establish written policy governing notification of students' privacy rights and access to their educational records. The publication of specific procedures is based upon the following College regulations: (1) Halifax Community College accords all the rights under the law to its students, and (2) the College will not provide access to nor information from student educational records to any individual or agency outside the College without the written consent of the student. The following exceptions are permitted under the act:

1. Persons or organizations providing student financial aid.
2. Accrediting agencies carrying out their accreditation function.

3. Persons acting in compliance with a judicial order.
4. Persons acting in an emergency situation in order to protect the health or safety of student(s) or other persons.

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

In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, Halifax Community College may release public directory information relating to a student. Directory information at HCC includes the name, address, telephone number, major field of study, dates of attendance, and degrees and awards received. Students have the right to withhold disclosure of any directory information by completing a request for non-disclosure in the Registrar's Office. Requests for non-disclosure must be filed annually.

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

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

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

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

Crime Awareness and Campus Security Act

Halifax Community College seeks to promote a safe educational environment for faculty, staff, students, and visitors at all campus locations. The College has a sworn police officer with the rank of sergeant who heads the campus security. The police sergeant and additional security officers enforce HCC policies along with local, state, and federal laws.

Crime awareness and prevention information is made available to faculty and students throughout the school year and can be obtained at the security offices located at 303-D, Building 300. Faculty, staff, and students must take individual steps to protect themselves from becoming victims of a crime. Reporting suspected criminal activity or violations of HCC policies will help to deter unwanted behavior on campus. Working together as a community will promote a safe and secure campus environment for everyone.

Students participating in off-campus, college-sponsored activities should report criminal incidents to the law enforcement agency having jurisdiction. Students should inform the college administrator in charge of the activity so that the College can follow up on the incident. Students and staff must obey all policies of HCC as well as local, state, and federal laws while attending any function affiliated with HCC.

Any physical or vehicle accident on the HCC campus should be reported immediately to campus security. To reach campus security, call the College main number, 252-536-4221. In an emergency, call 911 whether on or off campus. The 911 Center can access campus security as well as other emergency resources.

Sexual Harassment

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

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

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

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

Students filing a grievance for sexual harassment should follow the procedures in the Student Grievance Policy 510.02, which is found in the Student Handbook.

Sexual Assault

Title IX Sexual Assault Policy: At HCC, we take sexual assault very seriously. Because sexual assault survivors can have wide range of responses—fear, anger, shame—HCC offers different services and resources to meet them where they are. We are also a member of the NC Coalition against Sexual Assault (NCCASA) in our efforts to stay informed about Title IX and related issues.

1. NC Law does not require that victims of sexual assault report to law enforcement; however, they must give their name to the hospital in order to receive treatment. Evidence can be stored anonymously for up to a year in case the victim changes his or her mind.
2. Survivors who are in life-threatening situations should call 911 or the HCC Security Office quickly for immediate assistance in protection from the assailant and medical intervention.
3. Survivors can go to Halifax Regional Medical Center where a nurse who specializes in working with sexual assault survivors can collect evidence, treat injuries and offer medication for sexually transmitted diseases or pregnancy prevention. Counselors from either HCC or Hannah's Place are also available during the exam for emotional support and information for recovery.
4. Beyond physical injuries, sexual assault survivors also experience mental trauma, both immediately and for a long time afterward. The Counseling Center can provide confidential counseling and make referrals for off campus mental health/crisis services face to face, by phone or through online intervention resources.
5. Feeling safe and in control is another important need for sexual assault survivors. To promote the student's safety and well-being, the dean of student affairs offers several protective measures outside any disciplinary process. These measures include changes in class schedules and a "no contact" order that requires a student to stop any and all communication with another student.
6. At some point in the process, a sexual assault survivor may decide to pursue criminal charges against the assailant and/or file a complaint through the Dean of Students' Office. HCC is prepared to respond to whatever the survivor's choice may be and encourage the pursuit of criminal proceedings whenever possible.
7. To press criminal charges, sexual assault survivors are encouraged to go to the HCC Security office to report an on-campus assault and/or report sexual assaults that occurred off campus to the appropriate law enforcement agency. Survivors can also file a complaint through the Dean of Students' Office in Room 309 at the same time. Whether

reporting to campus security, local law enforcement or the dean of students, each is a separate reporting process.

- 8 Even if a sexual assault survivor decides not to press criminal charges, he or she can still file a complaint through the College grievance process. The survivor is encouraged to contact the dean of students in Room 308. The dean of students can coordinate certain protective measures and services right away, inform the survivor about available resources, services, and how to navigate the grievance process.
- 9 Sometimes a survivor decides not to pursue any action against the assailant. Even so, the resources named above are still available through the College. If a student decides to maintain complete confidentiality and not report the assault to anyone at the College, help is still available. HCC encourages the use of such agencies as Hannah's Place, Cardinal Innovations Mobile Crisis, RAINN (Rape, Abuse, Incest, National Network) and the Suicide Prevention Lifeline that can be found on the Counseling Center page at the HCC website.

Weapons on Campus

Although a person may meet all of the requirements to carry a concealed weapon, permittees are not authorized to carry the permitted weapon in all places. The weapon may not be carried on school grounds under G.S. 14-269.2, except when permittees can secure their weapons in their vehicle on school grounds. Students may refer to the Register Concealed Handgun section of the College's website under Security.

Drugs and Alcohol

The abuse and use of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users of drugs or alcohol may impair the well-being of all employees, students, and the public at large. Drug and alcohol uses may also result in damage to College property. Therefore, it is the policy of this College that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the workplace, on College premises, or as part of any college-sponsored activities. Any employee or student violating this policy will be subject to disciplinary action, up to and including termination or expulsion and referral for prosecution. The specifics of this policy are as follows:

1. Halifax Community College does not differentiate between drug users, drug pushers, or sellers. (Any employee or student who possesses, uses, sells, gives, or transfers a controlled substance while in the workplace, on College premises, or as part of any college-sponsored activity will be subject to disciplinary action, up to and including termination or expulsion and referral for prosecution).
2. The term "controlled substance" means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician.
3. Employees or students convicted of violating any criminal drug statute while in the workplace, on College premises, or as part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the College may require the employee or student to successfully complete a drug abuse program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the College.
4. Employees and students are required to inform the College, in writing, within five days after being convicted for violation of any federal, state, or local criminal drug statute

where such violation occurred while in the workplace, on College premises, or as part of any college-sponsored activities. A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence by a judge or jury in any federal or state court.

5. Convictions of employees for violating drug laws in the workplace, on College premises, or as part of any college-sponsored activity while working federal grants, shall be reported to the appropriate federal agency. The personnel officer must notify the U.S. government agency with which the grant was made within 10 days after receiving notice from the employee or otherwise receiving the actual notice of a violation of a criminal drug statute occurring in the workplace. The College will take appropriate disciplinary action within 30 calendar days from receipt of notice. As a condition of further employment on any federal government grant, the law requires all employees to abide by these regulations.
6. Any employee or student who unlawfully possesses, uses, sells, or transfers alcoholic beverages to another person while in the workplace, on College premises, or as part of any college-sponsored activity will be subject to disciplinary action, up to and including termination or expulsion and referral for prosecution.
7. Employees or students convicted of violating any alcoholic beverage control statute while on College premises, or as part of any college-sponsored activity, will be subject to disciplinary action, up to and including termination or expulsion. Alternatively, the College may require the employee or student to successfully finish an alcoholic rehabilitation program, sponsored by an approved private or governmental institution, as a precondition for continued employment or enrollment at the College.
8. The term "alcoholic beverage" includes beer, wine, whiskey, and other beverages listed in Chapter 18B of the General Statutes of North Carolina.
9. Each employee or student is required to inform the College, in writing, within five days after being convicted of any alcoholic beverage control statute where such violation occurred while on College premises, or as part of any college-sponsored activity.

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

Communicable Diseases

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

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

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

Bloodborne Pathogens

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

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

Tobacco-Free Campus Policy

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

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

Dress Code

Halifax Community College expects all students to dress in a manner that maintains the serious academic intent of the College. In keeping with the mission to prepare students for success in the workforce, students are expected to dress appropriately within the general bounds of which they would seek employment.

Notification of Sex Offender Law

Pursuant to General Statute 14-208.18, it is unlawful for any person required to register as a sex offender under North Carolina law to knowingly be within 300 feet of any location intended primarily for the use, care, or supervision of minors, when the place is located on premises that are not intended primarily for the use, care, or supervision of minors. Violation of this statute is a felony. This statute can be read in its entirety online at http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_14/GS_14-208.18



EDUCATIONAL SUPPORT

ACADEMIC RESOURCE LABS

Learning Resource Center/Library

The Learning Resources Center (LRC) is a vital resource that supports Halifax Community College's instructional programs, providing services to patrons, which are defined as students, faculty, staff and members of the community. As such, it provides resources and facilities for studying, researching, and browsing for information and/or enjoyment.

Mission Statement

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

Staff

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

Facility

The LRC building contains approximately 12,000 square feet of floor space for housing the library collections, one computer lab (the Electronic Resources Center), the and tutoring services), the Writing Studio, and Distance Learning. The LRC and ERC Lab is open 48 hours each week. Hours of operation are Monday through Thursday from 8 a.m. to 6:00 p.m. and Friday from 8 a.m. to 4 p.m. Hours vary during summer session, registration, breaks, and holidays. When students are not on campus, the LRC closes at 5 p.m. Any change in hours of operation is posted in the LRC and on the College website.

Information Literacy Program/Library Orientation

The Learning Resource Center Information Literacy Program and Library Orientation is designed to teach students, faculty and staff and ensure that they know how to effectively locate, evaluate and utilize library resources.

Orientation sessions for students are available by request of the instructor throughout the academic year.

As part of the library's mission, we believe library skills are essential to each patron's ability to live, learn, and lead in a technological and global society.

Objectives

- Students will be able to identify, locate, and evaluate information retrieved from online databases and the Internet.
- Students will be able to locate and retrieve resources from CCLINC (Community College Libraries in North Carolina) using the library's electronic catalog via the Learning Resource Center's OPAC (Online Public Access Catalog) computers.
- Students will be able to correctly cite resources using MLA or APA citation.

Course Based Instruction

These sessions are tailored to the specific needs of the class. These sessions acquaint students with resources and services available through the Learning Resources Center.

Students will be able to locate and evaluate research-based resources to complete his or her research project and assignment. Hands-on or lecture-based sessions are available.

Please contact the Office of the Director of the Learning Resource Center to schedule a session at 252-536-7237 or email jfields@halifaxcc.edu. Please request an appointment seven days in advance to allow for scheduling and preparation.

Learning Resource Center (LRC)

The LRC houses one computer lab - the Learning Resource Center (LRC cours). The LRC is part of HCC's online network and operates under HCC policy.

The LRC is a staffed, academic computer lab consisting of 48 computers. The LRC provides technical support to students, faculty and staff who need minimal instruction. Students who require one-on-one assistance will be referred to the Tutoring Services.

Software loaded on the computers includes Windows 10, and Microsoft Office Suite 2016, which provides students access to word processing, database, spreadsheet, and multimedia presentation capabilities. This is a quiet study area; whispering is permitted.

Community patrons needing access will use the seven (7) computers in the LRC located directly outside the Learning Resource Center.

Patrons may print black and white for ten cents (0.10) per page and color for fifty cents (0.50) per page.

Collections

The collections of print and non-print materials include approximately 28,000 physical books, 75 current magazines, journals and newspapers, and numerous online resources, databases, and e-books through NCLIVE. To supplement the collections housed in the LRC, materials can be borrowed from other libraries through interlibrary loan.

Interlibrary Loan

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

Automation and Classification

Community College Libraries in North Carolina (CCLINC) provides an online catalog of all college-owned books, materials, and audiovisuals. Two computers referred to as Online Public Access Catalogs (OPACs) are dedicated to the use of WebCat. Books and materials are classified by the Library of Congress Classification Systems. Patrons with access to the Internet can remotely access CCLINC WebCat, the online card catalog, from home through our HCC website or the CCLINC website at <https://cclinc.nccommunitycolleges.edu/>

Patrons have access to a number of online databases available via the Internet in the LRC. Remote access to these electronic databases is available to currently registered HCC students, faculty, and staff.

LRC Services and User Fees

A coin-operated photocopy machine is available in the LRC. It operates with nickels, dimes, quarters, or one-dollar bills. Patrons may make either 8 1/2 x 11" or 11 x 17" copies at ~~10~~ ten cents (0.10) per page.

Fax services are available to faculty, staff, students, and community patrons. The charge for faxing a document is one dollar (\$1.00) per page, sending or receiving. All fax requests are to be made at the circulation desk.

Lamination of materials is also available for ~~5~~ ten cents (0.10) per linear inch. Please allow the LRC staff sufficient time to laminate materials.

The LRC charges an overdue fine of ~~5~~ five cents (0.05) per day on overdue books. A twenty-five cent (0.25) overdue fine is charged for late overnight items. The LRC also charges a one dollar (\$1.00) overdue fine for any overdue laptops. Fines do not accrue on items when the library is closed.

Consequences Regarding Unpaid Fines and Charges

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

LRC Web Page

The LRC webpage on the HCC website keeps patrons updated regarding Learning Resource Center matters and resources. For additional information, visit the College webpage at www.halifaxcc.edu. The LRC webpage can be accessed from the HCC site.

Children in the LRC

According to campus policy, children must be accompanied by their parent(s) or legal guardian at all times including while in the library. Parents must not leave their children unattended while using the computers in the LRC. Only early college students who have a valid HCC ID card may use the resources in The LRC to complete assignments. Children below the age of 18 are not permitted in the computer lab.

Environment Conducive to Learning

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

Telephone Contact to Patrons in the LRC

In order to protect the privacy of our patrons, LRC staff cannot confirm a patron's presence to telephone callers. Staff will be glad to take a message from the caller and give this to the patron should he/she come to the facility. A public phone is available for patron use in the front lobby of the Administration building.

Food and Drink

Food is not allowed in the Learning Resource Center. Drinks are permitted if they are in a container with a screw on lid. Food or drinks should never be placed on the computer workstations tables.

Information Retrieval

Two system printers are located in The LRC. Patrons can make copies of newspaper articles, periodical articles, or other research materials for ten cents (0.10) per black and white page. Color printing is also available to patrons for fifty cents (0.50) per page. Patrons are asked to pay for their copies as they print them. In addition, patrons may retrieve data by downloading information to a USB drive or email articles to their home computers.

Patrons and Patron Responsibilities

Halifax Community College furnishes students, faculty, staff, and community patrons' access to electronic databases to which the College subscribes and to Internet connectivity for their research needs. The LRC serves area high school students ages 16 and older who are enrolled in early college courses at Halifax Community College.

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

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

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

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

Statistical Data Collection

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

Regulations and Consequences

Halifax Community College makes computers and Internet access available to students in order to provide technologically advanced resources that support their educational and research needs. Use of computers at HCC must be in support of research consistent with the

educational objectives of the College. Students and other authorized users will be expected to exercise responsible, ethical behavior when using any HCC computer. Inappropriate or illegal use of the HCC computers will result in the loss of computer privileges or other disciplinary measures. All disciplinary actions instituted for computer misuse shall be consistent with current policies, procedures, and judicial codes for students and other authorized users. Irrespective of internal disciplinary proceedings, HCC reserves the right to proceed with legal action, both civil and criminal, against the accused user for alleged violations of current applicable state, federal, or local laws.

Guidelines

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

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

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

Disclaimer

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



WORKFORCE & ECONOMIC DEVELOPMENT

102

Workforce and Economic Development is defined as those activities engaged in by adults for the purpose of learning a trade, upgrading a skill, personal improvement, or cultural enrichment. The purpose of Halifax Community College is to offer adults the opportunity to engage in vocational, cultural and community service activities. In order to meet the desired goals and objectives of the College, the Department of Workforce and Economic Development offers a variety of courses and programs.

These non- curricular activities vary in length and are offered during the day and evening hours both on and off campus.

The development of workforce and economic development activities for adults is based upon: (1) interest shown by the community, (2) availability of qualified instructional personnel, and (3) the availability of equipment, adequate teaching facilities, and funds. Other courses and programs are developed at the request of individuals, businesses, industries, and agencies.

Objectives

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

Criteria for Activities

At least three criteria are needed for the implementation of a workforce and economic development activity. Those criteria are:

1. Qualified instructional personnel.
2. An adequate teaching facility, equipment, and funds.
3. A minimum number of registered adults per class, as determined by the dean of workforce and economic development.

Admissions

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

Registration

Students may register for workforce and economic development courses or activities through the census date of the total course hours. Exceptions to this may apply when external agencies or state requirements mandate different course attendance or registration requirements or when the College requires registration during the first class meeting. The current fee structure for workforce and economic development classes is a sliding scale that is based on the number of hours a class is scheduled.

See chart below:	Hours	Cost
	1 - 24	\$70
	25 - 50	\$125
	50+	\$180

Fees

A registration fee is charged for most workforce and economic development activities. There is no charge for adults enrolling in adult basic education courses and the programs provide appropriate instructional materials. However, students are responsible for paying high school equivalency testing fees. Students are responsible for their supplies and books. Some programs require students to purchase insurance and instructional kits such as watches, uniforms, shoes, etc. A technology fee of \$5 will be charged for computer classes (exception: Ed2Go classes). A \$3 parking fee will be charged for courses a semester in length for literacy education students. There is a \$10 assessment fee per WorkKeys Assessments (Reading for Information, Applied Mathematics and Locating Information) for Career Readiness Certificates (CRC). There is a \$15 per assessment for WorkKeys Assessments for areas other than CRC. Also, there is \$5 CRC certificate reprinting, duplicating, or upgrading of original certification fee.

Fee Exemptions

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

Attendance

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

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

Refunds

Refunds will be made based on the following circumstances:

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

Grading System

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

- I: Incomplete - Student has not completed a phase of the course work assigned and is passing.
- W: Withdrawal - Student voluntarily withdraws or was withdrawn due to excessive absences.
- AU: Audit - Student attended as a non-participant and received no grade.
- F: Failed - Student completed less than 70 percent of the course objectives, and/or less than the equivalent numerical score of 70.

All fire protection certification course grades are recorded as S (Satisfactory), U (Un-satisfactory), W (Withdrawn), P (Passed), and AU (Audited). Non-certification course grades are recorded as P, S, U, W, AU, NG (No Hours).

Transcripts

Class records are maintained in the Registrar's Office. Students desiring a transcript of workforce and economic development activities should submit a request in writing to the Registrar's Office indicating the person,

organization, and address for forwarding the transcript. Students desiring a high school equivalency transcript must make this request by visiting the North Carolina Community College website: www.ncccs.edu.

Continuing Education Unit (CEU)

A CEU is defined as 10 contact hours in an organized workforce and economic development experience under responsible sponsorship, capable direction, and qualified instruction.

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

Halifax Community College records two types of CEUs: institutional and individual. The institutional CEU is used only as a reporting device to local, state, and national organizations and agencies. The individual CEU is used as a reporting device to local, state, and national organizations and may be used by some students for teacher re-certification, State Board of Nursing and employee advancement in some businesses, industries and agencies.

COURSES AND SERVICES

A. Special Interest and Enrichment Courses

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

B. Literacy Education Objectives

- 1 To provide convenient and accessible classes, on and off campus, for adults needing to increase their academic level.
- 2 To provide a program of educational services for students with diverse academic levels
- 3 To reduce functional illiteracy by providing a core curriculum of reading, writing, and computational skills.

Admission

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

Admission requirements for serving students with disabilities are restricted to adults documented as such by an outside source or agency. Participants in this program may or may not be high school graduates. An adult is defined as a person no less than 18 years of age and not presently enrolled in a secondary school administrative unit.

Fees

There is no registration fee for literacy education activities. The high school equivalency examinations offer high school equivalency credentials to individuals who did not obtain a high school diploma. Literacy education instruction is free and of great value to our students. However, candidates taking the high school equivalency examinations are required to pay fees.

Registration

The Literacy Education on-campus programs operate under managed enrollment. Students are able to enroll in on-campus literacy education classes on Monday, Tuesday, and Wednesday from 8 a.m. until 7 p.m. On-campus students should attend classes a minimum of 15 hours per week. However, if possible, students are encouraged to attend class more frequently. New on-campus students or returning on-

campus students who have not been enrolled in the literacy education program for a period of three months or longer are required to attend new student orientation sessions. These students are required to attend new student orientation sessions 3 consecutive days and/ or evenings. Day new student orientation sessions are held 2 times per month and evening new student orientation sessions are held once per month. As needed, new student orientation sessions will be added. Off-campus students may enroll in classes during the time frames and days that the classes meet. Off-campus students should plan to attend each class session.

Adult Basic Education

Adult Basic Education (ABE) is an individualized program for adults in the community who wish to improve basic academic skills or start to prepare for the high school diploma equivalency examination. Instruction is provided to students at various academic learning levels. Many ABE classes are located throughout the service area.

High School Equivalency Diploma

High school equivalency diploma is a program consisting of individualized diagnosis and instruction. Students who successfully complete the high school equivalency requirements are awarded a high school diploma equivalency from the North Carolina State Board of Community Colleges. The high school equivalency diploma enables students to pursue certificate, diploma, and college programs.

North Carolina's High School Equivalency (HSE) Diploma program offers instruction to assist learners in preparing to successfully pass a designated high school equivalency assessment. The three nationally- recognized assessments used to obtain a state- issued high school equivalency credential in North Carolina are GED®, HiSET®, and TASC.

GED® Testing Service

- Fee: \$80*
- Computer-based test
- Four Subjects:
 - Language Arts (Combined Reading & Writing)
 - Science
 - Social Studies
 - Mathematics
- Retake the test up to two times for free

ETS HiSET®

- Fee: \$50*
- Computer or paper-based test
- Five Subjects
 - Reading
 - Writing
 - Science
 - Social Studies
 - Mathematics
- Retake the test up to two times for free

TASC Test Assessing Secondary Completion™

- Fee: \$54
- Computer or paper-based test
- Five Subjects
 - Reading
 - Writing

- Science
- Social Studies
- Mathematics
- Retake the test up to two times for free
- *Testing fees are subject to change.

All three high school equivalency assessments are recognized by US Department of Education USDOE GEN-14-16 (<http://ifap.ed.gov/dpcletters/attachments/GEN1406.pdf>) and cover the same content areas. Passing any one of the assessments will lead to the same high school equivalency diploma issued by the North Carolina State Board of Community Colleges. Halifax Community College offers the following tests: GED®, HiSET, and TASC®. Parents of 16- and 17-year-olds must contact Director of Literacy Education Dr. Tamba O. Thompson to schedule a face-to-face meeting and request drop-release paperwork to be eligible to take high school equivalency assessments in North Carolina.

Learning Lab

Our highly qualified and motivated instructors provide individualized, group, and computerized instruction that involves real-life situations. Additionally, instruction is provided by utilizing magazines, newspapers, videos, computer-assisted media, etc.

Through the use of professional staff and instruction, students prepare to take the high school diploma equivalency examination or study for self-improvement. Self-improvement is designed to help students improve math, reading, and other academic skills as they strive for additional career and learning opportunities or desire to improve personally. The lab is open from 8 a.m. to 9 p.m., Monday through Thursday and 8 a.m. to 5 p.m. on Friday.

English Language Acquisition (ELA)

This program of instruction is designed to help limited English proficient adults achieve competence in speaking, reading, listening and writing the English language.

BUSINESS & INDUSTRY SERVICES

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

1. The Small Business Center

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

2. Customized Training for Productivity Enhancement

Customized Training for Productivity Enhancement Programs provide customized training and services for manufacturing industries based on approved North American Industry Classification System (NAICS) codes to help them become more productive and competitive. These programs are designed to assist industries with training needs assessments, to assist in the development of companies or industry-specific plans for training and also to provide training for incumbent workers. Customized Training for Productivity Enhancement is directed toward workers who need to upgrade their skills and technical knowledge due to technological change. Instruction is customized to focus

on specific training needs and may require small classes that cannot be conducted with regular program funds. Classes that are funded with these funds do not earn full-time equivalency.

3. Customized Training for Job Growth

Customized Training for Job Growth Programs provide for the training needs of new industries that are moving into the state and also existing industries undergoing a major expansion, resulting in the need for additional skilled manpower.

4. Workplace Literacy

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

5. Customized Training for Technology Investment

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

6. Career Readiness Certification Training (CRC)

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

- Reading for Information
- Applied Mathematics
- Locating Information

These are skills that most jobs require.

OCCUPATIONAL EXTENSION

Occupational Extension courses are designed for the specific purposes of training individuals for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. Courses are offered to people in many technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Most occupational courses are developed and taught on request from a trade group or an employer. There is a reasonably priced registration fee for these courses. Our most popular occupational extension courses are our computer classes, online distance learning, human resources development, certified nursing assistant programs, law enforcement, fire, and emergency medical services. Other popular courses are those for the trades, including HVAC, plumbing, electrical, and auto safety inspection.

1. Computer Classes

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

2. Online Distance Learning - Education2Go

These courses run for six weeks and can be completed in the comfort of your home or office at the times most convenient to you. All materials are made available over the World Wide Web on a wide variety of topics. Individuals can also receive continuing education units (CEUs) for these courses.

3. Human Resources Development

Human Resources Development (HRD) courses are designed to educate and train individuals for success in the workplace through skill assessment services, employability skills training, and career development counseling. The courses taught address six core components: assessment of an individual's assets and limitations, development of a positive self-concept, development of employability skills, development of communication skills, development of problem-solving skills, and awareness of the impact of information technology in the workplace. Courses are offered to individuals who are unemployed, unemployed insurance claimants, dislocated workers and underemployed. Most HRD courses are developed and taught on request from the Department of Social Services and other community-based organizations. Classes are arranged at convenient times.

4. Certified Nursing Assistant Programs

Halifax Community College offers Certified Nurse Aide I and Certified Nurse Aide II and Medication Aide for Skilled Facilities classes. Hybrid class will also be available, as well as weekend classes. Classes are held on campus, in Enfield, and in Scotland Neck. Class size is limited. Day and evening classes are available.

The evolving age of health care has increased the demand for responsible and knowledgeable nursing assistants. Halifax Community College is committed to producing high quality and professional nursing assistants. These courses are designed to produce the best nursing assistants available.

A test of general knowledge must be taken prior to registration. A test result of Level 9 is required on the reading test. This test is given in the Learning Lab (500 Building), Monday - Thursday, 8 a.m. - 8 p.m. and Friday, 8 a.m. - 4 p.m. If a student has a college transcript or Career Readiness silver-level certificate or higher, the test of general knowledge may be waived. In addition to the test requirement, a state issued picture ID, and Social Security card, are required for all classes. Prior to entering clinical, students must have a uniform (white tops and red bottoms), white shoes, watch with a second hand, and malpractice insurance. Also, immunization records, TB skin tests, criminal background check and drug screening may be required before entering clinical. CNAI and CNAII students must be able to lift 25-50 pounds.

Any student who consumes alcohol or takes drugs (prescription or otherwise) that impairs the student's mental or physical ability to provide safe care to clients while in the clinical setting will be asked to immediately submit to a drug screening. Results of the criminal background checks and drug screenings will be reviewed by the clinical site and be used to determine if a student will train in their facility if required.

Certified Nurse Aide I

The Nurse Aide I (CNAI) Program prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services to patients/ clients in a hospital, nursing facility, or home care agency. Emphasis is on the process of aging, mental, social, and physical needs of the elderly, patients' rights, nutrition, elimination, safety, restorative services, special care procedures, the human body structure and functions and related common diseases and disorders, communication, documentation, death and dying, and the role of the nursing assistant as a health care team member. CPR & First Aid and Fire Safety are part of the CNA I class. These are mandatory before starting clinicals. Upon successful completion of this class, you will be eligible to take the state exam with Pearson Vue at a cost of \$101.00. The student will be listed in the North Carolina Division of Facility Services' Nurse Aide Registry. Preregistration is required for this course.

Certified Nurse Aide II

The Certified Nurse Aide II (CNAII) Program prepares the student to perform more complex skills for patients or residents. Emphasis is placed on infection control including principles of sterile techniques and dressing changes for wounds over 48 hours, elimination, procedures including catheterizations, irrigations and care of established ostomies, observation of intravenous site and removal of IVs, oropharyngeal suctioning, blood glucose monitoring, and roles of CNAII with healthcare teams. Upon satisfactory completion of the course and lab skills/written competency evaluation, graduates are eligible to apply for listing as a Certified Nursing Assistant II with the North Carolina Board of Nursing. Prerequisites for CNAII are a high school diploma or high school equivalency diploma, current North Carolina listing as CNAI and immunization record with 2 MMR and 2 varicella. A state criminal background check and drug screening are required before students enter clinical.

Results of the drug screenings and criminal background checks will be reviewed by the clinical site and be used to determine if a student will train in their facility.

Medication Aide for Skilled Facilities

Student must be listed on the NC Nurse Aide Registry and have a high school diploma or GED in order to take this class.

5. Law Enforcement

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

- Correction Officers Training
- Radar Operator Certification Course
- K-9 Training
- Firearms
- Driving
- Instructor Training
- Officer Survival
- Physical Fitness
- TASER
- Management and Supervision
- Interview and Interrogation
- Officers Drug Enforcement
- Defensive Tactics
- Crime Scene Investigation
- Annual In-service Training

Other classes that are offered to the public are:

- Certification Classes
 - Basic Law Enforcement Training (BLET)
 - Detention Officer
 - Telecommunicator
- Public Interest Classes
 - Concealed Weapon
 - Driver Safety

6. Fire

HCC fire program (FiP) courses provide didactic and skills training for all area fire departments. The registration fee for courses for practicing firefighters is waived. Many of the classes offered in the fire program are accredited by organizations such as North Carolina Office of State Fire Marshal

(NCOFSM), National Fire Academy (NFA) International Fire Service Accreditation Congress (IFSAC), Professional Association of Diving Instructors (PADI) and others. Courses offered include, but are not limited to:

- Firefighter Certification
- Technical Rescue Certification
- Wilderness Rescue
- Driver/Operator certification
- Leadership including Fire Officer
- Fire Life Safety Educator
- Instruction Methodology
- Rope Rescue
- Swift Water Rescue
- Underwater Rescue
- Live burn classes
- Vehicle Extrication
- Anti-Terrorism
- Other specialty classes

7. Emergency Medical Services

Halifax Community College's Emergency Medical Services (EMS) Program is designed to train students to provide immediate pre-hospital care to those in need. Halifax Community College offers beginner and advance level courses. Many of these courses are accredited by organizations such as North Carolina Office of Emergency Medical Services (NCOEMS), National Association of Emergency Medical Services Educators (NAEMSE), American Heart Association (AHA), American Safety and Health Institute (ASHI) and others. Courses offered include, but are not limited to:

- Emergency Medical Technician (EMT)
- Paramedic
- Emergency Medical Responder (EMR)
- Anatomy and Physiology for EMS
- Geriatric Emergencies (GEMS)
- Advanced Cardiac Life Support (ACLS)
- Pediatric Life Support (PALS)
- International Trauma Life Support (ITLS)
- Continuing education in traditional classroom and online
- Other specialty courses

8. Cardiopulmonary Resuscitation (CPR)/First Aid

Halifax Community College's CPR and First Aid Program teaches initial and refresher lifesaving skills to health professionals as well as to the general public through American Health and Safety Institute (ASHI), nationally accredited organizations. Classes offered in this area include, but are not limited to:

- Health Care CPR
- Community CPR
- Basic First Aid
- Wilderness First Aid
- Pet CPR/First Aid
- Automated External Defibrillator Use
- Other specialty courses

9. Emergency Management

Halifax Community College's Emergency Management Program (EPT) instructs students in appropriate planning, response, mitigation, resource allocation and leadership techniques that will

help them deal with emergency responses. Many of these classes are accredited through organizations such as the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), Emergency Management Institute (EMI), North Carolina Emergency Management (NCEM) and others. Classes offered in this area include, but are not limited to:

- National Incident Management System Courses (NIMS)
- Damage Assessment
- Specific Incident Command System (ICS) functional position
- Table top exercises (TTX)
- Full scale exercises (FTX)
- Weather recognition and reporting
- Community Emergency Response Team (CERT) Training
- Other specialty classes

10. Industrial Emergency Response and Safety

Halifax Community College's Emergency Response and Safety Program teaches initial and refresher classes to businesses and industry on safety concerns and regulations with a strong emphasis on prevention. Many of these classes are accredited by third party organizations. Classes offered in this area include, but are not limited to:

- Workplace Safety



CURRICULUM PROGRAMS

ASSOCIATE DEGREE NURSING PROGRAM (A4S110)

Curriculum Description:

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

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

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

Clinical Background Check and Drug Screening

Students are assigned clinical rotations in several participating agencies in the nursing program. Before practicing in the agency, the clinical agencies may require that students undergo a criminal background check and/or drug screening. The drug screening may be done once before the student reports to the clinical agency or randomly during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs, or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. Halifax Community College recognizes and fully supports the clinical agencies that choose to perform drug tests and/or criminal background checks on nursing students. The decisions made by the clinical agency is final.

If a nursing student is prohibited from participating in any clinical agency based on a criminal background or positive drug screening the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum. Students are responsible for all costs associated with criminal background checks and drug screening required by the clinical agency. If a student cannot attend the clinical experience in one agency, the student will not be assigned to another clinical agency.

Due Process for Criminal Background Checks and Drug Screens

The following procedure has been established for students who feel information contained in the criminal background check or drug screen is false or inaccurate resulting in the inability of a student to participate in a clinical rotation and, therefore, dismissal from the nursing program due to inability to progress:

1. The student will notify the department head of nursing in writing of his/ her intent to initiate an investigation into the information he/she believes to be false or inaccurate in the criminal background check or drug screen. This must be completed within 24 hours (Monday through Friday) of being notified of the inability to progress in the program. The sole purpose of the written notification is to inform the nursing program of the intent to initiate an investigation, and should not contain information regarding the content of the criminal background check or drug screen.

2. The department head will notify the appropriate agency representative that the student wishes to initiate an investigation regarding inaccurate or false information.
3. The student will be informed of the appropriate means to communicate with the clinical agency's representative regarding the investigation of the criminal background check or drug screen.
4. The student will provide information to the agency representative within five college calendar days of the inaccuracies in the criminal background check or drug screen.
5. The agency will investigate the information that the student provides to determine the student's eligibility to complete the clinical learning experience.
6. While the agency is investigating the student's criminal background and/or drug screen, the student cannot attend the clinical experience.
7. If the information provided to the agency by the student does not satisfy the agency's requirements to attend the clinical experience, the student will be dismissed from the nursing program due to the inability to progress.
8. If a student is unable to attend the clinical experience in one agency, the student will not be assigned to another clinical agency.

ADMISSION PROCEDURE

Admission for Associate Degree in Nursing

Students are admitted to the HCC Associate Degree Nursing Program in accordance with policies approved by the HCC president and board of trustees. HCC does not guarantee admission to all students who apply to the nursing program. Completion of the nursing curriculum does not guarantee success in passing the licensure exam.

A nursing student must be admitted to the nursing program in order to take courses for credit in any nursing (NUR) course. Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Admission to the Associate Degree Nursing Program is limited. We offer both a traditional pathway for students seeking their Associate Degree in Nursing, as well as an Advanced Placement Pathway. The Advanced Placement Pathway is only available to applicants who are already practicing as a licensed practical nurse or certified paramedic. The deadline to complete the application process is posted yearly on the HCC Nursing webpage <https://halifaxcc.edu/what-we-offer/programs-training/nursing-adn-lpn-nurse-aid-nfp>. Each step of the admission procedure must be completed before moving to the next step. HCC may contact students by mail, telephone, and/or e-mail during any step of the application process and encourages students to update the admission's department if any of this information changes. It is the responsibility of the applicant to ensure all requirements are met by the established deadline and to ensure accurate information is on file with the admissions office.

The Nursing (NUR) program is considered a limited-enrollment program since it receives more applications than it has available space. Acceptance is based on a competitive process with a point system, not a waiting list, and applicants are ranked based on grades earned in the general education classes required for the Nursing program, such as ENG-111, PSY-150 and BIO-168 and BIO 16. Only students who have submitted the Nursing program application and are accepted through the competitive process can register for NUR classes.

Before applying to the Associate Degree Nursing program students must attend an information session at which the student will receive detailed information regarding the application process, course requirements, admission criteria, and placement testing. HESI A2 is the required placement test and a minimum score of 65% is required for consideration.

Application packets can be found online on the HCC Nursing webpage
<https://halifaxcc.edu/what-we-offer/programs-training/nursing-adn-lpn-nurse-aid-nfp/>

NOTE: Priority consideration is given to students who have earned a B or higher in BIO 168 and BIO 169 and a timeframe for completion is required (see minimum requirements below).

Students in the ADN program must complete a designated number of clinical hours (dependent upon the pathway) as required by the North Carolina Board of Nursing. Clinical sites, both on and off campus, require documentation of criminal background checks, drug testing and health and immunization information. Students must also provide proof of current AHA Basic Life Support Provider Certification upon admission to the program. Fees associated with these requirements are the responsibility of the student.

Clinical facilities are located in Halifax, Warren, Northampton, Nash, Edgecombe, Pitt, and other surrounding areas (this is not an all-inclusive list). Any expenses incurred-fees for parking or use of public transportation, etc. are the responsibility of the student. Clinical days and hours vary depending upon course. Students will be given a clinical schedule at the beginning of the semester. Requests for placement at specific sites are not considered until the student is in their final semester.

Nursing Admission Testing

- a. HESI Admission Assessment (A2) Exam is open to candidates applying for the Nursing Program at Halifax Community College. It is a requirement for each of the pathways within the Nursing Department and applicants must score a minimum of 65% to be eligible for consideration. The HESI A2 exam may be taken at HCC's testing site up to two times once per admission cycle (test dates will be posted on the Halifax Community College website). Attendance at a nursing information session is required prior to registering for the HESI A2 exam. HESI A2 results are considered acceptable for up to three years.
- b. HCC will accept HESI A2 results from other institutions if taken within the past three years. Student must provide documentation of test results. Results are verified by the Program Director of Nursing.
- c. The HESI A2 exam at HCC will consist of the following sections:
 1. Math
 2. Reading Comprehension
 3. Grammar
 4. Vocabulary
 5. Science – A&P, Biology, Chemistry
 6. The fee for the HESI A2 (currently \$61, subject to change) must be paid at the HCC cashier's window and the receipt presented to the Testing Coordinator on the testing day. A valid picture ID is also required. The student will not be permitted to test.

1. Students will be allowed to register for a specific date/time to take the HESI A2 after attending a mandatory nursing information session. Applicants will register online for the test through the HCC website at <https://halifaxcc.edu/services-support/testing-and-tutoring/>.
7. Instructions for registration will be provided at time of payment.
- d. The cumulative score on the HESI A2 will be incorporated into the ranking process for all nursing programs offered. (Practical Nursing, Associate Degree Nursing, LPN to RN Advanced Placement, and Paramedic to RN Advanced Placement).
- e. If a student has already taken the exam once during the application cycle, they must inform the testing coordinator that they are a second-time test taker.

Ranking/Conditional Acceptance/Alternate List

1. The students who rank highest in the application process will receive notification to their HCC email within 4-6 weeks of the application deadline. Letters indicating placement on the alternate list will be sent to the HCC email of all other students who met the ranking qualifications, but were not offered seats in the program at that time (all correspondence regarding admission to the nursing program will be sent to students electronically).
2. A letter of conditional acceptance will be sent to the HCC email address of the students who ranked highest in the application process. Letters indicating placement on the alternate list will be sent to all other students who met the ranking qualifications, but were not offered seats in the program at that time (all correspondence regarding admission to the nursing program will be sent to students electronically).
3. Students who do not enter the nursing program in Fall for any reason will need to reapply to be considered for future admission. HCC does not maintain a waiting list. Students will need to complete the entire application process from the beginning (including attending another information session and completing a new Health Sciences Nursing application).

Determination of Admission Status

****once applicant has attended an information session and completed a Health Sciences Application, they are eligible to register for the HESI A2.****

___ Applicants are ranked and selected for admission based on the following criteria:

HESI A2 composite percentage score:

- 90% or above (+15)
- 80% to 89.9% (+10)
- 70% to 79.9% (+5)
- 65% to 69.9% (+0)
- <65% not eligible
- ****HCC will accept HESI A2 results recorded within the past three years****
- ****HCC will accept HESI A2 results taken at another institution if taken within the past three years****

___ Applicants will be notified of their HCC admission status, by the admissions department, utilizing the mailing address. All additional program correspondence will occur through the Halifax Community College student email. Applicants notified of conditional admission must complete the following steps by established deadlines to be accepted into the ADN or PN program:

:

1. AHA Certification

2. Physical Examination within the past year
3. Malpractice/Professional Liability Insurance
4. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended or required immunizations for students working in the healthcare environment.
5. Two-step TB test results or negative chest x-ray if past positive result
6. Criminal Background Check
7. Drug Screening Exam

Final acceptance will be complete once the above items have been submitted. Failure to submit the above items by the acceptance due date will result in the student not being admitted to the nursing program for fall semester and being dropped from all NUR- prefix courses for which he/she has pre-registered.

Malpractice insurance is needed and must be renewed yearly. The fee will be paid at the Cashier's Office at HCC and is required by the first day of classes for fall semester (please bring the receipt on the first day of class).

Readmission Procedure

Halifax Community College does not guarantee readmission to any student. Readmission is always conditional on classroom, lab, and clinical space availability in a given course. Students who are applying for reinstatement/readmission into the nursing program due to extenuating circumstances will be evaluated using a readmission rubric. Reinstatement is not guaranteed to students and each case is evaluated individually. If students are considering a grade appeal that avenue is to be pursued first, and is a different process. The readmission policy and rubric can be located at <https://halifaxcc.edu/wp-content/uploads/2024/07/HCC-Readmission-Policy-and-Procedure-2024-2025.docx-1.pdf>

Limits on Readmission

Because of the rapidly changing healthcare environment, students who have been out of any nursing program for more than one year (defined as not enrolled in any NUR-prefix course within the past 12 months) are required to apply as a first- semester student, completing either nursing program from the beginning.

After 3 unsuccessful attempts to complete either one or a combination of the nursing programs at HCC, students will be ineligible for future admission. Unsuccessful attempts include dismissal based upon grades, clinical performance, or lab performance, student-initiated withdrawal, excessive absence withdrawal (overcut), or any other circumstances that cause a student not to complete the course sequence as scheduled.

Reentry of students dismissed from the program for behavioral issues, drug/alcohol use, or clinical misconduct/negligence on any attempt will be reviewed on a case-by-case basis, and reentry opportunities will depend upon the individual situation and evidence of resolution of the issue(s).

Steps to Readmission – First Readmission (Second Attempt)

1. Within 4 weeks of course failure or withdrawal, meet with course faculty and/or nursing advisor to discuss issues related to the failure and begin a discussion for a plan of correction.
2. Submit a letter of intent to the Program Director of Nursing indicating a desire for readmission into the nursing program at Halifax Community College. The letter should include the following:
 - a. Succinct summary of the circumstances leading to the failure (with enough information to describe the issues but not having to include personal details if not relevant).

- b. Identifying specific steps that will be taken to increase the likelihood of future success.
- c. Include official documents that may be relevant such as medical papers, court documents, etc
- 3. Develop a readmission plan with the Nursing Faculty, which includes the following:
 - a. Course/year into which the student will seek readmission. (The point-of-readmission will be based on the student's previous grades, performance, and needs as identified by the student and faculty.) Students may be required to audit or take for credit any course(s) in the program, regardless of the previous grade in the course. Students may not reenter the final course of either program (NUR 103 or NUR 213 without auditing the prior semester.
 - b. Discussion of areas for improvement as indicated by faculty completed rubric
 - c. Identification of campus resources that will aid student's success during anticipated reentry

Specific requirements for readmission, which may include, but are not limited to:

- 1. Admissions Application to HCC
- 2. Completion of the HCC Nursing Application Form
- 3. All transcripts, placement test scores, valid nursing admission test scores, and Social Security card copy must be on file in the admissions office and information session must have been attended within the previous 12 months
- 4. Must meet the readmission minimum GPA requirement. Students who are not successful in their first semester course (ie: NUR 101, NUR 111, NUR 214, or NUR 215) will be required to have a minimum GPA of 2.5 and will be ranked with first-time applicants. Students who successfully completed their first semester course but were unable to pass a subsequent course will be expected to have a minimum GPA of 2.0
- 5. Referrals to Counseling Department, Student Support Services, and/or any other program as deemed necessary
- 6. Submission of physical exam form, immunization records, two-step TB test results, drug screen/background check (as required by clinical agency), current CPR, and malpractice insurance receipt prior to the given deadline
- 7. Students must demonstrate ongoing competency in all audited courses. This will require demonstrating competency in meeting course objectives by completing a course auditing assessment plan and submitting it at the course's end. Detailed instructions are outlined in the Course Auditing Assessment Plan. For clarity and consistency, the Course Auditing Assessment Plan must be signed by the student, course instructor, and the Program Director of Nursing.
- 8. In addition to the Course Auditing Assessment Plan, students will be required to complete a skills evaluation to include any skills expected to be achieved at the level of reentry (including a medication dosage evaluation) in the presence of a current part-time or full-time clinical instructor. Submission of physical exam form, immunization records, two-step TB test results, drug screen/background check (as required by clinical agency), current CPR, and malpractice insurance receipt

Failure to Complete Readmission Plan

The reentry plan will specify deadlines for completion of each requirement. Students who fail to meet any deadline or who fail the skills competency or dose calculation test will eliminate the option of reentry into the nursing program. Students who are unable to reenter may reapply to the nursing program, meeting all current admission criteria, and be ranked with all other applicants.

Following Readmission

Once a student has reentered the nursing program after successfully completing the reentry plan, the student must take all nursing courses in sequence with a passing grade ("C" or better), and complete all other course requirements to successfully complete the program.

Students reentering any semester of the nursing program will be required to obtain any textbooks, resources, uniforms, or other requirements of the class into which they are entering.

Second Readmission (Third Attempt)

If a student is unsuccessful in the program following the reentry attempt, the same process will be used for the third entry, however, the student may be required to apply as a first-semester student due to repeated inability to complete the program requirements, regardless of the semester in which the student exited the program. This will be determined during the formal interview process with the Department Head and Nursing Faculty.

Applicants will be required to:

1. Apply to Halifax Community College admissions. The student must submit all required documents including a copy of signed social security card, official high school and college transcripts. The student must also complete their Residency Determination Status online @ <https://www.halifaxcc.edu/Admissions/>
2. Have a minimum GPA of 2.5
3. Attend HCC Nursing Information Session
4. Submit HCC Nursing Application
5. Submit a letter to the Director of Nursing Programs outlining request for transfer admission including the reasons for the transfer request
6. Demonstrate eligibility to return to any institution of higher learning previously attended. In addition to the letter of intent, the student must demonstrate eligibility by submitting a letter from the Director of Nursing Programs or Dean of the institution of higher learning previously attended.
7. Submit official scores from pre-entrance nursing examinations from previous school. If school did not require an entrance test, the student must take the HCC nursing required test, and meet the minimum scoring criteria to be considered for transfer. If the school that the student transfers from offers TEAS or Kaplan as an entrance test, the TEAS or Kaplan score will be accepted for transfer status only.
8. Submit official college transcript(s) for credits earned in all other colleges attended. The Registrar will verify all non-NUR courses. The Program Director of Nursing will verify all NUR courses.
9. Complete the following required courses with a grade of "C" or higher:

Associate Degree Nursing Complete the following required courses with a grade of "C" or higher:

- ENG 111 ENG 112 or ENG 114
 - PSY 150 PSY 241
 - BIO 168 and BIO 169 (preferred to have been completed within prior 3 years)
10. Provide documentation of all NUR courses completed with a minimum letter grade of C, or numerical grade of 77 or above. Satisfactory completion of the clinical component of all courses attempted (students who received a grade of either unsatisfactory or failed in the clinical component of any NUR course are ineligible for transfer into the HCC nursing program)
 11. Once it is determined that the transfer applicant meets all initial criteria, he/she will meet with the lead faculty member of the course they are transferring into and will be scheduled for a Skills Competency Assessment (SCA).

Skills for the SCA will be shared by the lead instructor of the course into which the student will be transferring. Students must achieve a "Pass" on the SCA prior to acceptance. The SCA will include a dose calculation evaluation of competency.

In addition, consideration must be given to the availability of program resources that will allow an increase in class size.

Acceptance of a transfer student into the nursing program is not a guarantee. Students seeking transfer will be selected using the point system from the admissions policy if there are more applicants than space available. Students desiring transfer must demonstrate a 2.5 cumulative GPA or higher on the most recent transcript with at least 12 non-developmental college credits.

Limits on Transfer

Students who have failed to complete a nursing course at another college due attendance or behavioral issues are not eligible to transfer to HCC. These students must apply as new applicants, and are subject to all admission requirements in place at the time of application.

*Students from a community college outside of North Carolina or from the university system are not eligible to transfer into the nursing program due to differences in course content across systems. The registrar will review general education courses from these colleges, and may award transfer credit for these.

Full Acceptance

Full acceptance is contingent upon the student successfully meeting additional requirements as set forth by clinical agencies that include, but are not limited to, a health screening and immunizations, drug screening, and criminal background check within 30 days of acceptance.

Faculty reserve the right to change or add criteria at any time.

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

Audit Guidelines

Students who audit a nursing course must have credit for that course or the equivalent coursework.

In order for students to audit, there must be adequate classroom/lab space available.

When auditing a course, students will be expected to follow the policies of Halifax Community College and the HCC nursing programs. Classroom attendance and lab attendance will be an expectation in addition to taking tests, exams, and performing clinical competencies. Students may be required to attend lab/clinical at the instructor's discretion if a student exceeds the allowed number of absences, the student will be dropped from the course.

****Mastery of course objectives during an NUR audit course is determined by the course instructor after a complete review of all of the student's tests, remediations, final exam, and overall course performance. The student may be prohibited from moving forward in the program for any of the following: Repeatedly performing below passing standard on course exams/final exams without adequately remediating, failing to submit assignments as instructed, unsatisfactory performance on clinical skills, or failing to meet any other course expectations as outlined in the course syllabus. At the end of the course, a minimum course average of 77% is required.**

ASSOCIATE DEGREE IN NURSING (A45100)

Course Requirements

First Year

Fall Semester		Course Title	Credits
BIO	168	Anatomy and Physiology I	4
NUR	111	Intro to Health Concepts	8
PSY	150	General Psychology	3
NUR	117	Pharmacology	2
Credit Hours:			17

Spring Semester

BIO	169	Anatomy and Physiology II	4
NUR	112	Health – Illness Concepts	5
NUR	212	Health System Concepts	5
PSY	241	Developmental Psychology	3
Credit Hours:			17

Summer Semester

NUR	114	Holistic Health Concepts	5
Credit Hours:			5

Second Year Fall Semester

ENG	111	Writing and Inquiry	3
NUR	113	Family Health Concepts	5
NUR	211	Health Care Concepts	5
Credit Hours:			17

Spring Semester

ENG	114	Professional Research & Reporting	3
HUM	Elective	Humanities/Fine Arts	3
NUR	213	Complex Health Concepts	10
Credit Hours:			16

TOTAL SEMESTER CREDIT HOURS: 68

*Students must maintain a "C" or better in all prerequisite and NUR courses to progress in the nursing program.

Humanities Electives

Course	Course Title	Credit
		5
ART 111	Art Appreciation	3
DRA 130	Acting I	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3

*Humanities/fine arts transferrable for the NC RN-BSN

articulation agreement.

*Advanced Placement students enter the Summer Semester prior to the Second Year Fall Semester. LPN to ADN students enroll in NUR 214 while Paramedic to ADN students enter into NUR 215.

ASSOCIATE IN ARTS (A10100)

The Associate in Arts curriculum is a 60 – 61 semester credit hours degree program designed for students who plan to transfer to a four-year university and declare a major in disciplines such as education, business, psychology, fine arts or English.

- Transfer students must meet the receiving university’s foreign language, physical education and health requirements prior to or after transferring to the senior institution, if applicable.
- A minimum 2.0 cumulative GPA is required for graduation.

Achievement of competence in the following developmental courses must be met:

- Transition Math
- Transition English

Program Requirements and Options

- Courses in parenthesis are prerequisite courses.
- UGETC General Education Courses will be accepted at any UNCSystem institution for transfer equivalency.

Course Title			Credits	
Study Skills – 1 SH				
ACA	122	College Transfer Success	1	3
				3
Composition – 6 SH				

ENG	111	Writing and Inquiry	3
ENG	112	Writing/Research in Disciplines (ENG 111)	3

Mathematics – 3-4 SH

MAT	143	Quantitative Literacy	3
MAT	152	Statistical Methods I	4
MAT	171	Precalculus Algebra	4
MAT	175	Precalculus	5

Computers– 3 SH

CIS	110	Introduction to Computers	3
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Communications – 3 SH

COM	231	Public Speaking	3
COM	120	Intro. to Interpersonal Communication	3

A. Humanities and Fine Arts – 6 SH

Choose two courses from two different disciplines

ART	111	Art Appreciation	3
ENG	231	American Literature I	3
ENG	232	American Literature II	3
ENG	241	British Literature I	3
ENG	242	British Literature II	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3

B. Social/Behavioral Sciences – 9 SH

Choose three courses from at least two disciplines

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3

C. Natural Sciences – 8 SH

Choose two courses with labs (eight credits total)

BIO	111	General Biology I	4
BIO	112	General Biology II (BIO 111)	4

CHM	131	Introduction to Chemistry	3
CHM	131A	Introduction to Chemistry Lab	1
CHM	151	General Chemistry I (MAT 171)	4
CHM	152	General Chemistry II (CHM 151)	4
PHY	110	Conceptual Physics	3
PHY	110A	Conceptual Physics Lab	1

UGETC Additional General Education Courses (7 SHC)

Choose courses from the list that have not been previously used; UGETC courses will be accepted at any UNC System institution for transfer equivalency.

		Course Title	Credits
ART	111	Art Appreciation	3
BIO	111	General Biology I	4
BIO	112	General Biology II (BIO 111)	4
CHM	151	General Chemistry I (MAT 171)	4
CHM	152	General Chemistry II (CHM 151)	4
ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
ENG	231	American Literature I	3
ENG	232	American Literature II	3
ENG	241	British Literature I	3
ENG	242	British Literature II	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
MAT	143	Quantitative Literacy	3
MAT	152	Statistical Methods I	4
MAT	171	Precalculus Algebra	4
MAT	172	Precalculus Trigonometry (MAT 171)	4
MAT	175	Precalculus	5
MAT	271	Calculus I (MAT 172 or MAT 175)	4
MAT	272	Calculus II (MAT 271)	4
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3
PHY	110	Conceptual Physics	3
PHY	110A	Conceptual Physics Lab	1
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3

Elective Courses (14 SHC)

Choose courses from the UGETC Additional General Education Courses list or from the list below that have not been previously used.

		Course Title	Credits
BUS	110	Introduction to Business	3
HEA	110	Personal Health and Wellness	3
HUM	115	Critical Thinking	3
HUM	120	Cultural Studies	3
PED	110	Fit and Well for Life	2
PSY	241	Developmental Psychology (PSY 150)	3
PSY	281	Abnormal Psychology (PSY 150)	3
REL	110	World Religions	3
SOC	213	Sociology of the Family	3
SOC	220	Social Problems	3
SOC	240	Social Psychology	3
SPA	111	Elementary Spanish I	3
SPA	112	Elementary Spanish II (SPA 111)	3

Program Completion Guide

Faculty advisors will work to help transfer students develop individual academic plans. This is an example of a 2 year track a student can take to complete this program.

First Year

Fall Semester		Course Title	Credits
ENG	111	Writing and Inquiry	3
ACA	122	College Transfer Success Precalculus Algebra	1
MAT	171		4
CIS	110	Introduction to Computers	3
PSY	150	General Psychology	3
			Credit Hours: 14

Spring Semester

		Course Title	Credits
ENG	112	Writing and Research In the Dis	3
ART	111	Art Appreciation	3
COM	231	Public Speaking	3
HIS	111	World Civilizations I	3
ECO	251	Principles of Microeconomics	3
			Credit Hours: 15

Second Year

Fall Semester		Course Title	Credits
SPA	111	Elementary Spanish I	3
SOC	210	Introduction to Sociology	3
BIO	111	General Biology I	4
HIS	131	American History I	3
ENG	231	American Literature I	3
			Credit Hours: 16

Spring Semester

		Course Title	Credits
SPA	112	Elementary Spanish II	3
BIO	112	General Biology II	4
HEA	110	Personal Health and Wellness	3
POL	120	American Government	3
MUS	110	Music Appreciation	3
			Credit Hours: 16

TOTAL SEMESTER CREDIT HOURS: 60

ASSOCIATE IN ARTS – TEACHER PREPARATION (A1010T)

The Associate in Arts in Teacher Preparation curriculum is a 60 – 61 semester credit hours degree program designed for students interested in transferring to a four-year institution to pursue a teacher licensure in elementary, middle, or high school specializing in subjects such as Art, History, Music, Social Studies, or English.

- Transfer students must meet the receiving university’s foreign language, physical education and health requirements prior to or after transferring to the senior institution, if applicable.
- A minimum 2.0 cumulative GPA is required for graduation.

Achievement of competence in the following developmental courses must be met:

- Transition Math
- Transition English

Program Requirements and Options

- Courses in parenthesis are prerequisite courses.
- UGETC General Education Courses will be accepted at any UNCSystem institution for transfer equivalency.

	Course Title	Credits
Study Skills – 1 SH		
ACA 122	College Transfer Success	1
Composition – 6 SH		

ENG	111	Writing and Inquiry	3
ENG	112	Writing/Research in Disciplines (ENG 111)	3

Computers— 3 SH

CIS	110	Introduction to Computers	3
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A. Mathematics – 3-4 SH

MAT	143	Quantitative Literacy	3
MAT	152	Statistical Methods I	4
MAT	171	Precalculus Algebra	4
MAT	175	Precalculus	5

B. Communications – 3 SH

COM	231	Public Speaking	3
COM	120	Intro. to Interpersonal Communication	3

C. Elective Courses – 3 SH

HUM	115	Critical Thinking	3
HUM	120	Cultural Studies	3
REL	110	World Religions	3

D. Humanities and Fine Arts – 6 SH

Choose two courses from two different disciplines

ART	111	Art Appreciation	3
ENG	231	American Literature I	3
ENG	232	American Literature II	3
ENG	241	British Literature I	3
ENG	242	British Literature II	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3
PHI	240	Introduction to Ethics	3

E. Social/Behavioral Sciences – 9 SH

Choose two courses from at least two disciplines

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
SOC	210	Introduction to Sociology	3

F. Natural Sciences – 8 SH

Choose one course with lab (four credits total)

BIO	111	General Biology I	4
CHM	151	General Chemistry I (MAT 171)	4
PHY	110	Conceptual Physics	3
PHY	110A	Conceptual Physics Lab	1

Sample Program Completion Guide

Faculty advisors will work to help transfer students develop individual academic plans. This is an example of a 2 year track a student can take to complete this program.

First Year

Fall Semester		Course Title	Credits
ENG	111	Writing and Inquiry	3
ACA	122	College Transfer Success	1
MAT	171	Precalculus	4
CIS	110	Introduction to Computers	3
EDU	187	Teaching & Learning for All	4
			Credit Hours: 15

Spring Semester

		Course Title	Credits
ENG	112	Writing and Research In the Dis	3
EDU	216	Foundations of Education	3
COM	231	Public Speaking	3
SOC	225	Social Diversity	3
COM	231	Public Speaking	3
HUM	115	Critical Thinking	3
			Credit Hours: 15

Second Year

Fall Semester

		Course Title	Credits
EDU	279	Literacy Dev &	4
SOC	210	Instruction Introduction	
PSY	150	General Psychology	3
SPA	111	Elementary Spanish I	3
ART	111	Art Appreciation	3
ECO	251	Prin of Microeconomics	3
			Credit Hours: 16

Spring Semester

		Course Title	Credits
SPA	112	Elementary Spanish II	3
BIO	112	General Biology II	4
HEA	110	Personal Health and Wellness	3
POL	120	American Government	3
MUS	110	Music Appreciation	3
			Credit Hours: 16

TOTAL SEMESTER CREDIT HOURS: 61

ASSOCIATE IN ENGINEERING (A10500)

Curriculum Description:

The Associate in Engineering (AE) curriculum is a 60 – 61 semester credit hour degree program designed for students who plan to transfer to a four-year university and declare a major in engineering.

The degree plan includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. Admission to engineering programs is highly competitive and admission is not guaranteed.

To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

- Transfer students must meet the receiving university's foreign language and/ or physical education and health requirements prior to or after transferring to the senior institution, if applicable.

Achievement of competence in the following developmental courses must be met:

- Transition Math
- Transition English

Program Requirements and Options

- Courses in parenthesis are prerequisite courses.
- UGETC General Education Courses will be accepted at any UNC System institution for transfer equivalency.

	Course Title	Credits
Study Skills – 1 SH		
ACA 122	College Transfer Success	1

	Course Title	Credits
Engineering – 2 SH		
EGR 150	Introduction to Engineering	2
English Composition – 6 SH		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in Disciplines (ENG 111)	3
Social/Behavioral Sciences – 3 SH		
ECO 251	Principles of Microeconomics	3
Mathematics – 12 SH		
MAT 271	Calculus I (MAT 172 or MAT 175)	4
MAT 272	Calculus II (MAT 271)	4
MAT 273	Calculus III (MAT 272)	4

Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.

Natural Sciences - 12 SH		
CHM 151	General Chemistry I (MAT 171)	4
PHY 251	General Physics I (MAT 271, Co-req MAT 272)	4
PHY 252	General Physics II (PHY 251)	4

☒☒ Humanities – 3 SH		
Choose 1 course from the following		
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature II	3
ENG 242	British Literature II	3
REL 110	World Religions	3

REL 110 will transfer for equivalency credit to the engineering programs at all five UNC institutions that offer undergraduate engineering programs. It may not transfer with equivalency to other programs

Course Title			Credits
B. Fine Arts and Communications – 3 SH			
Choose 1 course from the following			
ART	111	Art Appreciation	3
COM	231	Public Speaking	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3
C. Other Options – 3 SH			
Choose 1 course from the following			
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3

D. Other Courses (15 SHC)

Select 15 SHC of courses from the following courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students must meet the receiving university's foreign language, health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

Students should consult with academic advisors and choose courses appropriate to the specific university and engineering major requirements.

Course Title			Credits
BIO	111	General Biology I	4
CHM	152	General Chemistry II (CHM 151)	4
COM	110	Introduction to Communications	3
ECO	252	Principles of Macroeconomics	3
CSC	134	C++ Programming	3
CSC	151	JAVA Programming	3
DFT	170	Engineering Graphics	3
EGR	210	Intro to Elec/Comp Eng Lab	2
EGR	212	Logic System Design I	3
EGR	214	Num Methods for Engineers	3
EGR	220	Engineering Statics	3
EGR	225	Engineering Dynamics	3
MAT	280	Linear Algebra	3
MAT	285	Differential Equations	3
PED	110	Fit and Well for Life	2

Sample Program Completion Guide

Faculty advisors will work to help transfer students develop individual academic plans. This is an example of a 2 year track a student can take to complete this program.

First Year

Fall Semester		Course Title	Credits
ACA	122	College Transfer	1
ENG	111	Writing and Inquiry	3
EGR	150	Introduction to Engineering	2
MAT	271	Calculus I	4
CHM	151	General Chemistry I	4
			Credit Hours: 14

Spring Semester

		Course Title	Credits
ENG	112	Writing and Research in the Disciplines	3
ECO	251	Principles of Microeconomics	4
MAT	272	Calculus II	4
PHY	251	General Physics I	
			Credit Hours: 14

Second Year

Fall Semester		Course Title	Credits
ENG	231	American Literature I	3
COM	231	Public Speaking	3
MAT	273	Calculus III	4
PSY	150	General Psychology	3
PHY	252	General Physics II	4
			Credit Hours: 17

Spring Semester

		Course Title	Credits
BIO	111	General Biology I	4
CHM	152	General Chemistry II	4
CSC	151	JAVA Programming	3
MUS	110	Music Appreciation	3
PED	110	Fit and Well for Life	2

TOTAL SEMESTER CREDIT HOURS: 61

ASSOCIATE IN GENERAL EDUCATION (A10300)

Curriculum Description:

The Associate in General Education is a 65-semester credit hour curriculum that is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

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

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

- Transfer students must meet the receiving university's foreign language and/ or physical education and health requirements prior to or after transferring to the senior institution, if applicable.
- A minimum 2.0 cumulative GPA is required for graduation.

Program Requirements and Options

- Courses in parenthesis are prerequisite courses.
- UGETC[®] General Education Courses will be accepted at any UNC System institution for transfer equivalency.

		Course Title	Credits
Study Skills – 1 SH			
ACA	122	College Transfer Success (None)	1
Composition – 6 SH			
ENG	111	Writing and Inquiry (DRE 098)	3
ENG	112	Writing/Research in Disciplines (ENG 111)	3

	Course Title	Credits
Communications – 3 SH		

COM	231	Public Speaking	3
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Required General Education – 3 SH

CIS	110	Introduction to Computers	
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A. Humanities/Fine Arts – 3 SH

Choose one course

ART	111	Art Appreciation	3
ENG	231	American Literature I	3
ENG	232	American Literature II	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3

B. Social/Behavioral Sciences – 3 SH

Choose one course

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3

C. Natural Sciences/Mathematics – 3 - 4 SH

Choose one course

			Natural Science
BIO	111	General Biology I	4
BIO	168	Anatomy and Physiology I	4
CHM	131	Introduction to Chemistry	3
CHM	131A	Introduction to Chemistry Lab	1
CHM	151	General Chemistry I	4

PHY	110	Conceptual Physics	3
PHY	110 A	Conceptual Physics Lab	1

Mathematics

CIS	115	Introduction to Programming and Logic	3
MAT	143	Quantitative Literacy	3
MAT	152	Statistical Methods I	4
MAT	171	Precalculus Algebra	4
MAT	172	Precalculus Trigonometry (MAT 171)	4

Additional UGETC and Non-UGETC General Education Courses (42 - 43 SH) Choose courses from the list that have not been previously used to satisfy other program requirements.

UGETC General Education Courses

UGETC courses will be accepted at any UNC System institution for transfer equivalency.

ART	111	Art Appreciation	3
BIO	111	General Biology I	4
BIO	112	General Biology II (BIO 111)	4
CHM	151	General Chemistry I	4
CHM	152	General Chemistry II (CHM 151)	4
ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
ENG	231	American Literature I	3
ENG	232	American Literature II	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
MAT	143	Quantitative Literacy	3
MAT	152	Statistical Methods I	4
MAT	171	Precalculus Algebra	4
MAT	172	Precalculus Trigonometry (MAT 171)	4
MAT	271	Calculus I (MAT 172)	4
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3
PHY	110	Conceptual Physics	3
PHY	110	Conceptual Physics Lab	1
	A		
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3

Non-UGETC General Education Courses

BIO	169	Anatomy & Physiology II (BIO 168)	4
BIO	175	General Microbiology (BIO 111 or BIO 168)	3
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
BUS	137	Principles of Management	3
CHM	130	General, Organic & Biochemistry	3
CHM	152	General Chemistry II (CHM 151)	4
COM	110	Introduction to Communication	3
ENG	114	Professional Research and Reporting (ENG 111)	3
HEA	110	Personal Health/Wellness	3
HUM	115	Critical Thinking	3
HUM	120	Cultural Studies	3
MAT	272	Calculus II (MAT 271)	4
PED	110	Fit and Well for Life	2
PSY	241	Developmental Psychology (PSY 150)	3
PSY	281	Abnormal Psychology (PSY 150)	3

REL	110	World Religions (Co-req ENG111)	3
SOC	213	Sociology of the Family	3
SOC	220	Social Problems	3
SOC	240	Social Psychology	3
SPA	111	Elementary Spanish I	3
SPA	112	Elementary Spanish II (SPA 111)	3

Sample Program Completion Guide

Faculty advisors will work to help transfer students develop individual academic plans. This is an example of a 2 year track a student can take to complete this program.

First Year

Fall Semester

		Course Title	Credits
ENG	111	Writing and Inquiry	3
ACA	122	College Transfer Success	1
MAT	143	Quantitative Literacy	3
COM	231	Public Speaking	3
CIS	110	Introduction to Computers	3
PSY	150	General Psychology	3

Credit Hours: 16

Spring Semester

ENG	112	Writing and Research in the Disciplines	3
MUS	110	Music Appreciation	3
PSY	150	General Psychology	3
ART	111	Art Appreciation	3
HIS	111	World Civilizations I	3
PED	110	Fitness & Wellness for Life	2

Credit Hours: 17

Second Year Fall Semester

ECO	251	Principles of Microeconomics	3
BIO	111	General Biology I	4
HUM	115	Critical Thinking	3
REL	110	World Religions	3
HIS	131	American History I	3

Credit Hours: 16

Spring Semester

SOC	210	Introduction to Sociology	3
ENG	231	American Literature I	3
POL	120	American Government	3
SPA	111	Elementary Spanish I	3
BIO	112	General Biology II (BIO 111)	4

Credit Hours: 16

TOTAL SEMESTER CREDIT HOURS: 65

ASSOCIATE IN SCIENCE (A10400)

The Associate in Science curriculum is a 60 – 61 semester credit hours degree program designed for students who plan to transfer to a four-year university and declare a major in a science, professional field or mathematics.

- Transfer students must meet the receiving university's foreign language, physical education and health requirements prior to or after transferring to the senior institution, if applicable.
- A minimum 2.0 cumulative GPA is required for graduation.

Achievement of competence in the following developmental courses must be met:

- Transition Math
- Transition English

Program Requirements and Options

- Courses in parenthesis are prerequisite courses.
- UGETC General Education Courses will be accepted at any UNC System institution for transfer equivalency.

	Course Title	Credits
Study Skills – 1 SH		
ACA 122	College Transfer Success	1
Composition – 6 SH		
ENG 111	Writing and Inquiry	3
ENG 112	Writing/Research in Disciplines (ENG 111)	3
Communications – 3 SH		
COM 231	Public Speaking	3
COM 120	Introduction to Interpersonal Communication	3
Mathematics – 8 SH Choose 2 courses		
MAT 171	Precalculus Algebra	4
MAT 172	Precalculus Trigonometry (MAT 171)	4
MAT 271	Calculus I (MAT 172)	4
MAT 272	Calculus II (MAT 271)	4
Computers – 3 SH		
CIS 110	Introduction to Computers	3

Course Title			Credits
Humanities and Fine Arts – 3 SH			
Choose 1 course			
ART	111	Art Appreciation	3
ENG	231	American Literature I	3
ENG	232	American Literature II	3
ENG	241	British Literature I	3
ENG	242	British Literature II	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3

B. Social/Behavioral Sciences – 6 SH

Choose two courses from at least two disciplines

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3

C. Natural Sciences – 8 SH

A minimum two-course sequence is required.

BIO	111	General Biology I	4
BIO	112	General Biology II (BIO 111)	4
OR			
CHM	151	General Chemistry I (MAT 171)	4
CHM	152	General Chemistry II (CHM 151)	4
OR			
PHY	251	General Physics I (MAT 271, Co-req MAT 272)	4
PHY	252	General Physics II (PHY 251)	4

D. Additional General Education Courses (8 SHC)

Eight additional semester hour credits must be selected from courses listed below or UGETC general education math and natural science courses that have not been used previously. UGETC courses will be accepted at any UNC System institution for transfer equivalency.

Course Title			Credits
BIO	111	General Biology I	4
BIO	112	General Biology II (BIO 111)	4
CHM	151	General Chemistry I (MAT 171)	4
CHM	152	General Chemistry II (CHM 151)	4
MAT	152	Statistical Methods I	4
MAT	175	Precalculus	5
MAT	271	Calculus I (MAT 172)	4
MAT	272	Calculus II (MAT 271)	4
PHY	110	Conceptual Physics	3
PHY	110	Conceptual Physics Lab	1

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PHY	251	General Physics I (MAT 271, Co-req MAT 272)	4
PHY	252	General Physics II (PHY 251)	4

E. Other Required Courses Options (14 SHC)

Select additional courses from the following and/or UGETC general education courses that have not been used previously.

		Course Title	Credit
PSY	241	Developmental Psychology (PSY 150)	3
PSY	281	Abnormal Psychology (PSY 150)	3
SOC	220	Social Problems	3
SOC	240	Social Psychology	3
SPA	111	Elementary Spanish I	3
SPA	112	Elementary Spanish II (SPA 111)	3

Sample Program Completion Guide

Faculty advisors will work to help transfer students develop individual academic plans. This is an example of a 2 year track a student can take to complete this program.

First Year

Fall Semester

		Course Title	Credits
ACA	122	College Transfer Success	1
ENG	111	Writing and Inquiry	3
CIS	110	Introduction to Computers	3
MAT	171	Precalculus Algebra	4
CHM	151	General Chemistry I	4

Credit Hours: 15

Spring Semester

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		Course Title	Credits
ENG	112	Writing and Research in the Disciplines	3
PSY	150	General Psychology	3
MAT	172	Precalculus Trigonometry	4

CHM 152	General Chemistry II	4
		Credit Hours: 14

Second Year
Fall Semester

	Course Title	Credits
BIO 111	General Biology I	4
ECO 251	Principles of Microeconomics	3
SOC 210	Introduction to Sociology	3
COM 231	Public Speaking	3
HIS 112	World Civilizations II	3
		Credit Hours: 16

Spring Semester

	Course Title	Credits
MAT 152	Statistical Methods	4
ART 111	Art Appreciation	3
ENG 232	American Literature II	3
HEA 110	Health and Wellness	3
MUS 110	Music Appreciation	3
		Credit Hours: 16

TOTAL SEMESTER CREDIT HOURS: 61

ASSOCIATE IN SCIENCE – TEACHER PREPARATION (A1040T)

The Associate in Science in Teacher Preparation curriculum is a 60 – 61 semester credit hours degree program designed for students interested in transferring to a four-year institution to pursue a teacher licensure in elementary, middle, or high school specializing in the STEM related fields (Science, Technology, Engineering & Math).

- Transfer students must meet the receiving university's foreign language, physical education and health requirements prior to or after transferring to the senior institution, if applicable.
- A minimum 2.0 cumulative GPA is required for graduation.

Achievement of competence in the following developmental courses must be met:

- Transition Math
- Transition English

Program Requirements and Options

- Courses in parenthesis are prerequisite courses.
- UGETC General Education Courses will be accepted at any UNC System institution for transfer equivalency.

		Course Title	Credits
Study Skills – 1 SH			
ACA	122	College Transfer Success	1
Composition – 6 SH			
ENG	111	Writing and Inquiry	3
ENG	112	Writing/Research in Disciplines (ENG 111)	3
Computers– 3 SH			
CIS	110	Introduction to Computers	3
A. Mathematics – 8 SH			
Choose 2 courses from the list below			
MAT	171	Precalculus Algebra	4
MAT	172	Precalculus Trigonometry	4
MAT	175	Precalculus	5
MAT	271	Calculus I	4
MAT	272	Calculus II	4
B. Communications – 3 SH			
COM	231	Public Speaking	3
COM	120	Intro. to Interpersonal Communication	3

C. Humanities and Fine Arts – 6 SH

Choose two courses from two different disciplines

ART	111	Art Appreciation	3
ENG	231	American Literature I	3
ENG	232	American Literature II	3
ENG	241	British Literature I	3
ENG	242	British Literature II	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3
PHI	240	Introduction to Ethics	3

E. Natural Sciences – 8 SH

Choose two courses from the same subject

BIO	111	General Biology I	4
		AND	
BIO	112	General Biology II	4
		OR	
CHM	151	General Chemistry I	4
		AND	
CHM	152	General Chemistry II	4
		OR	
PHY	251	General Physics I	4
		AND	
PHY	252	General Physics II	4

E. Social/Behavioral Sciences – 9 SH

Choose one course from the list below

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
SOC	210	Introduction to Sociology	3

Sample Program Completion Guide

Faculty advisors will work to help transfer students develop individual academic plans. This is an example of a 2 year track a student can take to complete this program.

First Year

Fall Semester		Course Title	Credits
ENG	111	Writing and Inquiry	3
ACA	122	College Transfer Success	1
MAT	171	Precalculus Algebra	4
CIS	110	Introduction to Computers	3
EDU	187	Teaching & Learning for All	4
			Credit Hours: 15

Spring Semester

		Course Title	Credits
ENG	112	Writing and Research In the Dis	3
EDU	216	Foundations of Education	3
COM	231	Public Speaking	
SOC	225	Social Diversity	3
COM	231	Public Speaking	3
MAT	172	Precalculus Trigonometry	4
			Credit Hours: 16

Second Year

Fall Semester

		Course Title	Credits
EDU	279	Literacy Dev & Instruction	4
SOC	210	Introduction to Sociology	
PSY	150	General Psychology	3
SPA	111	Elementary Spanish I	3
ART	111	Art Appreciation	3
CHM	151	General Chemistry I	4
			Credit Hours: 16

Spring

Semester

		Course Title	Credits
SPA	112	Elementary Spanish II	3
EDU	250	Teacher Licensure Preparation	4
POL	120	American Government	3
CHM	152	General Chemistry II	4
			Credit Hours: 13

TOTAL SEMESTER CREDIT HOURS: 61

AUTOMOTIVE SYSTEMS TECHNOLOGY (A60160)

Curriculum Description:

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

Course Requirements First Year

Fall Semester	Course Title	Credits
ACA 122	College Transfer Success	1
AUT 116	Engine Repair	3
AUT 116A	Engine Repair Lab	1
TRN 110	Intro to Transport Tech	2
TRN 120	Basic Transportation Electricity	5
TRN 170	PC Skills for Transportation	2
MAT 110	Math Measurement & Literacy	3
		Credit Hours:
		17

Spring Semester	Course Title	Credits
AUT 141	Suspension & Steering Systems	3
AUT 141A	Suspension & Steering Systems Lab	1
AUT 151	Brake Systems	3
AUT 151A	Brakes Systems Lab	1
AUT 163	Advanced Automotive Electricity	3
AUT 163A	Advanced Automotive Electricity Lab	1
AUT 181	Engine Performance 1	3
ENG 111	Writing and Inquiry	3

Credit Hours: 18

Summer Semester

TRN	140	Transportation Climate Control	2
TRN	140A	Transportation Climate Control Lab	2

Credit Hours: 4

Second Year

Fall Semester

AU	183	Engine Performance 2	4
T			
AU	212	Auto Shop Management	3
T			
AU	231	Manual Transmission/Axles/Drivetrains	3
T			
AU	231A	Manual Transmission/Axles/Drivetrains	1
T		Lab	
EN	114	Professional Research & Reporting	3
G			

Credit Hours: 14

Spring Semester

AUT	113	Automotive Servicing I	2
AUT	221	Automatic Transmission/Transaxles	3
AUT	221A	Automatic Transmission/Transaxles	1
		Lab	
AUT	281	Advanced Engine Performance	3
		Elective Humanities (See following list)	3
		(Choose one of the following PSY Courses)	
PSY	118	Interpersonal	3
		Psychology	
PSY	150	General Psychology	3

Credit Hours:
15

TOTAL SEMESTER CREDIT HOURS: 68

Humanities Electives

Course	Course Title	Credits
ART 111	Art Appreciation	3
ENG 231	American Literature	3
	I	
ENG 232	American Literature	3
	II	
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3

MUS 210	History of Rock Music	3
REL 110	World Religions	3

AUTOMOTIVE SYSTEMS TECHNOLOGY (DIPLOMA) (D60160)

Curriculum Description:

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering and heating and air condition systems.

Course Requirements First

Year Fall Semester

		Course Title	Credits
ACA	122	College Transfer Success	1
AUT	116	Engine Repair	3
AUT	116	Engine Repair Lab	1
	A		
AUT	221	Auto Transm/Transaxle	3
AUT	221	Auto Transm/Transaxle Lab	1
	A		
TRN	110	Intro to Transport Tech	2
TRN	120	Basic Transportation Electricity	5

Credit Hours:

16

Spring Semester

		Course Title	Credits
AUT	141	Suspension & Steering Systems	3
AUT	141A	Suspension & Steering Systems Lab	1
AUT	151	Brake Systems	3
AUT	151A	Brake Systems Lab	1
AUT	163	Advanced Automotive Electricity	3
AUT	181	Engine Performance 1	3

MAT	110	Math Measurement & Literacy	3
			Credit Hours: 17

Summer Semester

AUT	183	Engine Performance 2	4
ENG	111	Writing and Inquiry	3
TRN	140	Transportation Climate Control	2
			Credit Hours:

9

TOTAL SEMESTER CREDIT
HOURS:42

**AUTOMOTIVE SYSTEMS TECHNOLOGY (ADVANCED AUTOMOTIVE CERTIFICATE)
(C60160A)**

Curriculum Description:

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

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, brake systems and suspension systems.

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

**Course Requirements
Fall Semester**

		Course Title	Credits
TRN	120	Basic Transportation Electricity	5
			Credit Hours: 5

**Course Requirements
Spring Semester**

		Course Title	Credits
AUT	141	Suspension & Steering System	3
AUT	141A	Suspension & Steering Systems Lab	1
AUT	151	Brake Systems	3
AUT	151A	Brakes Systems Lab	1
AUT	181	Engine Performance 1	3
			Credit Hours: 11

TOTAL SEMESTER CREDIT HOURS: 16

AUTOMOTIVE SYSTEMS TECHNOLOGY (BASIC AUTOMOTIVE CERTIFICATE) (C60160B)**Curriculum Description:**

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

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems and engine repair.

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

**Course
Requirements
First Year Fall
Semester**

		Course Title	Credits
AUT	116	Engine Repair	3
AUT	116A	Engine Repair Lab	1
AUT	221	Auto Transm/Transaxles	3
AUT	221A	Auto Transm/Transaxles Lab	1
TRN	110	Intro to Transport Tech	2
TRN	120	Basic Transportation Electricity	5

Credit Hours: 15

TOTAL SEMESTER HOURS CREDIT: 15

**AUTOMOTIVE SYSTEMS TECHNOLOGY* (ELECTRICITY & ENGINE
PERFORMANCE CERTIFICATE) (C60160E)**

Curriculum Description:

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

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems and engine performance.

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

Course Requirements

		Course Title	Credits
Fall Semester			
TRN	120	Basic Transportation Electricity	5
			Credit Hours: 5
Spring Semester			
AUT	163	Advanced Automotive Electricity	3
AUT	181	Engine Performance 1	3
			Credit Hours: 6
Summer Semester			
AUT	183	Engine Performance 2	4
			Credit Hours: 4

TOTAL SEMESTER HOURS CREDIT: 15

BUSINESS ADMINISTRATION (A25120)

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

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

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

Course Requirements First Year

Fall Semester	Course Title	Credits
ACA 111	College Student Success	1
	OR	
ACA 122	College Transfer Success	1
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
ECO 251	Principles of Microeconomics	3
ENG 111	Writing & Inquiry	3
OST 131	Keyboarding	2
		Credit Hours:
		15

Spring Semester

ACC 120	Principles of Financial Accounting	4
BUS 121	Business Math	3
BUS 116	Business Law II	3
ENG 114	Professional Research & Reporting	3
MKT 120	Principles of Marketing	3
		Credit Hours: 16

Second Year Fall Semester

		Course Title	Credits
ACC	121	Principles of Managerial Accounting	4
BUS	147	Business Insurance	3
CIS	110	Introduction to Computers	3
MAT	143	Quantitative Literacy	3
PSY	118	Interpersonal Psychology	3
		OR	
ECO	252	Principles of Macroeconomics	3
Credit Hours: 16			

Spring Semester

BUS	137	Principles of Management	3
BUS	225	Business Finance	3
BUS	230	Small Business Management	3
BUS	239	Business Seminar	2
WBL	110	World of Work	1
CTS	130	Spreadsheet	3
		Humanities	3
Credit Hours: 18			

TOTAL SEMESTER CREDIT HOURS: 65

Humanities Electives

	Course Title	Credits
ART 111	Art Appreciation	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
REL 110	World Religions	3

In addition to a general Associate degree in Business Administration, students can choose to study in one of three concentrations: Accounting, Leadership, and Project Management and earn certificates and diplomas.

BUSINESS ADMINISTRATION ACCOUNTING CONCENTRATION (A25120A)

Course Requirements

First Year

Fall Semester

	Course Title	Credits
ACA 111	College Student Success	1
	OR	
ACA 122	College Transfer Success	1
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
ECO 251	Principles of Microeconomics	3
ENG 111	Writing and Inquiry	3
OST 131	Keyboarding	2

Credit Hours:

15

Spring Semester

	Course Title	Credits
ACC 120	Principles of Financial Accounting	4
BUS 116	Business Law II	3
BUS 121	Business Math	3
ENG 114	Professional Research and Reporting	3
MKT 120	Principles of Marketing	3

Credit Hours:

16

Second Year

Fall Semester

	Course Title	Credits
ACC 121	Principles of Managerial Accounting	4
BUS 147	Business Insurance	3
CIS 110	Introduction to Computers	3
MAT 143	Quantitative Literacy	3
PSY 118	Interpersonal Psychology	3
	OR	
ECO 252	Principles of Macroeconomics	3

Credit Hours:

16

Spring Semester

	Course Title	Credits
BUS 137	Principles of Management	3
ACC 122	Principles of Financial Accounting II	3
BUS 225	Business Finance	3
BUS 239	Business Application Seminar	2
WBL 110	World of Work	1
CTS 130	Spreadsheet	3
	Humanities	3

Credit Hours: 18

TOTAL SEMESTER CREDIT HOURS: 65

BUSINESS ADMINISTRATION, ACCOUNTING (DIPLOMA) (D25120A)

Course Requirements First Year

Fall Semester		Course Title	Credits
ACA	111	College Student SuccessOR	1
ACA	122	College Transfer Success	1
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
ENG	111	Writing & Inquiry	3
ECO	251	Principles of Economics	3
OST	131	Keyboarding	2

Credit Hours: 15

Spring Semester		Course Title	Credits
ACC	120	Principles of Financial Acc	4
BUS	116	Business Law II	3
BUS	137	Principles of Management	3
MKT	120	Principles of Marketing	3
MAT	143	Quantitative Literacy	3

Credit Hours: 16

Fall Semester		Course Title	Credits
ACC	121	Prin of Managerial Acct	4
BUS	121	Business Math	3
BUS	225	Business Finance	3
BUS	230	Small Business Mgmt	3
CIS	110	Principles of Marketing	3

Cred

itt Hours: 16 TOTAL
 SEMESTER CREDIT
 HOURS: 47

BUSINESS ADMINISTRATION (DIPLOMA) (D25120)**Course Requirements First Year**

Fall Semester		Course Title	Credits
ACA	111	College Student SuccessOR	1
ACA	122	College Transfer Success	1
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
CIS	110	Introduction to Computers	3
ENG	111	Writing & Inquiry	3
OST	131	Keyboarding	2
ENG	114	Professional Research and Reporting	3
			Credit Hours: 15

Spring Semester

ACC	120	Principles of Financial Accounting	4
BUS	116	Business Law II	3
BUS	121	Business Math	3
BUS	137	Principles of Management	3
ECO	251	Principles of Microeconomics	3
			Credit Hours: 16

Summer Semester

BUS	225	Business Finance	3
BUS	230	Small Business Management	3
BUS	253	Leadership and Mgt Skills	2
BUS	260	Business Communication	3
MKT	120	Principles of Marketing	3
WBL	110	World of Work	1
			Credit Hours: 15

TOTAL SEMESTER CREDIT HOURS: 47

BUSINESS ADMINISTRATION (CERTIFICATE) (C25120)

Course Requirements

First Year

Fall Semester		Course Title	Credits
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
			Credit Hours: 6

Spring Semester

OST	131	Keyboarding	2
BUS	137	Principles of Management	3
ACC	120	Principles of Financial Acct.	4
MKT	120	Principles of Marketing	3

TOTAL SEMESTER CREDIT HOURS: 16

BUSINESS ADMINISTRATION, ACCOUNTING
TECHNICIAN (CERTIFICATE)
(C25120CA)

Course Requirements First Year

Spring Semester			Credits
ACC	120	Principles of Financial Acct	4
BUS	137	Principles of Management	3
			Credit Hours: 7

Second Year Fall Semester

ACC	121	Principles of Managerial Acct.	4
BUS	115	Business Law I	3
			Credit Hours: 7

Spring Semester

CTS	130	Spreadsheet	3
			Credit Hours: 3

TOTAL SEMESTER CREDIT HOURS: 17

BUSINESS ADMINISTRATION, COLLEGE
TRANSFER(CERTIFICATE)
(C25120HS)

Course Requirements First Year

Fall Semester	Course Title	Credits
CIS 110	Introduction to Computers	3
ECO 251	Principles of Microeconomics	3
		Credit Hours: 6

Spring Semester

BUS 137	Principles of Management	3
MKT 120	Principles of Marketing	3
		Credit Hours: 6

Second Year Fall Semester

BUS 115	Business Law I	3
		Credit Hours: 3

TOTAL SEMESTER CREDIT HOURS: 15

BUSINESS ADMINISTRATION, ACCOUNTING EMPHASIS
(CERTIFICATE) (C25120HS-A)

Course Requirements First Year

Fall Semester	Course Title	Credits
ACA 111	College Student Success	1
or ACA 122	College Transfer Success	1
BUS 115	Business Law I	3
ECO 251	Principles of Microeconomics	3
		Credit Hours: 7

Spring Semester

ACC 120	Principles of Financial Acct	4
MKT 120	Principles of Marketing	3
		Credit Hours: 7

Second Year Fall Semester

ACC 121	Principles of Managerial Acct.	4
		Cre

dit Hours: 4TOTAL
SEMESTER CREDIT
HOURS: 18

BUSINESS ADMINISTRATION, FINANCE SPECIALIST
(CERTIFICATE)
(C25120CF)

Course Requirements First Year

Fall Semester	Course Title	Credits
BUS 110	Introduction to Business	3

Spring Semester

BUS 121	Business Math	3
ACC 120	Principles of Financial Acct.	4

Second Year Fall Semester

BUS 147	Business Insurance	3
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Spring Semester

BUS 225	Business Finance	3
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TOTAL SEMESTER CREDIT HOURS: 16

**BUSINESS ADMINISTRATION, SMALL BUSINESS MANAGEMENT
(DIPLOMA) (D25120SM)**

Course Requirements First Year

Fall Semester

		Course Title	Credits
ENG	111	Writing and Inquiry	3
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
ACA	122	College Transfer Success	1
or			
ACA	111	College Student Success	1
OST	131	Keyboarding	2
			Credit Hours:
			12

Spring Semester

ACC	120	Principles of Financial Acct	4
BUS	116	Business Law II	3
BUS	121	Business Math	3
BUS	137	Principles of Management	3
			Credit Hours:
			13

Second Year

Fall Semester

		Course Title	Credits
ECO	251	Principles of Microeconomics	3
ACC	121	Principles of Managerial Acct.	4
BUS	147	Business Insurance	3
CIS	110	Introduction to Computers	3
			Credit Hours: 13

Spring Semester

BUS	230	Small Business Management	3
MKT	120	Principles of Marketing	3
BUS	225	Business Finance	3
			Credit Hours: 9

TOTAL SEMESTER CREDIT HOURS: 47

**BUSINESS ADMINISTRATION, SMALL BUSINESS MANAGEMENT (CERTIFICATE)
(C25120SM)**

Course			
Requirements First			
YearFall Semester			
		Course Title	Credits
ACC	120	Principles of Financial Acct	4
CIS	110	Introduction to Computers	3
			Credit Hours: 7

Spring Semester			
BUS	110	Introduction to Business	3
BUS	137	Principles of Management	3
BUS	230	Small Business Management	3
			Credit Hours: 9

TOTAL SEMESTER CREDIT HOURS: 16

**BUSINESS ADMINISTRATION, SMALL
BUSINESS STARTUP(DIPLOMA)
(D25120SB)**

Course Requirements First Year

Fall Semester		Course Title	Credits
ACA	111	College Student Success	1
		OR	
ACA	122	College Transfer Success	1
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
CIS	110	Introduction to Computers	3
ENG	111	Writing and Inquiry	3
OST	131	Keyboarding	2
			Credit Hours: 15

**Spring
Semester**

ACC	120	Principles of Financial Acct	4
BUS	121	Business Math	3
BUS	137	Principles of Management	3
ECO	251	Principles of Microeconomics	3
MKT	120	Principles of Marketing	3
			Credit Hours: 16

Second Year Fall Semester

		Course Title	Credits
ACC	121	Principles of Managerial Acct.	4
BUS	147	Business Insurance	3
MAT	143	Quantitive Literacy	3
			Credit Hours: 10

TOTAL SEMESTER CREDIT HOURS: 41

BUSINESS ADMINISTRATION, SMALL
BUSINESS STARTUP(CERTIFICATE)
(C25120SB)

Course Requirements First Year

Fall Semester		Course Title	Credits
CIS	110	Introduction to Computers	3
BUS	110	Introduction to Business	3
			Credit Hours: 6

Spring Semester			
ACC	120	Principles of Financial Acct	4
MKT	120	Principles of Marketing	3
BUS	230	Small Business Management	3
			Credit Hours: 10

TOTAL SEMESTER CREDIT HOURS: 16

COSMETOLOGY (A55140)

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

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

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

Course

Requirements First

Year Fall Semester

		Course Title	Credits
ACA	111	College Student Success	1
COS	111	Cosmetology Concepts I	4
COS	112	Salon I	8
ENG	111	Writing and Inquiry	3
			Credit Hours: 16

Spring Semester

COS	113	Cosmetology Concepts II	4
COS	114	Salon II	8
HUM	115	Critical Thinking	3
			Credit Hours: 15

Summer Semester

COS	115	Cosmetology Concepts III	4
COS	116	Salon III	4
			Credit Hours: 8

Second Year
Fall Semester

		Course Title	Credits
COS	117	Cosmetology Concepts IV	2
COS	118	Salon IV	7
MAT	110	Math Measurement and Literacy	3

Choose one of the following
psychology courses 3

PYS	118	Interpersonal Psychology	3
PSY	150	General Psychology	Credit Hours: 15

Note: Students eligible to apply for certification. Note: Students
qualify for diploma.

Spring Semester

BUS	137	Principals of Management	3
CIS	110	Introduction to Computers	3
COS	223	Contemporary Hair Coloring	2

Choose one of the following COM or ENG

COM	231	Public Speaking	3
ENG	114	Professional Research & Reporting	3

Credit Hours: 11
Total Semester Credit
Hours: 65

COSMETOLOGY (DIPLOMA) (D55140)

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

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

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

Course

Requirements First

Year Fall Semester

		Course Title	Credits
ACA	111	College Student Success	1
COS	111	Cosmetology Concepts I	4
COS	112	Salon I	8
ENG	111	Writing and Inquiry	3
			Credit Hours: 16

Spring Semester

COS	113	Cosmetology Concepts II	4
COS	114	Salon II	8
PSY	118	Interpersonal Psychology	3
			Credit Hours: 15

Summer Semester

COS	115	Cosmetology Concepts III	4
COS	116	Salon III	4
			Credit Hours: 8

Second Year Fall Semester

COS	117	Cosmetology Concepts IV	2
COS	118	Salon IV	7
			Credit Hours: 9

TOTAL SEMESTER CREDIT HOURS: 48

COSMETOLOGY
Certificate (C55140)

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

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

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

Course
Requirements First
Year Fall Semester

		Course Title	Credits
COS	111	Cosmetology Concepts I	4
COS	112	Salon I	8
			Credit Hours: 12

Spring Semester

COS	113	Cosmetology Concepts II	4
COS	114	Salon II	8
			Credit Hours: 12

Summer Semester

COS	115	Cosmetology Concepts III	4
COS	116	Salon III	8
			Credit Hours: 12

Second Year
Fall Semester

COS	223	Cosmetology Concepts	2
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Credit Hours: 2
TOTAL
SEMESTER CREDIT
HOURS: 38

CRIMINAL JUSTICE TECHNOLOGY
(A55180)

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

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

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

Course

Requirements First

Year Fall Semester

		Course Title	Credits
ACA	111	College Student Success	1
Or ACA	122	College Transfer Success	1

CJC	111	Introduction to Criminal Justice	3
CJC	112	Criminology	3
CJC	141	Corrections	3
ENG	111	Writing and Inquiry	3
SOC	210	Introduction to Sociology	3

Credit Hours: 16

Spring Semester

		Course Title	Credits
CJC	131	Criminal Law	3
ENG	112	Writing/Research in the Disc	3
or			
ENG	114	Professional Research & Reporting	3
PSY	118	Interpersonal Psychology	3
or			
PSY	150	General Psychology	3
CIS	110	Introduction to Computers	3
CJC	113	Juvenile Justice	3
CJC	120	Interviewing and Interrogations	2

Credit Hours: 17

Second Year

Fall Semester

CJC	213	Substance Abuse	3
CJC	221	Investigative Principles	4
CJC	241	Community Based Corrections	3
COM	120	Intro to Interpersonal Communication	3
WBL	110	World of Work	1
Elective		Humanities	3

Credit Hours:
17

Spring Semester

CJC	132	Court Procedures & Evidence	3
CJC	212	Ethics & Community Relations	3
CJC	231	Constitutional Law	3
MAT	110	Math Measurement and Literacy	3
POL	120	American Government	3
SOC	213	Sociology of the Family	3

Credit Hours: 18

TOTAL SEMESTER CREDIT HOURS: 68

Humanities Electives

	Course	Credits
ART 111	Art Appreciation	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
REL 110	World Religions	3

CRIMINAL JUSTICE TECHNOLOGY-Transfer Pathway
(A55180E)

Course
Requirements First
Year Fall Semester

		Course Title	Credits
ACA	122	College Transfer Success	1
CJC	111	Introduction to Criminal Justice	3
CJC	112	Criminology	3
CJC	141	Corrections	3
ENG	111	Writing and Inquiry	3
SOC	210	Introduction to Sociology	3
			Credit Hours: 16

Spring Semester

		Course Title	Credits
CJC	131	Criminal Law	3
ENG	112	Writing/Research in the Disc	3
PSY	150	General Psychology	3
CIS	110	Introduction to Computers	3
CJC	113	Juvenile Justice	3
CJC	120	Interviewing and Interrogations	2
			Credit Hours: 17

Second Year

Fall Semester

CJC	213	Substance Abuse	3
CJC	221	Investigative Principles	4
CJC	241	Community Based Corrections	3
COM	120	Intro to Interpersonal Communication	3
WBL	110	World of Work	1
Elective		Humanities	3

Credit Hours:
17

Spring Semester

CJC	132	Court Procedures & Evidence	3
CJC	212	Ethics & Community Relations	3
CJC	231	Constitutional Law	3
MAT	110	Math Measurement and Literacy	3
POL	120	American Government	3
SOC	213	Sociology of the Family	3

Credit Hours: 18

TOTAL SEMESTER CREDIT HOURS: 68

Humanities Electives

	Course	Credits
ART 111	Art Appreciation	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
REL 110	World Religions	3

DENTAL HYGIENE (A45260)

The HCC Dental Hygiene Program is an ADA Accredited Program

The ADA has a uniform curriculum with similar learning experiences, admission, and graduation standards. Graduates of the associate degree dental hygiene program will receive an Associate of Applied Science Degree in Dental Hygiene from Halifax Community College. Graduates of this program may be eligible to take national and state/regional examinations for licensure which are required to practice dental hygiene.

Curriculum Description

The dental hygiene curriculum provides individuals with the knowledge and skills to assess, plan, implement, and evaluate dental hygiene care for the individual and the community.

Students will learn to prepare the operatory, take patient histories, note abnormalities, plan care, teach oral hygiene, clean teeth, take x-rays, apply preventive agents, complete necessary chart entries, and perform other procedures related to dental hygiene care.

Employment opportunities include dental offices, clinics, schools, public health agencies, industry, and professional education.

Admission Policy

Admission for associate degree dental hygiene students:

Students are admitted to the Halifax Community College dental hygiene program in accordance with recommendations by the American Dental Association (ADA) Commission on Dental Accreditation. The College does not guarantee admission to every student who seeks admission. Completion of the dental hygiene curriculum does not guarantee success in passing the licensure exam.

A dental hygiene student must be admitted to the dental hygiene program in order to take courses for credit in any dental hygiene (DEN) course.

Application Process

1. Submit a completed Halifax Community College Application (www.halifaxcc.edu) indicating Dental Hygiene (A45260) as the Program of Study
2. Submit official transcripts
 - a. records of high school graduation or equivalency
 - b. all post-secondary transcripts
3. Complete course requirements or submit minimum scores on a placement tests(See item 6. In Application Checklist)
4. Attend a Dental Hygiene Information Session at Halifax Community College and complete the Dental Hygiene Health Sciences Admission application. Students are required to attend an information session for admissions even if a previous information session has been attended.
 - Please call the college (252-536-4221) for the location of the Information Session
 - sessions will last approximately 1 to 1 ½ hours, and begin on time
 - Adult (only) family members are welcome, please do not bring children
 - No registration is required to attend an information session

5. Provide evidence of an overall 2.8 GPA
6. Submit one of the following documents:
Completed Dental Assisting Experience
Documentation Form
Completed Dental Office
Observation Form*

Completed Certificate of Current Enrollment from ADA Accredited Dental Assisting Program Form

Application Checklist

- ____ 1. Complete North Carolina Residency Determination
- ____ 2. Complete Halifax Community College Application
- ____ 3. Submitted Copy of Signed Social Security Card
- ____ 4. Submit official High School Transcript or General Education Development (GED) Scores
- ____ 5. Submit official College Transcripts
- ____ 6. Placement Tests or College Course Credits:

Meet MATH proficiency with one of the following:

Completion of a college level mathematics course with a minimum grade of "C"

Completion of prerequisites to be eligible to take CHM 130

A minimum score on a placement test (ACT, SAT, NC Community College placement test) Meet high school GPA policy to waive placement test and place into CHM 130.

Meet ENGLISH/READING proficiency with one of the following:

Completion of ENG 111 or equivalent with a minimum grade of "C"

Completion of prerequisites to be eligible to register for ENG 111 without co-requisite

Meet minimum score on a placement test (ACT, SAT, NC Community College placement test)

Meet high school GPA policy to waive placement test and place into ENG 111 without co-requisite.

Meet CHEMISTRY Proficiency requirement with one of

the following: Complete CHM 090 with a "C" or better

Complete high school chemistry with a "C" or better

Complete college Chemistry (CHM 130/CHM 131/CHM 151) with a "C" or better

- ____ 7. Attend Mandatory Dental Hygiene Information Session
- ____ 8. Complete ONE of the following:
 - (1) Dental Hygiene Observation Form*
 - (2) Dental Assisting Experience Documentation Form
 - (3) Dental Assisting Diploma/Certificate Form

- ____ 9. Submit evidence of 2.8 Grade Point Average

Upon Acceptance

Upon acceptance into the dental hygiene program, the student must:

- Submit a completed physical examination form
- Provide evidence that the Hepatitis B vaccination series has been started
- Submit evidence of current CPR certification for health care provider
- Attend mandatory dental hygiene orientation

Course Requirements

FIRST YEAR

FALL SEMESTER

	Course Title	Credits
BIO 168	Anatomy and Physiology I	4
DEN 110	Orofacial Anatomy	3
DEN 111	Infection/Hazard Control	2
DEN 112	Dental Radiography	3
DEN 120	Dental Hygiene Preclinic Lecture	2
DEN 121	Dental Hygiene Preclinic Lab	2
		Credit Hours: 16

SPRING SEMESTER

BIO 168	Anatomy and Physiology II	4
CHM 130	General, Organic, and Bio Chemistry	3
DEN 124	Periodontology	2
DEN 125	Dental Office Emergencies	1
DEN 130	Dental Hygiene Theory I	2
DEN 131	Dental Hygiene Clinic I	3
		Credit Hours: 15

SUMMER SEMESTER

BIO 175	General Microbiology	3
DEN 123	Nutrition/Dental Health	2
DEN 140	Dental Hygiene Theory II	1
DEN 141	Dental Hygiene Clinic II	2
ENG 111	Writing and Inquiry	3
		Credit Hours: 11

SECOND YEAR

FALL

SEMESTER

DEN 220	Dental Hygiene Theory III	2
DEN 221	Dental Hygiene Clinic III	4
DEN 222	General and Oral Pathology	2
Den 223	Dental Pharmacology	2
Den 224	Dental Materials and Procedures	2
SOC 240	Social Psychology	3
		Credit Hours: 15

SPRING SEMESTER

DEN 230	Dental Hygiene Theory IV	1
DEN 231	Dental Hygiene Clinic IV	4
DEN 232	Community Dental Health	3
DEN 233	Professional Development	2
ENG 114	Professional Research and Reporting	3
HUM 115	Critical Thinking	3
		Credit Hours: 16

TOTAL SEMESTER CREDIT HOURS: 73

EARLY CHILDHOOD EDUCATION
Transfer Track (Licensure) (A55220L)

The Early Childhood Education curriculum prepares individuals to work with children from birth to 3rd grade in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

The AAS licensure transfer track is designed for students who wish to transfer to a participating institution of the University of North Carolina System upon graduation to pursue a baccalaureate (bachelor) degree in an early childhood education program for the purposes of obtaining teacher licensure in the area of Birth through Kindergarten.

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

Graduates are prepared and facilitate a safe, healthy and nurturing environment and curriculum which reflects the diversity of students and families in the setting. Employment opportunities include child development and child care programs, preschools, home visiting setting, public and private schools, hospital settings, camp and recreational centers, developmental day settings, Head Start Programs, and school age programs.

Course
Requirem
entsFirst
Year
Fall Semester

		Course Title	Credits
EDU	119	Introduction to Early Childhood Education	4
EDU	144	Child Development I	3
EDU	153	Health Safety and Nutrition	3
ENG	111	Expository Writing	3
ACA	122	College Transfer Success	1
EDU	216	Foundations of Education	3

Credit Hours: 17

Note: Students qualify for NC Early Childhood credential and NC Early Childhood Administration Credentials.

Sprig Semester

		Course Title	Credits
EDU	145	Child Development II	3
EDU	146	Child Guidance	3
EDU	151	Creative Activities	3
EDU	131	Child, Family, and Community	3
ENG	112	Writing/Research in the Disciplines	3
BIO	111	General Biology	4

Credit Hours:
19

Second Year

Fall Semester

EDU	221	Children with Exceptionalities	3
EDU	234	Infant, Toddler, and Two	3
COM	231	Public Speaking	3
MAT	143	Quantitative Literacy	3

Humanities: Choose from the humanities list below 3

Natural Science: Choose from the natural science list below 4

Credit Hours: 19

Sprig Semester

EDU	284*	Capstone Practicum II	4
EDU	280	Language and Literacy	3
PSY	150	General Psychology	3
EDU	250	Teacher Licensure Preparation	3

Social/Behavioral Science:

Choose from the Soc/Behavioral Science list below 3

Credit

Hours: 16TOTAL

SEMESTER CREDIT

HOURS: 71

* Students must complete the required qualifications one semester prior to Capstone Practicum and attend Capstone Student orientation before beginning practicum. Students should meet with Instructor and/or Department Head during advising.

Humanities Electives (at least 3 credit hours required)

		Course Title	Credit s
ART	111	Art Appreciation	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3

Natural Science (at least 4 credit hours required)

CHM	151	General Chemistry I	4
PHY	110	Conceptual Physics	3
PHY	110A	Conceptual Physics Lab	1

Social/Behavioral Science (at least 3 credit hours required)

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
SOC	210	Introduction to Sociology	3

EARLY CHILDHOOD EDUCATION
Transfer Track (Non-Licensure) (A55220NL)

The Early Childhood Education curriculum prepares individuals to work with children from birth to 3rd grade in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

The AAS non-licensure transfer track is designed for students who wish to transfer to a participating institution of the University of North Carolina System upon graduation to pursue a baccalaureate (bachelor) degree in a non- licensure/non-teaching early childhood education-related degree program.

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

Graduates are prepared and facilitate a safe, healthy and nurturing environment and curriculum which reflects the diversity of students and families in the setting. Employment opportunities include child development and child care programs, preschools, home visiting setting, public and private schools, hospital settings, camp and recreational centers, developmental day settings, Head Start Programs, and school age programs.

Course Requirements
First Year Fall Semester

		Course Title	Credits
EDU	119	Introduction to Early Childhood Education	4
EDU	144	Child Development I	3
EDU	153	Health Safety and Nutrition	3
ENG	111	Expository Writing	3
ACA	122	College Transfer Success	1
EDU	261	Early Childhood Administration I	3

Credit Hours: 17

Note: Students qualify for NC Early Childhood credential and NC Early Childhood Administration Credentials.

Spring Semester		Course Title	Credits
EDU	145	Child Development II	3
EDU	146	Child Guidance	3

EDU	151	Creative Activities	3
EDU	131	Child, Family, and Community	3
ENG	112	Writing/Research in the Disciplines	3
BIO	111	General Biology	4

Credit Hours: 19

Second Year Fall Semester

EDU	221	Children with Exceptionalities	3
EDU	234	Infant, Toddler, and Two	3
COM	231	Public Speaking	3
MAT	143	Quantitative Literacy	3
Humanities: Choose from the humanities list below			3
Natural Science: Choose from the natural science list below			4

Credit Hours: 19

Spring Semester

EDU	284*	Early Childhood Capstone Practicum II	4
EDU	280	Language and Literacy	3
PSY	150	General Psychology	3
EDU	262	Early Childhood Administration II	3

Social/Behavioral Science:

Choose from the Soc/Behavioral Science list below 3

Credit

Hours: 16TOTAL

SEMESTER CREDIT

HOURS: 71

* Students must complete the required qualifications one semester prior to Capstone Practicum and attend Capstone Student orientation before beginning practicum. Students should meet with Instructor and/or Department Head during advising.

Humanities Electives (at least 3 credit hours required)

		Course Title	Credits
ART	111	Art Appreciation	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3

Natural Science (at least 4 credit hours required)

CHM	151	General Chemistry I	4
PHY	110	Conceptual Physics	3
PHY	110A	Conceptual Physics Lab	1

Social/Behavioral Science (at least 3 credit hours required)

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	111	World Civilizations I	3
HIS	112	World Civilizations II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
SOC	210	Introduction to Sociology	3

EARLY CHILDHOOD EDUCATION
Non-Transfer Track (A55220B)

The Early Childhood Education curriculum prepares individuals to work with children from birth to 3rd grade in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

The AAS non-transfer track is designed for students who would like to directly enter the workforce upon graduation and do not want to pursue a baccalaureate (bachelor) degree.

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

Graduates are prepared and facilitate a safe, healthy and nurturing environment and curriculum which reflects the diversity of students and families in the setting. Employment opportunities include child development and child care programs, preschools, home visiting setting, public and private schools, hospital settings, camp and recreational centers, developmental day settings, Head Start Programs, and school age programs.

Course
Requirements
First
Year
Fall Semester

		Course Title	Credits
EDU	119	Introduction to Early Childhood Education	4
EDU	144	Child Development I	3
EDU	153	Health Safety and Nutrition	3
ENG	111	Expository Writing	3
ACA	122	College Transfer Success	1
Select one specialty area course from either List A or B below			3

Credit Hours: 17

Note: Students qualify for NC Early Childhood credential and NC Early Childhood Administration Credentials.

Spring Semester

		Course Title	Credits
EDU	145	Child Development II	3
EDU	146	Child Guidance	3
EDU	151	Creative Activities	3
EDU	131	Child, Family, and Community	3
COM	231	Public Speaking	3

Select one specialty area course from either List A or B below 3

Credit Hours: 18

Second Year

Fall Semester

EDU	221	Children with Exceptionalities	3
EDU	234	Infant, Toddler, and Two	3
PSY	150	General Psychology	3
MAT	143	Quantitative Literacy	3
EDU	214*	Early Childhood Capstone Practicum I	4

Credit Hours:
16

Spring Semester

EDU	284*	Capstone Practicum II	4
EDU	280	Language and Literacy	3
EDU	288	Issues in Early Childhood Education	2

Humanities: Choose from the humanities list below 3

Elective: Choose from the elective list below 3

Credit Hours: 15

TOTAL SEMESTER CREDIT HOURS: 66

* Students must complete the required qualifications one semester prior to Capstone Practicum and attend Capstone Student orientation before beginning practicum. Students should meet with Instructor and/or Department Head during advising.

Humanities Electives (at least 3 credit hours required)

		Course	Credits
ART	111	Art Appreciation	3
MUS	110	Music Appreciation	3
MUS	112	Introduction to Jazz	3

Specialty Area (Select List A or List B)

(Select 6 credits from List A or 6 credits from List B)

List A (6 credits required)

EDU	261	Early Childhood Administration I	3
EDU	262	Early Childhood Administration II	3

List B (6 credits required)

EDU	216	Foundations of Education	3
EDU	271	Educational Technology	3
BUS	110	Introduction to Business	3
BUS	137	Principles of Management	3

EARLY CHILDHOOD EDUCATION (CERTIFICATE)
Infant and Toddler Certificate (C55220HS)

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

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

Graduates of the Early Childhood Education Infant and Toddler Certificate are prepared to support classroom leadership with the development and implementation of developmentally appropriate curriculum serving children birth -3 years of age in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs and school-age programs.

Course
Requirements First
Year Fall Semester

		Course Title	Credits
EDU	119	Intro to Early Childhood Education	4
EDU	144	Child Development I	3
EDU	234	Infants, Toddlers, & Twos	3
			Credit Hours: 10

Spring Semester

EDU	131	Child, Family & Community	3
EDU	153	Health, Safety & Nutrition	3
			Credit Hours: 6

Note: Students qualify for NC Early Childhood credentials.

TOTAL SEMESTER CREDIT HOURS: 16

EARLYCHILDHOOD EDUCATION (CERTIFICATE)
ADMINISTRATION
(C55220A)

The Early Childhood Education curriculum prepares individuals to work with children from birth to 3rd grade in diverse learning environments. Student will combine knowledge and skills related to early childhood education to support the programmatic leadership and management, philosophy and policies and practices for serving children and families birth to school-age.

Course work includes introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs.

Graduates are prepared to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. Employment opportunities include management opportunities in child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs and school-age programs.

Course

Requirements First

Year Fall Semester

		Course Title	Credits
EDU	119	Intro to Early Childhood Education	4
EDU	146	Child Guidance	3
EDU	261	Early Childhood Administration I	3
			Credit Hours: 10

Spring Semester

EDU	145	Child Development II	3
EDU	262	Early Childhood Administration II	3
			Credit Hours: 6

TOTAL SEMESTER CREDIT HOURS: 16

Note: Students qualify for a NC Early Childhood Credentials and NC Early Childhood Administration Credentials

HUMAN SERVICES TECHNOLOGY (A45380)

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

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

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

Course Requirements

First Year

Fall Semester		Course Title	Credits
ACA	122	College Transfer Success	1
ENG	111	Writing and Inquiry	3
CIS	110	PC Literacy	3
HSE	125	Counseling	3
MAT	110	Math Measurement & Literacy	3
SWK	113	Working with Diversity	3

Credit Hours: 16

Spring Semester

		Course Title	Credits
ENG	112	Writing/Research in the Disc.	3
PSY	150	General Psychology	3
SOC	213	Sociology of the Family	3
SWK	110	Introduction to Social Work	3
HSE	123	Interviewing Techniques	3
HSE	225	Crisis Intervention	3

Credit Hours: 18

Course
Requirements
Second
Year

Fall Semester	Course Title	Credits
SOC 220	Social Problems	3
HSE 112	Group Processes	2
HSE 210	Human Service Issues	2
HSE 220	Case Management	3
SAB 252	Twelve Step Study	3
WBL 111	Work Based Learning I	1
WBL 115	Work Based Learning Seminar I	1

Credit Hours: 15

Course
Requirements

Spring Semester	Course Title	Credits
HSE 155	Community Resource Management	2
GRO 120	Gerontology	3
PSY 281	Abnormal Psychology or	3
PSY 241	Developmental Psychology	
HSE 125	Counseling	3
WBL 121	Work Based Learning II	1

TOTAL SEMESTER HOURS: 65

Elective Humanities

Humanities Electives		Credits
	Course Title	
ART 111	Art Appreciation	3
ENG 231	American Literature I	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
MUS 110	Music Appreciation	3
REL 110	World Religions	3

HUMAN SERVICE TECHNOLOGY
Social Services Concentration (A4538D)

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

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

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

Course

Requirements

First

Year

Fall Semester	Course Title	Credits
ACA 122	College Transfer Success	1
CIS 110	PC Literacy	3
ENG 111	Expository Writing	3
HSE 110	Intro to Human Services Technology	3
MAT 143	Quantitative Literacy	3
SWK 113	Working with Diversity	3
		Credit Hours:
		16

Course Requirements

Spring Semester	Course Title	Credits
ENG 112	Writing/Research in the Disc	3
HSE 123	Interviewing Techniques	3
HSE 225	Crisis Intervention	3
HSE 125	Counseling	3
SOC 210	Intro to Sociology	3
SWK 110	Intro to Social Work	3
		Credit Hours: 18

Course Requirements

Second Year

Fall Semester		Course Title	Credits
BIO	111	General Biology I	4
HSE	112	Group Processes I	2
HSE	210	Human Service Issues	2
SOC	213	Sociology of the Family	3
PSY	150	General Psychology	3
MUS	110	Music Appreciation or	3

ART Art
 Appreciation Credit Hours: 17
 111

Spring Semester		Course Title	Credits
SWK	220	Social Work Issues in Client Services	3
PSY	281	Abnormal Psychology	3
SOC	220	Intro to Sociology	3
SWK	115	Community Resources	3
SWK	214	Social Work Law	3
			Credit Hours: 15

TOTAL SEMESTER CREDIT HOURS: 66

HUMAN SERVICES TECHNOLOGY (DIPLOMA) (D45380)

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

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

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

Course Requirements First Year

Fall Semester

		Course Title	Credits
ENG	111	Expository Writing	3
HSE	125	Counseling	3
HSE	110	Introduction to Human Services	3
SWK	113	Working with Diversity	3
SAB	252	Twelve Step Study	3
			Credit Hours: 15

Spring Semester

PSY	150	General Psychology	3
SWK	110	Introduction to Social Work	3
HSE	123	Interviewing Techniques	3
HSE	225	Crisis Intervention	3
			Credit Hours: 12

Second Year

Fall Semester

SOC	220	Social Problems	3
HSE	112	Group Processes	2
HSE	220	Case Management	3
WBL	111	Work Based Learning I	1
WBL	115	Work Based Learning Seminar I	1
			Credit Hours: 10

TOTAL SEMESTER CREDIT HOURS: 37

HUMAN SERVICES TECHNOLOGY (CERTIFICATE) (C45380)

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

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

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

Course Requirements First Year

Fall Semester

		Course Title	Credits
HSE	125	Counseling	3
HSE	110	Introduction to Human Services	3
			Credit Hours: 6

Spring Semester

HSE	123	Interviewing Techniques	3
HSE	225	Crisis Intervention	3
			Credit Hours: 6

INDUSTRIAL SYSTEMS TECHNOLOGY (A50240)

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners.

Course
Requirements First
Year Fall Semester

		Course Title	Credits
ACA	121	College Student Success	1
BPR	111	Print Reading	2
ISC	112	Industrial Safety	2
ELC	131	Circuit Analysis I	4
MNT	110	Intro to Maint. Procedures	2
WLD	112	Basic Welding Procedures	2
PSY	118	Interpersonal Psychology	3
		OR	
PSY	150	General Psychology	3

Credit Hours: 16

Spring Semester		Course Title	Credits
CIS	111	Basic PC Literacy	3
		OR	
CIS	110	Basic PC Literacy	2
ELC	117	Motors and Controls	4
ELC	128	Intro to PLC	3
ENG	111	Writing and Inquiry	3
ISC	112	Industrial Safety	2
PHY	110	Conceptual Physics	3

Credit Hours: 17/18

Note: Students qualify for certificate:

C50240D upon completion of ELC 117, ELC 128, ELC 131 and ISC 112.

C50240F upon completion of BPR 111, MNT 110, ISC 112, ELC 131, and WLD 112.

Summer Semester

MEC	111	Machine Processes I	3
HYD	110	Hydraulics/Pneumatics I	3

Credit Hours: 6

Note: Students qualify for diploma upon completion of first year fall, spring and summer.

Second Year Fall Semester

ATR	280	Robotic Fundamentals	4
ELC	228	PLC Applications	4
ELN	110	Survey of Electronics	3
ENG	114	Professional Research & Reporting	3

Credit Hours: 14

Note: Students qualify for certificate:

C50240B upon completion of ELC 131, ELC 220, ELN 110, and ISC 112.
 C50240E upon completion of ELC 117, ELC 128, ELC 228 and ISC 112.

Spring Semester

ELC	221	Adv PV Sys Design	3
		OR	
ELC	135	Electrical Machines	3
MEC	128	CNC Machining	4
		Procedures	
		OR	
ELC	136	Electrical Machines II	3
PCT	264	Process Control with	4
		PLCs	
HUM	115	Critical Thinking	

Credit Hours:
 13/14

TOTAL SEMESTER CREDIT HOURS: 67/69

Note: Students qualify for certificate:

C50240A upon completion of ATR 280, BPR 111, MEC 128, and ISC 112.

INDUSTRIAL SYSTEMS TECHNOLOGY (DIPLOMA) (D50240)

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners

Course

Requirements First

YearFall Semester

		Course Title	Credits
ACA	121	College Student Success	1
BPR	111	Print Reading	2
ISC	112	Industrial Safety	2
ELC	131	Circuit Analysis I	4
MNT	110	Intro to Maint. Procedures	2
PSY	118	Interpersonal Psychology	3
		OR	
PSY	150	General Psychology	3
WLD	112	Basic Welding Processes	2

Credit Hours: 16

Spring Semester

		Course Title	Credits
CIS	111	Basic PC Literacy	2
		OR	
CIS	110	Introduction to Comp.	3
ELC	117	Motors and Controls	4
ELC	128	Intro to PLC	3
ENG	111	Writing and Inquiry	3
ISC	112	Industrial Safety	2
PHY	110	Conceptual Physics	3

Credit Hours: 17/18

Note: Students qualify for certificate:

C50240D upon completion of ELC 117, ELC 128, ELC 131 and ISC 112.

C50240F upon completion of BPR 111, MNT 110, ISC 112, ELC 131, and WLD 112.

Summer Semester

MEC	111	Machine Processes I	3
HYD	110	Hydraulics/Pneumatics I	3

Credit Hours: 6

TOTAL SEMESTER CREDIT HOURS: 40/41

INDUSTRIAL SYSTEMS TECHNOLOGY AUTOMATED MANUFACTURING
(CERTIFICATE)
(C50240A)

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners.

**Course
Requirements
First
Year**

Fall Semester		Course Title	Credits
MEC	128	CNC Machining Procedures	4
ATR	280	Robotic Fundamentals	4
BPR	111	Print Reading	2
ISC	112	Industrial Safety	2
			Credit Hours: 12

**INDUSTRIAL SYSTEMS TECHNOLOGY MAINTENANCE LEVEL I
(CERTIFICATE)
(C50240F)**

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners.

Course

Requirements First

Year Fall Semester

		Course Title	Credits
ELC	131	Circuit Analysis I	4
WLD	112	Basic Welding Procedures	2
ISC	112	Industrial Safety	2
BPR	111	Print Reading	2
MNT	110	Intro. To Main. Procedures	2

Credit Hours: 12

INDUSTRIAL SYSTEMS TECHNOLOGY PHOTOVOLTAIC SYSTEMS
DESIGN
(CERTIFICATE) (C502408)

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners.

Course

Requirements First

Year Fall Semester

		Course Title	Credits
ELC	131	Circuit Analysis I	4
ELC	220	Photovoltaic Sys Tech	3
ELN	110	Survey of Electronics	3
ISC	112	Industrial Safety	2

Credit Hours: 12

INDUSTRIAL SYSTEMS TECHNOLOGY PLC's I (CERTIFICATE) (C50240D)

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners.

Course

Requirements First

Year Fall Semester

		Course Title	Credits
ELC	131	Circuit Analysis I	4
ELN	260	Prog Logic Controllers	4
ELC	117	Motors and Controls	4
ISC	112	Industrial Safety	2

Credit Hours: 14

INDUSTRIAL SYSTEMS TECHNOLOGY PLC's II (CERTIFICATE) (C50240E)

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as lifelong learners.

Course Requirements			
First YearFall Semester			
		Course Title	Credits
ELN	260	Prog Logic Controllers	4
ELC	117	Motors and Controls	4
ISC	112	Industrial Safety	2
ELC	228	PLC Applications	4
		OR	
PCI	264	Process Control with PLCs	4
			Credit Hours: 14

INFORMATION TECHNOLOGY (A25590)

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

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

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

Stackable Credentials: This curriculum is designed to allow students to earn certificates and a diploma as they move towards an associate degree.

SPECIALIZED PROGRAM TRACKS/CORE AREAS

Halifax Community College offers five specialized program tracks/core areas and during registration, the student should let their advisor know which track/core area they have chosen.

General Information Systems

This track offers students a specialization in client and network operating systems and support for the general IT infrastructure.

Business Support

This track will prepare students for job placement in IT technical support, help desk, and administrative positions to name a few. Focus is on the various office applications such as spreadsheets, databases, and presentation software. The IT Business Support track will equip the student to respond to the demands of a dynamic computerized work- place.

Software & Web Development

This track offers students a specialization in software and web development including programming JAVA, Visual Basics, C++ programming languages and web design using various languages such as JAVA or HTML, designing of web graphics to enhance websites, and topics on optimizing websites for marketing purposes and analytics.

Graduates would be ready for work as software designers, associate software developers or engineers, web designers, website administrators, and internet marketing analysts, mobile app designers and technicians.

Cybersecurity

The Cybersecurity concentration provides individuals with the skills required to implement effective and comprehensive information security controls.

Coursework includes networking technologies, information security policy, ethical hacking, security administration, and industry best practices to protect data communications.

Healthcare Informatics

The curriculum for this track prepares students for employment as specialists in installation, data management, data archiving/retrieval, system design and support, and computer training for medical information systems. Coursework focuses on informatics, data management, healthcare computer infrastructure support and networking/security technologies.

AAS in INFORMATION
TECHNOLOGY SOFTWARE & WEB
DEVELOPMENT TRACK- (A25590WD)

Course Requirements

First Year

Fall Semester

ACA 122	College Transfer Success	1
ENG 111	Writing and Inquiry	3
CIS 110	Introduction to Computers	3
CTI 110	Web, Prog, Database Foundation	3
CTI 120	Network and Security Foundation	3
NOS130	Windows Single User	3

Credit Hours: 16

First Year

Spring Semester

CTS 115	Info Business Concepts	3
CTS130	Spreadsheets	3
**Electives	Humanities	3
CSC151	Java Programming	3
WEB 210	Web Design	3
ENG 112	Writing/Research in Disc	3

Credit Hours 18

Second Year

Fall Semester

DBA 110	Database Concepts	3
PSY150	General Psychology	
CSC 139	Visual Basic Programming	3
WEB 110	Internet/Web Fundamentals	3
SEC110	Security Concepts	3
		Credit Hours 15

Second Year

Spring Semester

CTS 289	Systems Support Project	3
CSC 121	Python Programming	5
CTS120	Hardware/Software Support	3
WEB 140	Web Development Tools	3
BUS260	Business Communications	3
MAT 143	Quantitative Literacy	3
OR		
MAT 171	Pre-Calculus	4

Credit Hours 18-19

TOTAL SEMESTER CREDIT HOURS: 67**Humanities Electives**

Course		Credits
ART 111	Art Appreciation	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
MUS 110	Music Appreciation	3

HEALTHCARE INFORMATICS TRACK- (A25590HI)

Course Requirements

First Year Fall Semester

	Course Title	Credits
ACA 122	College Transfer Success	1
ENG 111	Writing and Inquiry	3
CIS 110	Introduction to Computers	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3
MED 121	Medical Terminology I	3
Credit Hours		19

Spring Semester

	Course Title	Credits
HBI 110	Issues and Trends in HBI	3
ENG 112	Writing and Research in the Disciplines	3
CTS 120	Hardware/Software Support	3
CTS 130	Spreadsheet	3
NET 125	Introduction to Networks	3
Credit Hours		15

Second Year Fall Semester

	Course Title	Credits
DBA 110	Database Concepts	3
OST 184	Records Management	3
OST 148	Medical Insurance & Billing	3
OST 149	Medical Legal Issues	3
SEC 110	Security Concepts	3
NOS 130	Windows Single User	3
Credit Hours		18

Spring Semester

	Course Title	Credits
MAT 143	Quantitative Literacy	3
	OR	
MAT 171	Precalculus Algebra	4
Elective**	See Humanities Electives List	3
PSY 150	General Psychology	3
MED 122	Medical Terminology II	3
MED 232	Medical Insurance Coding	3
Credit Hours		15

TOTAL SEMESTER CREDIT HOURS: 67

DIPLOMA in INFORMATION TECHNOLOGY
GENERAL INFORMATION SYSTEMS - D25590 IT

First Year Fall Semest er	Course Title	Credits
ACA 122	College Transfer Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3
	Credit Hours	13

Spring Semester	Course Title	Credits
CSC151	Java Programming	3
NOS230	Windows Administration I	3
WEB 210	Web Design	3
WEB 140	Web Development Tools	3
	Credit Hours	12

Second Year Fall Semester	Course Title	Credits
ENG 111	Writing and Inquiry	3
SEC 110	Security Concepts	3
NOS 130	Windows Single User	3
WEB 110	Internet/Web Fundamentals	3
	Credit Hours	12

TOTAL SEMESTER CREDIT HOURS: 37

DIPLOMA in INFORMATION TECHNOLOGY
BUSINESS SUPPORT TRACK- D2559085

Course Requirements

First Year
Fall
Semester

	Course Title	Credits
ACA 122	College Transfer Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3
	Credit Hours	13

Spring Semester

	Course Title	Credits
ACC 120	Principles of Financial Accounting	4
ENG 111	Writing and Inquiry	3
CTS 120	Hardware/Software Support	3
CTS 130	Spreadsheet	3
	Credit Hours	13

Second
Year Fall
Semester

	Course Title	Credits
ACC 150	Accounting Software Applications	2
DBA 110	Database Concepts	3
PSY 150	General Psychology	3
NOS 130	Windows Single User	3
	Credit Hours	11

TOTAL SEMESTER CREDIT HOURS: 37

DIPLOMA in INFORMATION
TECHNOLOGY SOFTWARE & WEB
DEVELOPMENT TRACK- D25590WD

Course Requirements

First Year

Fall Semester

	Course Title	Credits
ACA 122	College Transfer Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3
	Credit Hours	13

Spring

Semester

	Course Title	Credits
CSC151	Python Programming	3
CSC 121	Advanced Java Prog	5
WEB210	Web Design	3
WEB140	Web Development Tools	3
	Credit Hours	12-14

Second Year

Fall Semester

	Course Title	Credits
ENG 111	Writing and Inquiry	3
PSY 150	General Psychology	3
CSC 139	Visual Basic Programming	3
WEB 110	Internet/Web Fundamentals	3
	Credit Hours	12

TOTAL SEMESTER CREDIT HOURS: 37-39

DIPLOMA in INFORMATION TECHNOLOGY
CYBERSECURITY TRACK- D25590CS

Course
Requirements

First Year
Fall Semester

	Course Title	Credits
ACA 122	College Transfer Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3
Credit Hours		13

Spring Semester

	Course Title	Credits
CSC 151	Java Programming	3
NET 125	Introduction to Networks	3
CTS 120	Hardware/Software Support	3
PSY150	General Psychology	3
Credit Hours		12

Second Year
Fall
Semester

	Course Title	Credits
SEC 110	Security Concepts	3
CCT 250	Network Vulnerabilities I	3
ENG 111	Writing and Inquiry	3
NOS 130	Windows Single User	3
Credit Hours		12

TOTAL SEMESTER CREDIT HOURS: 37

**DIPLOMA IN INFORMATION TECHNOLOGY
HEALTHCARE INFORMATICS - D25590HI**

**Course
Requirements**

First Year

Fall Semester

	Course Title	Credits
ACA 122	College Transfer Success	1
MED 121	Medical Terminology I	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3
	Credit Hours	13

Spring Semester

	Course Title	Credits
HBI 110	Issues and Trends in HBI	3
ENG 111	Writing and Inquiry	3
PSY 150	General Psychology	3
CIS 110	Introduction to Computers	3
	Credit Hours	12

**Second
Year Fall
Semester**

	Course Title	Credits
SEC 110	Security Concepts	3
DBA 110	Database Concepts	3
OST 149	Medical Legal Issues	3
NOS 130	Windows Single User	3
	Credit Hours	12

TOTAL SEMESTER CREDIT HOURS: 37

INFORMATION TECHNOLOGY (CERTIFICATES)
ENTRY LEVEL PC TECHNICIAN'S CERTIFICATE C25590PC

The Information Technology certificate curriculum prepares students for specialized employment in the technology sector.

Course work covers basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation, and optimization of system software, computer programs. System configuration and device drivers.

Course Requirements

Fall		
Semester	Course Title	Credits
CIS 110	Introduction to Computers	3
CTI 120	Network and Sec Foundation	3
CTS 120	Hardware/Software Support	3
NOS 130	Windows Single User	3
	Credit Hours	12

INFORMATION TECHNOLOGY
(CERTIFICATES) BUSINESS SUPPORT
SPECIALIST CERTIFICATE C25590BS

Course Requirements

First Year

Fall Semester

	Course Title	Credits
CIS 110	Introduction to Computers	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3
CTS 130	Spreadsheet	3
DBA 110	Database Concepts	3
Credit Hours		18

INFORMATION TECHNOLOGY (CERTIFICATES)
CYBERSECURITY SPECIALIST CERTIFICATE C25590 CS

The Information Technology (IT) certificate curriculum prepares graduates for employment in the technology sector.

Course work includes networking and security concepts and introduction to computers. It is a recommended starting place for students who want to pursue a career in Information systems security. The courses offered in this program could help students prepare for a variety of entry-level industry certifications such as CompTIA Security+

Upon completion, students should be able to plan, implement or monitor security measures for the protection of computer networks and information.

	Course Title	Credits
CIS 110	Introduction to Computers	3
CTI 120	Network & Security Foundations	3
NET 125	Introduction to Networks	3
SEC 110	Security Concepts	3

INFORMATION TECHNOLOGY (CERTIFICATES)
INFRASTRUCTURE SUPPORT CERTIFICATE C25590IN

Course Requirements

First Year

Fall Semester

	Course Title	Credits
CIS 110	Introduction to Computers	3
CTI 110	Web, Pgm, & Db Foundation	3
CTI 120	Network and Sec Foundation	3
CTS 115	Info Sys Business Concepts	3

Spring Semester

NET 125	Introduction to Networks	3
NOS 230	Windows Administration I	3
	OR	
CTI 141	Cloud & Storage Concepts	5

Credit Hours 18-20

INFORMATION TECHNOLOGY (CERTIFICATES)
WEB DEVELOPMENT CERTIFICATE C25590WD

The Information Technology (IT) certificate curriculum prepares graduates for employment in the technology sector.

Course work covers web design using various languages such as HTML, designing of web graphics to enhance websites, and topics on optimizing websites for marketing purposes. Graduates would be ready for work as webdesigners, website administrators, and web developers.

	Course Title	Credits
Spring Semester		
WEB 210	Web Design	3
WEB 140	Web Development Tools	3
CSC 151	Java Programming	3
CTS 130	Spreadsheets	3

Credit Hours 12

INFORMATION TECHNOLOGY
(Certificates) HEALTHCARE
INFORMATICS CERTIFICATES (C25590HI)

Coursework focuses on informatics, data management, healthcare computer infrastructure support and networking/security technologies.

Course Requirements

First Year

Fall Semester

	Course Title	Credits
MED121	Medical Terminology I	3
NOS 130	Windows Single User	3
SEC 110	Security Concepts	3
OST 149	Medical Legal Issues	3
DBA 110	Database Concepts	3
Credit Hours		15

MEDICAL LABORATORY TECHNOLOGY (A45420)

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease.

Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance, and reporting/ recording and interpreting findings involving tissues, blood, and body fluids.

Graduates may be eligible to take examination given by the Board of Registry of American Society of Clinical Pathologists. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities. Completion for the Medical Laboratory Technology curriculum does not guarantee success in passing the certification exam.

The Medical Laboratory Technician is an allied health professional who is qualified by academic and practical training to provide service in clinical laboratory science. The medical laboratory technician must also be responsible for his/her own actions, as defined by the profession.

The ability to relate to people, a capacity for calm and reasoned judgment and a demonstration of commitment to the patient are qualities essential for a medical laboratory technician. They must demonstrate ethical and moral attitudes and principles which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnoses must be maintained.

Medical Laboratory Technicians are competent in:

- ☑☑ collecting, processing, and analyzing biological specimens and other substances.
- ☑☑ performing analytical tests of body fluids, cells, and other substances;
- ☑☑ recognizing factors that affect procedures and results and taking appropriate actions within predetermined limits when corrections are indicated.
- ☑☑ performing and monitoring quality control within predetermined limits.
- ☑☑ performing preventive and corrective maintenance of equipment and instruments or referring to appropriate sources for repairs.
- ☑☑ applying principles of safety;
- ☑☑ demonstrating professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and with the public.
- ☑☑ recognizing the responsibilities of other laboratory and health care personnel and interacting with them with respect for their jobs and patient care;
- ☑☑ applying basic scientific principles in learning new techniques and procedures;
- ☑☑☑ relating laboratory findings to common disease processes; and

- establishing and maintaining continuing education as a function of growth and maintenance of professional competence.

Upon graduation and initial employment, the medical laboratory technician should be able to demonstrate entry level competencies in the above areas of professional practice. (Essentials and Guidelines of Accredited Educational Programs for the Medical Laboratory Technician, NAACLS, revised 2012).

Program Purpose

The purpose of the Medical Laboratory Technology curriculum is to prepare graduates to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology in employment settings that include laboratories in hospitals, medical offices, industry, and research facilities.

Program Goal

Graduates of the Medical Laboratory Technology curriculum will be able to demonstrate entry level technical, theoretical, and analytical competencies in the following areas of clinical laboratory practice: Clinical Chemistry, Hematology, Microbiology, Immunohematology, Serology, and Phlebotomy.

Program Accreditation

The Medical Laboratory Technician-Associate Degree program at Halifax Community College is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119, Phone: 773-714-8880. <http://www.naacls.org>.

Admission Policy

Applicants for admission to the MLT program must meet the following minimum criteria:

- Submission of a completed "Application for Admission" to the college admission office.
- Submission of records of high school graduation or equivalency and any post-secondary transcripts if transfer credit is desired.
- Completion of a counseling interview with the MLT program director or MLT Clinical Instructor. Interviews will be scheduled after the above requirements are met.
- Submission of a signed statement that the applicant is aware of the Essential Functions necessary to work in a medical laboratory and believe he/she is capable of the stated requirements.
- Submission of a physical examination form which indicates that the student possesses satisfactory physical and emotional health indicative of their ability to function safely in a medical laboratory. This requirement must be met by summer semester of the second year of the program.
- Science classes taken prior to acceptance into the MLT program must have been completed within five (5) years prior to acceptance into the program (Bio 168, Bio 169 and Bio 175).
- Must be 18 years old or older before starting MLT 110 Introduction to MLT

Readmission

Students seeking readmission to the MLT program must submit a written request for readmission to the MLT department head during the semester prior to the requested readmission and must comply with college policies as stated in the college catalog. Readmission of students who have exited the MLT program is subject to the approval of the MLT Program Director, the Allied Health Division Chair, and the Dean of Students. Students who were withdrawn from the MLT program for any reason, voluntary or academic, are limited to one readmission.

First time applicants will have priority over those requesting readmission. GPA may be a consideration in ranking for readmission. Cumulative GPA of 2.00 is required for readmission. Readmission is contingent upon clinical space available. Students applying for readmission may be required to repeat for credit any MLT course if the grade from the MLT course previously taken is two (2) years old or older as evidenced by the date of completion of the course. Alternatively, the student may be allowed to take proficiency examinations for all previously completed MLT courses with the permission of the instructor. The student must pass the proficiency exams with a C (78%) or better. Financial aid may not be available for courses retaken.

Selection Procedures

Due to the limited clinical and laboratory space available, admission to the Medical Laboratory Technology program will follow selective admission procedures. The number of students fully accepted into the fall semester of the first year of the curriculum will not exceed 10. Additional students who meet the minimum qualifications may be admitted as alternates. Fully accepted applicants will have priority over alternates for placement in second year clinical rotations. The medical laboratory director will use the following criteria to rank applicants for selection:

1. Cumulative GPA of 2.0.
2. Grades in related courses at HCC.
3. Credits for transferred college courses.
4. Extra points may be earned for science and math courses successfully completed in high school.
5. Extra points may be earned for related employment in an allied health profession.

Selection procedures occur during the summer and students are notified by mail of their acceptance into the MLT program.

Essential Functions of a Medical Laboratory Technician

According to the nature of the work required in the clinical laboratory, the applicant must be able to:

1. Reach, manipulate and operate equipment necessary for laboratory work.
2. Move and manipulate a patient as necessary for the performance of laboratory procedures.
3. Visually evaluate patients, test reactions, clinical test results and the working environment.
4. Communicate, both verbally and in writing, with the patient, family, personnel and others to disseminate information relevant to care and work duties, and to accurately gather information relevant to patient and work duties.

5. Demonstrate emotional stability and psychological health in day-to-day interaction with patients, visitors, staff and peers in routine and non-routine decision-making processes and on the daily execution of didactic and clinical assignments.
6. See through a microscope clearly enough to differentiate microscopic components.
7. Discriminate color reactions.

Health and Immunization Requirements

- A. Physical Examination Form – completed by a healthcare provider;
- B. Evidence of current immunizations
 - 1 Tetanus or Tdap (within 10 years)
 - 2 Influenza
 - 3 Measles, Mumps, Rubella (2 immunizations or positive titers)
 - 4 Varicella (2 immunizations or positive titer)
 - 5 Hepatitis B (series of 3 immunizations or positive titer or a sign letter delineations)
- C. Results of two TB tests within the past 12 months of attending clinical rotations, or negative chest X-ray results within the past five years for history of positive TB test
- D. Criminal background checks/drug screening exams per clinical agency requirements (NOT required for HCC admission must use our MLT HCC Form)

Immunizations may not be declined except by a written statement from the student's healthcare provider for acceptable exemptions (ex: allergy). Students who do not have access to previous immunization records may provide titer results demonstrating immunity as applicable.

Malpractice insurance is needed before attending any clinical rotations. The fee will be paid at the Cashier's Office at HCC (You must keep the receipt to show proof of purchase).

Explanation of Criminal Background Checks and Drug Screening

In the MLT program, students are assigned clinical rotations in a number of participating agencies. The clinical agencies may require that students, prior to or while practicing in the agency, have a criminal background check and/or drug screening performed. The drug screening may be done once before the student reports to the clinical agency or randomly at any time during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs, or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. Halifax Community College recognizes and is fully supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on MLT students.

If a MLT student is prohibited from participating in any clinical agency based on the criminal background or positive drug screening, the student will be dismissed from the MLT program due to the inability to complete the MLT curriculum. All costs associated with criminal background checks and drug screening in the clinical agency are the responsibility of the student.

Faculty

Lonnie Barker, MBA, MT (ASCP) MLT/PBT Program Director, Clinical Instructor.
Arnette Davis, MBA, MLS (ASCP) ^{cm} MLT/PBT Clinical Instructor

Clinical Affiliates

Vidant North, 250 Smith Church Road, Roanoke Rapids, NC 27870

Nash General Hospital, 2460 Curtis Ellis Drive, Rocky Mount, NC 27804
 Vidant Heritage Hospital, 111 Hospital Drive Street, Tarboro, NC 27886
 Vidant Roanoke Chowan Hospital, 500 S. Academy Street, Ahoskie, NC 27910
 VCU Community Memorial Hospital, 125 Buena Vista Cir, South Hill, VA 23970
 Maria Parham Medical Center, 566 Ruin Creek Road, Henderson, NC 27536
 Please note: These clinical sites are subject to change.

First Year

Fall Semester	Course Title	Credits
BIO 168	Anatomy & Physiology I	4
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
ENG 111	Writing and Inquiry	3
MAT 152	Statistical Methods	4
MLT 110	Intro to MLT	3
		Credit Hours: 18

Spring Semester

BIO 169	Anatomy & Physiology II	4
BIO 175	General Microbiology	3
CHM 132	Organic and Biochemistry	4
ENG 114	Professional Research & Reporting	3
MLT 120	Hematology/Hemostasis I	4
		Credit Hours: 18

Summer Semester

MLT 111	Urinalysis & Body Fluids	2
MLT 130	Clinical Chemistry	4
		Credit Hours: 6

Second Year Fall Semester

MLT 125	Immunohematology	5
MLT 141	General Clinical Micro	3
MLT 216	Professional Issues	1
MLT 251	MLT Practicum I	1
PSY 118	Interpersonal Psychology	3
Elective	*Humanities/Fine Arts	3
		Credit Hours: 16

Spring Semester

MLT 253	MLT Practicum I	3
MLT 254	MLT Practicum I	4
MLT 263	MLT Practicum II	3
MLT 273	MLT Practicum III	3

Credit Hours: 13

Humanities Electives

	Course Title	Credits
ART 111	Art Appreciation	3
HUM 120	Cultural Studies	3
MUS 110	Music Appreciation	3

TOTAL SEMESTER CREDIT HOURS: 71

The possible transfer or substitution of general education courses must be evaluated by the Registrar 's Office. Call 252-536-7227 for information regarding transcript evaluation and credit transfer.

PRACTICAL NURSING PROGRAM (D45660)

Curriculum Description:

The Practical Nursing (PN) curriculum allows students to begin their career in nursing in as little as 13 months. There are both daytime, and evening/weekend options for completion. The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential. Students will participate in data collection, planning, implementation, and evaluation of nursing care under the supervision of the Registered Nurse. Upon program completion, the student is eligible to sit for the NCLEX-PN examination and earn their license to practice as an LPN. Employment opportunities include hospitals, rehabilitation/long-term care/home health facilities, clinics, and physician's offices.

Clinical Background Check and Drug Screening

Students are assigned clinical rotations in several participating agencies in the nursing program. Before practicing in the agency, the clinical agencies may require that students undergo a criminal background check and/or drug screening. The drug screening may be done once before the student reports to the clinical agency or randomly during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs, or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. Halifax Community College recognizes and fully supports the clinical agencies that choose to perform drug tests and/or criminal background checks on nursing students. The decision made by the clinical agencies are final.

If a nursing student is prohibited from participating in any clinical agency based on a criminal background or positive drug screening the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum. Students are responsible for all costs associated with criminal background checks and drug screening required by the clinical agency. If a student cannot attend the clinical experience in one agency, the student will not be assigned to another clinical agency.

ADMISSION PROCEDURE

Admission for Practical Nursing Education

Students are admitted to the HCC Practical Nursing Program in accordance with policies approved by the HCC president and board of trustees. HCC does not guarantee admission to all students that apply to the nursing program. Completion of the nursing curriculum does not guarantee success in passing the licensure exam.

A nursing student must be admitted to the nursing program in order to take courses for credit in any nursing (NUR) course. Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Admission to the practical nursing program is limited. The deadline to complete the application process is posted yearly on the HCC Nursing webpage at <https://halifaxcc.edu/what-we-offer/programs-training/nursing-adn-lpn-nurse-aid-nfp/>

Each step of the admission procedure must be completed before moving to the next step. HCC may contact students by mail, telephone, and/or e-mail during any step of the application process and encourages students to update the admission's department if any of this information changes. It is the responsibility of the applicant to ensure all requirements are met by the established deadline and to ensure accurate information is on file with the Admissions Office.

The Nursing (NUR) program is considered a limited-enrollment program since it receives more applications than it has available space. Acceptance is based on a competitive process with a point system, not a waiting list, and applicants are ranked based on grades earned in the general education classes required for the Nursing program, such as ENG-111, PSY-150, and BIO-168 and BIO 169. Only students who have submitted the Nursing program application and are accepted through the competitive process can register for NUR classes.

Before applying to the Practical Nursing program students must attend an information session at which the student will receive detailed information regarding the application process, course requirements, admission criteria, and placement testing. HESI A2 is the required placement test and a minimum score of 65% is required for consideration.

Application packets can be found online on the HCC Nursing webpage
<https://halifaxcc.edu/what-we-offer/programs-training/nursing-adn-lpn-nurse-aid-nfp/>

NOTE: Priority consideration is given to students who have earned a B or higher in BIO 168 and BIO 169 and a timeframe for completion is required.

Students in the PN program must complete a designated number of clinical hours as required by the North Carolina Board of Nursing. Clinical sites, both on and off campus, require documentation of criminal background checks, drug testing and health and immunization information. Students must also provide proof of current AHA Basic Life Support Provider Certification upon admission to the program. Fees associated with these requirements are the responsibility of the student.

Clinical facilities are located in Halifax, Warren, Northampton, Nash, Edgecombe, Pitt, and other surrounding areas (this is not an all-inclusive list). Any expenses incurred-fees for parking or use of public transportation, etc. are the responsibility of the student. Clinical days and hours vary depending upon course. Students will be given a clinical schedule at the beginning of the semester. Requests for placement at specific sites are not considered until the student is in their final semester.

Nursing Admission Testing

HESI Admission Assessment (A2) Exam is open to candidates applying for the Nursing Program at Halifax Community College. It is a requirement for each of the pathways within the Nursing Department and applicants must score a minimum of 65% for consideration.

The HESI A2 exam may be taken at HCC's testing site up to two times once per admission cycle (test dates will be posted on the Halifax Community College website). Attendance at a nursing information session is required prior to registering for the HESI A2 exam.

- a. HESI A2 results are considered acceptable for up to three years.
- b. HCC will accept HESI A2 results from other institutions if taken within the past three years. Students must provide documentation of test results. Results are verified by the Program Director of Nursing.
- c. The HESI A2 exam at HCC will consist of the following sections:
 - 1. Math
 - 2. Reading Comprehension
 - 3. Grammar
 - 4. Vocabulary
 - 5. Science – A&P, Biology, Chemistry
- d. The fee for the HESI A2 (currently \$61, subject to change) must be paid at the HCC cashier's window and the receipt presented to the Testing Coordinator on the testing day. A valid picture ID is also required or along with a valid picture ID. The student will not be permitted to test before the test may be taken.
 - 6. Students will be allowed to register for a specific date/time to take the HESI A2 after attending a mandatory nursing information session, paying this fee. Applicants will register online for the test through the HCC website at <https://halifaxcc.edu/services-support/testing-and-tutoring/>.
 - 7. Instructions for registration will be provided at time of payment.
- e. The cumulative score on the HESI A2 will be incorporated into the ranking process for all nursing programs offered. (Practical Nursing, Associate Degree Nursing, LPN to RN Advanced Placement, and Paramedic to RN Advanced Placement).
- f. If a student has already taken the exam once during the application cycle, they must inform the testing coordinator that they are a second- time test taker.

Ranking/Conditional Acceptance/Alternate List

- 1. The students who ranked highest in the application process will receive notification to their HCC email within 4-6 weeks of the application deadline. Letters indicating placement on the alternate list will be sent to the HCC email of all other students who met the ranking qualifications, but were not offered seats in the program at that time (all correspondence regarding admission to the nursing program will be sent to students electronically). Candidates not offered a seat in the program will also receive notification by email to their HCC email address.
- 2. Students who do not enter the nursing program in Fall for any reason will need to reapply to be considered for future admission. HCC does not maintain a waiting list. Students will need to complete the entire application process from the beginning (including attending another information session and completing a new Health Sciences Nursing application). may reapply by attending a nursing information session and completing a Health Sciences Admission form.

Determination of Admission Status

****Once an applicant has attended an information session and completed a Health Sciences Application, they are eligible to register for the HESI A2.****

- 1. Applicants are ranked and selected for admission based on the following criteria:
 - HESI A2 composite percentage score
 - 90% or above (+15)
 - 80% to 89.9% (+10)
 - 70% to 79.9% (+5)
 - 65% to 69.9% (+0)

<65% not eligible

- ****HCC will accept HESI A2 results recorded within the past three years****

- ****HCC will accept HESI A2 results taken at another institution if taken within the past three years****

2. Applicants will be notified of their college admission status by the admissions department, utilizing the mailing address on file at the college prior to the extended registration period for fall semester. All additional program correspondence will occur through the Halifax Community College student email. Applicants notified of conditional admission must complete the following steps by established deadlines to be accepted into the ADN or PN program:

1. AHA CPR Certification
2. Physical Examination within the past year – the form in on the Castle Branch site
3. Malpractice/Professional Liability Insurance
4. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended or required immunizations for students working in the healthcare environment.
5. Two-step TB test results or negative chest x-ray if past positive result
6. Criminal Background Check
7. Drug Screening Exam

Final acceptance will be complete once the above items have been submitted. Failure to submit the above items by the acceptance due date will result in the student not being admitted to the nursing program for fall semester and being dropped from all NUR- prefix courses for which he/she has pre-registered.

Malpractice insurance is needed and must be renewed yearly. The fee will be paid at the Cashier's Office at HCC and is required by the first day of classes for fall semester (please bring the receipt on the first day of class).

Readmission Procedure

Halifax Community College does not guarantee readmission to any student. Readmission is always conditional on classroom, lab, and clinical space availability in a given course. Students who are applying for reinstatement/readmission into the nursing program due to extenuating circumstances will be evaluated using the readmission rubric. Reinstatement is not guaranteed to students and each case is evaluated individually. If students are considering a grade appeal that avenue is to be pursued first and is a different process. The readmission policy and rubric can be located at <https://halifaxcc.edu/wp-content/uploads/2024/07/HCC-Readmission-Policy-and-Procedure-2024-2025.docx-1.pdf>

Students must refer to the Halifax Community College Undergraduate Student Handbook and follow the directions/steps found there.

Limits on Readmission

Because of the rapidly changing healthcare environment, students who have been out of any nursing program for more than one year (defined as not enrolled in any NUR-prefix course within the past 12 months) are required to apply as a first- semester student, completing either nursing program from the beginning.

After 3 unsuccessful attempts to complete either one or a combination of the nursing programs at HCC, students will be ineligible for future admission. Unsuccessful attempts include dismissal based upon grades, clinical performance, or lab performance, student-initiated withdrawal, excessive absence withdrawal (overcut), or any other circumstances that cause a student not to complete the course sequence as scheduled.

Reentry of students dismissed from the program for behavioral issues, drug/alcohol use, or clinical misconduct/negligence on any attempt will be reviewed on a case-by-case basis, and reentry opportunities will depend upon the individual situation and evidence of resolution of the issue(s).

Steps to Readmission – First Readmission (Second Attempt)

For those students seeking readmission following the first unsuccessful admission attempt, the following steps must be followed:

1. Within 4 weeks of course failure or withdrawal, meet with course faculty and/or nursing advisor to discuss issues related to the failure and begin a discussion for a plan of correction.
2. Submit a letter of intent to the Program Director of Nursing indicating a desire for readmission into the nursing program at Halifax Community College. The letter should include the following:
 - a. Succinct summary of the circumstances leading to the failure (with enough information to describe the issues but not having to include personal details if not relevant).
 - b. Identifying specific steps that will be taken to increase the likelihood of future success.
 - c. Include official documents that may be relevant such as medical papers, court documents, etc
3. Develop a readmission plan with the Nursing Faculty, which includes the following:
 - a. Course/year into which the student will seek readmission. (The point-of-readmission will be based on the student's previous grades, performance, and needs as identified by the student and faculty.) Students may be required to audit or take for credit any course(s) in the program, regardless of the previous grade in the course. Students may not reenter the final course of either program (NUR 103 or NUR 213 without auditing the prior semester.
 - b. Discussion of areas for improvement as indicated by faculty completed rubric
 - c. Identification of campus resources that will aid student's success during anticipated reentry

Specific requirements for readmission, which may include, but are not limited to:

1. Admissions Application to HCC
2. Completion of the HCC Nursing Application Form
3. All transcripts, placement test scores, valid nursing admission test scores, and Social Security card copy must be on file in the admissions office and information session must have been attended within the previous 12 months
4. Must meet the readmission minimum GPA requirement Students who are not successful in their first semester course (ie: NUR 101, NUR 111, NUR 214, or NUR 215) will be required to have a minimum GPA of 2.5 and will be ranked with first-time applicants Students who successfully completed their first semester course but were unable to pass a subsequent course will be expected to have a minimum GPA of 2.0
5. Referrals to Counseling Department, Student Support Services, and/or any other program as deemed necessary
6. Submission of physical exam form, immunization records, two-step TB test results, drug screen/background check (as required by clinical agency), current CPR, and malpractice insurance receipt prior to the given deadline
7. Students must demonstrate ongoing competency in all audited courses. This will require demonstrating competency in meeting course objectives by completing a course auditing assessment plan and submitting it at the course's end. Detailed instructions are outlined in the Course Auditing Assessment Plan. For clarity and consistency, the Course Auditing Assessment Plan must be signed by the student, course instructor, and the Program Director of Nursing.

8. In addition to the Course Auditing Assessment Plan, students will be required to complete a skills evaluation to include any skills expected to be achieved at the level of reentry (including a medication dosage evaluation) in the presence of a current part-time or full-time clinical instructor

Failure to Complete Readmission Plan

The reentry plan will specify deadlines for completion of each requirement. Students who fail to meet any deadline or who fail the skills competency or dose calculation test will eliminate the option of reentry into the nursing program. Students who are unable to reenter may reapply to the nursing program, meeting all current admission criteria, and be ranked with all other applicants.

Unsuccessful completion of a challenge exam will result in the student's inability to reenter into the semester planned. The student then has the option to meet with the Department Head of Nursing to evaluate the readmission plan and determine a new point of reentry and/or additional requirements prior to reentry. Depending upon the level of the challenge exam failed, the student may be required to apply as a first-semester student, meet all current admission requirements and deadlines, and be ranked with all other applicants.

Following Readmission

Once a student has reentered the nursing program after successfully completing the reentry plan, the student must take all nursing courses in sequence with a passing grade ("C" or better), and complete all other course requirements to successfully complete the program.

Students reentering any semester of the nursing program will be required to obtain any textbooks, resources, uniforms, or other requirements of the class into which they are entering.

Second Readmission (Third Attempt)

If a student is unsuccessful in the program following the reentry attempt, the same process will be used for the third entry, however, the student may be required to apply as a first-semester student due to repeated inability to complete the program requirements, regardless of the semester in which the student exited the program. This will be determined during the formal interview process with the Department Head and Nursing Faculty.

Transfer Application Process

Students wishing to transfer from another institution will be evaluated for acceptance and course placement on an individual basis. Only students who are in good standing—those who have no documented record of behavioral or disciplinary issues at the department or campus levels—and who have been separated from their program for 1-year or less will be considered. In addition, consideration must be given to the availability of program resources that will allow an increase in class size.

The transfer applicant must complete an application to Halifax Community College which includes all documentation for general admission. This process is coordinated by the Admissions Department.

The applicant is responsible for ensuring that all criteria and documents listed below are received by the appropriate department before the applicant will be considered.

Students wishing to transfer from another institution will be evaluated for acceptance and course placement on an individual basis. Students must apply for transfer to the HCC Nursing Program within one semester of leaving the previous nursing program. After this point, a student is no longer eligible for transfer, and must apply as a first-semester student and meet all general admission requirements and deadlines. Only students who are in good standing—those who have no documented record of behavioral or disciplinary issues at the department or campus level, and who have been separated from their program for 1 year or less, will be considered. Halifax Community College Nursing program will accept transfer students, in good standing, into ADN courses NUR 112, NUR 113, NUR 114, NUR 211 or NUR 212 or into PN course NUR 102 only

Applicants will be required to:

1. Apply to Halifax Community College admissions. The student must submit all required documents including a copy of signed social security card, official high school and college transcripts. The student must also complete their Residency Determination Status online @ <https://www.halifaxcc.edu/Admissions/>
2. Have a minimum GPA of 2.5
3. Attend HCC Nursing Information Session
4. Submit HCC Nursing Application
5. Submit a letter to the Director of Nursing Programs outlining request for transfer admission including the reasons for the transfer request
6. Demonstrate eligibility to return to any institution of higher learning previously attended. In addition to the letter of intent, the student must demonstrate eligibility by submitting a letter from the Director of Nursing Programs or Dean of the institution of higher learning previously attended.
7. Submit official scores from pre-entrance nursing examinations from previous school. If school did not require an entrance test, the student must take the HCC nursing required test, and meet the minimum scoring criteria to be considered for transfer. If the school that the student transfers from offers TEAS or Kaplan as an entrance test, the TEAS or Kaplan score will be accepted for transfer status only.
8. Submit official college transcript(s) for credits earned in all other colleges attended. The Registrar will verify all non-NUR courses. The Program Director of Nursing will verify all NUR courses.
9. Complete the following required courses with a grade of "C" or higher:

Practical Nursing

ENG 111

PSY 150

Bio 168 and Bio169 courses with a grade of "B" or higher (preferred to have been completed within prior 3 years)

10. Provide documentation of all NUR courses completed with a minimum letter grade of C, or numerical grade of 77 or above:

Satisfactory completion of the clinical component of all courses attempted (students who received a grade of either unsatisfactory or failed in the clinical component of any NUR course are ineligible for transfer into the HCC nursing program)

11. Once it is determined that the transfer applicant meets all initial criteria, he/she will meet with the lead faculty member of the course they are transferring into and will be scheduled for a Skills Competency Assessment (SCA).

Skills for the SCA will be shared by the lead instructor of the course into which the student will be transferring. Students must achieve a "Pass" on the SCA prior to acceptance. The SCA will include a dose calculation evaluation of competency.

In addition, consideration must be given to the availability of program resources that will allow an increase in class size.

Acceptance of a transfer student into the nursing program is not a guarantee. Students seeking transfer will be selected using the point system from the admissions policy if there are more applicants than space available. Students desiring transfer must demonstrate a 2.5 cumulative GPA or higher on the most recent transcript with at least 12 non-developmental college credits.

Limits on Transfer

Students who have failed to complete a nursing course at another college due attendance or behavioral issues are not eligible to transfer to HCC. These students must apply as new applicants, and are subject to all admission requirements in place at the time of application.

*Students from a community college outside of North Carolina or from the university system are not eligible to transfer into the nursing program due to differences in course content across systems. The registrar will review general education courses from these colleges, and may award transfer credit for these.

Full Acceptance

Full acceptance is contingent upon the student successfully meeting additional requirements as set forth by clinical agencies that include, but are not limited to, a health screening and immunizations, drug screening, and criminal background check within 30 days of acceptance.

Faculty reserve the right to change or add criteria at any time.

Transfer Credit

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

Audit Guidelines

Students who audit a nursing course must have credit for that course or the equivalent coursework. Students who audit a nursing course will not be allowed to attend the clinical portion of the course. In order for students to audit, there must be adequate classroom/lab space available. If there is not adequate space available, the students who are requesting to audit will be accepted on a first-come, first-served basis.

When auditing a course, students will be expected to follow the policies of Halifax Community College and the HCC nursing programs. Classroom and lab attendance will be an expectation in addition to taking tests, exams, and performing clinical competencies. If a student exceeds the allowed number of absences, the student will be dropped from the course.

Course Requirements

First Year

Fall Semester	Course Title	Credits
BIO 168	Anatomy & Physiology I	4
NUR 101	Practical Nursing I	11
PSY 150	Intro to Psychology	3
NUR 117	Pharmacology	2
		Credit Hours: 20

Spring Semester

BIO	169	Anatomy & Physiology II	4
ENG	111	Writing and Inquiry	3
NUR	102	Practical Nursing II	10
			Credit Hours: 17

Summer Semester

NUR	103	Practical Nursing III	9
			Credit Hours: 9

TOTAL SEMESTER CREDIT HOURS: 46

*Students must maintain a "C" or better in all prerequisite and NUR courses to progress in the nursing program.

**THERAPEUTIC & DIAGNOSTIC SERVICES (NURSING ASSISTANT)
(DIPLOMA) (D45970)**

The Therapeutics and Diagnostics Program provides a foundation for success in nursing and allied health curricula. The curriculum prepares students 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 lifespan, 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 program may be eligible to be listed on the Division of Health Services Regulation Nurse Aide registry as a Nursing Assistant I and the NC Board of Nursing Registry as a Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

Nurse Aide: The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services and employment skills. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide I & Nurse Aide II Registry.

Course Requirements First Year

Fall Semester	Course Title	Credits
ACA 122	College Transfer Success	1
BIO 168	Anatomy & Physiology I	4
ENG 111	Expository Writing	3
HSC 110	Orientation To Health Careers	1
PSY 150	General Psychology	3
NAS 101	Nursing Assistant I	6
		Credit Hours: 18

Spring Semester	Course Title	Credits
BIO 169	Anatomy & Physiology II	4
ENG 114	Prof Research & Reporting	3
PSY 241	Developmental Psychology	3
NAS 102	Nursing Assistant II	6
NAS 107	Medication Aide	1
		Credit Hours: 17

Summer Semester		
MED 120	Survey Of Medical Terminology	2
HUM 115	Critical Thinking	3
		Credit Hours: 5

TOTAL SEMESTER CREDIT HOURS: 40

****Please Note:** You are required to have a high school diploma before taking NAS-107.

WELDING TECHNOLOGY (DIPLOMA) (D50420)

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Course Requirements

First Year

Fall Semester	Course Title	Credits
ACA 122	College Transfer Success	1
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 116	SMAW (Stick) Plate/Pipe	4
WLD 141	Symbols and Specifications	3
		Credit Hours: 15

Spring Semester

ENG 111	Writing and Inquiry	3
MAT 110	Math Measurement and Literacy	3
WLD 121	GMAW (MIG) Plate FCAW/Plate	4
WLD 131	GTAW (TIG) Plate	4
WLD 132	GTAW (TIG) Plate/Pipe	3
		Credit Hours: 17

Summer Semester	Course Title	Credits
WLD 151	Fabrication I	4
WLD 262	Inspection and Testing	3
		Credit Hours: 7

TOTAL SEMESTER CREDIT HOURS: 39

Note: Students may be awarded a certificate after completing credits that are needed for the following certificate programs.

***WELDING TECHNOLOGY (CERTIFICATE) (C50420)**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Course Requirements**First Year**

Fall Semester	Course Title	Credits
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 141	Symbols and Specifications	3
		Credit Hours: 10

Spring Semester

WLD 121	GMAW (MIG) Plate FCAW/Plate	4
WLD 131	GTAW (TIG) Plate	4
		Credit Hours: 8

TOTAL SEMESTER CREDIT HOURS: 18

***WELDING TECHNOLOGY WELDING AND FABRICATION (CERTIFICATE) (C50420WF)**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Course Requirements First Year

Fall Semester	Course Title	Credits
WLD 121	GMAW (MIG) Plate	4
WLD 131	GTAW (TIG) Plate	4
		Credit Hours: 8

Spring Semester

WLD 151	Fabrication 1	4
		Credit

t Hours: 4
TOTAL
SEMESTER CREDIT
HOURS: 12

***WELDING TECHNOLOGY SMAW STICK (CERTIFICATE) (C50420S)**

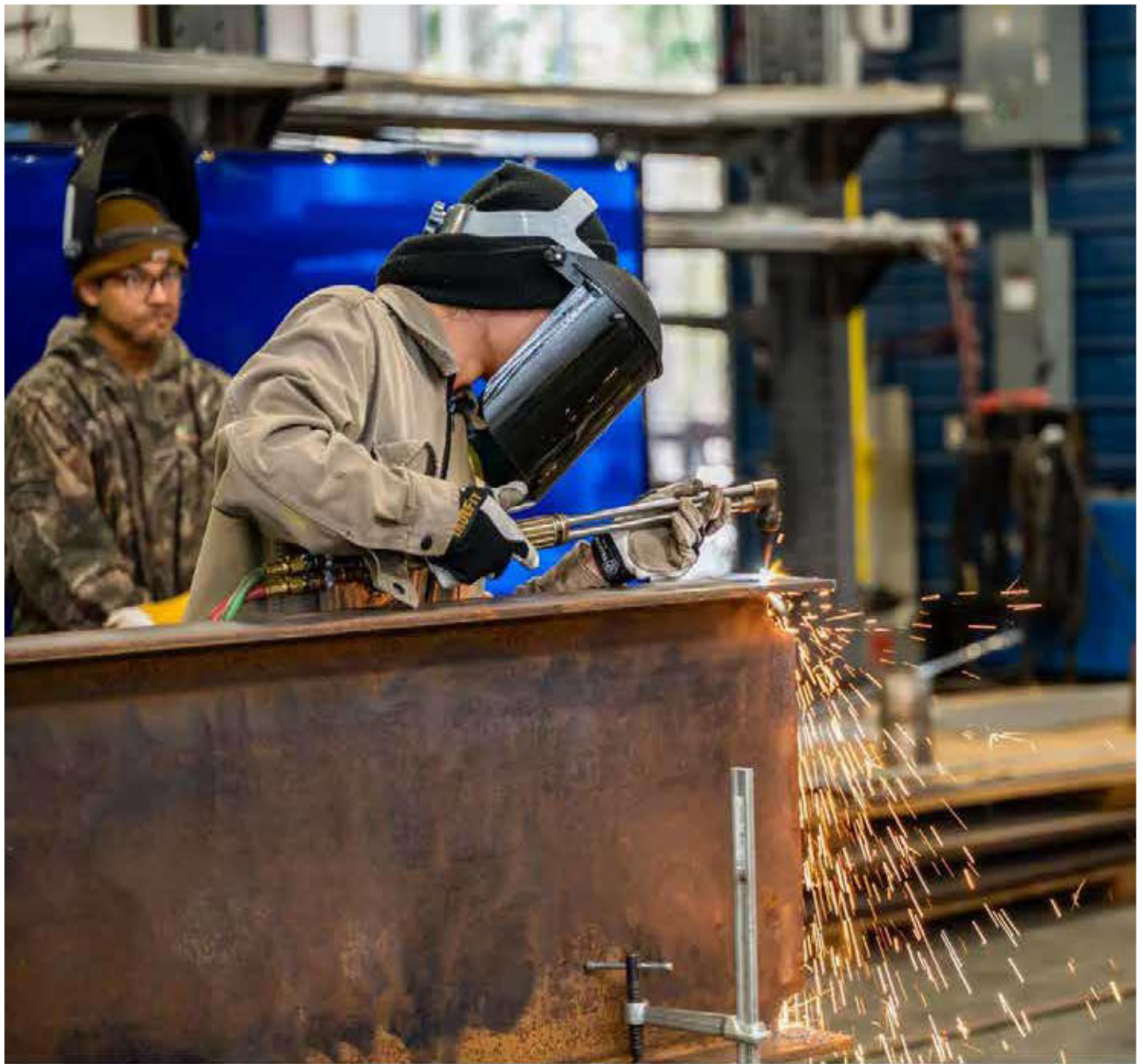
The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Course Requirements First Year

Fall Semester	Course Title	Credits
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 116	SMAW (Stick) Plate/Pipe	4
WLD 141	Symbols and Specifications	3
		Credit Hours: 14



DUAL ENROLLMENT & CCP

High School Student Enrollment

Effective January 1, 2012, legislation combined Huskins, Learn and Earn, and Dual Enrollment into one program identified as the Career and College Promise Pathway (CCPP) Initiative. HCC offers three pathways: College Transfer Pathway, Career Technical Education Pathway, and Cooperative Innovative High School (CIHS) Programs. The CIHS is in partnership with the Roanoke Valley Early College/Weldon City Schools, Northampton County Early College/Northampton County Schools, and Roanoke Rapids Early College /Roanoke Rapids High School.

North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the state board of education:

- College Transfer Pathway leading to a minimum of 30 hours of college transfer credit for qualifying highschool juniors and seniors.
- A Career and Technical Education Pathway leading to a certificate, diploma, or degree for qualifying high school juniors and seniors.
- A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115C of the General Statutes.
- Home-schooled students must submit a copy of the home school's approved registration from the state in which they are registered. Home-schooled applicants must provide official high school transcripts for the course work completed.

College Transfer Pathway

1. The Career and College Promise College Transfer Pathway requires the completion of at least 30 semester hours of transfer courses, including English and mathematics.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior
 - b. Have a weighted GPA of 3.0 on high school courses
 - c. Demonstrate college readiness on an assessment or placement test (see chart below).

A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in the College Transfer Pathway.

CUTOFF SCORES FOR APPROVED COLLEGE READINESS TESTS

Subject	PLAN	PSAT	ACT	PRE ACT	SAT	NEW	NEW SAT
English	15	45	18	18	500	26	E/R
Reading	18	47	22	22	500	26	480
Math	19	47	22	22	500	24.5	530

Unless the student has taken the ACCUPLACER exam at HCC, the above test scores must be attached to the high school transcript. If not, applicants must ensure that the official, unopened test scores are received by the application deadline.

3. A high school junior or senior who does not demonstrate college readiness on an approved assessment or placement test may be provisionally enrolled in a College

Transfer Pathway. To qualify for provisional status, a student must meet the following criteria:

- a. Have a cumulative weighted GPA of 3.5
- b. Have completed two years of high school English with a grade of "C" or higher
- c. Have completed high school Math II (or a higher level math class) with a grade of "C" or higher
- d. Obtain the written approval of the high school principal or his/her designee
- e. Obtain the written approval of the community college president or his/her designee

Note: A provisional status student may register only for college mathematics and college English courses within the chosen pathway. To be eligible to register for other courses in the pathway, the student must first successfully complete mathematics and English courses with a grade of "C" or higher.

4. To maintain eligibility for continued enrollment, a student must:
 - a. Continue to make progress toward high school graduation
 - b. Maintain a 2.0 GPA in college coursework after completing two courses
5. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the College's chief student development administrator.
7. With approval of the high school principal or his/her designee and the College's chief student development administrator, a student who completes a College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core.
8. With approval of the high school principal or his/her designee and the College's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

Career Technical Education Pathway

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school career cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior
 - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee
 - c. Meet the prerequisites for the career pathway
3. High school counselors should consider students' assessment scores in making pathway recommendations.

4 College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement. To meet SACS requirements, high school articulated credit cannot exceed 50 percent of the certificate credit.

5 To maintain eligibility for continued enrollment, a student must:

- a. Continue to make progress toward high school graduation
- b. Maintain a 2.0 GPA in college coursework after completing two courses

6 A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the College's chief student development administrator.

Cooperative Innovative High School Programs

Cooperative Innovative High School Programs enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years.

Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.

The state board of education and the state board of community colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Student Application Procedures

The high school will document the high school GPA and attach assessment scores to the student's transcript. A home-school or non-public high school student must submit a transcript and official test scores from an approved assessment test.

Prior to admissions, students must complete a college application, as well as a supplemental Career and College Promise Pathway application.

Students must submit a completed CCPP eligibility form each semester prior to registration. The eligibility form may be obtained from his/her school.



COURSE DESCRIPTIONS

ACA 111 College Student Success	1	0	0	1
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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. This course will also facilitate the development of self-regulated learning and problem solving. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 122 College Transfer Success	1	0	0	1
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Prerequisites: None

Corequisites: None

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. This course will also facilitate the development of self-regulated learning and problem solving. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) as a premajor and/or elective course requirement.

ACC 120 Principles of Financial Acct.	3	2	0	4
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Prerequisites: None Corequisites: None

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved for transfer under the CAA agreement as a premajor and/or elective course requirement.

ACC 121 Principles of Managerial Acct.	3	2	0	4
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Prerequisites: ACC 120

Corequisites: None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ACC 122 Principles of Managerial Acct. II	3	0	0	3
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Prerequisites: ACC 120

Corequisites: None

This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles

ACC-129 College Transfer

Class	Lab	Shop/Cli	Credit
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2	2	0	
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Prerequisites: None

Corequisites: None

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

ACC-140 Payroll Accounting 1 3 0 2

Prerequisites: ACC-115 or ACC-120

Corequisites: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

ACC-149 Intro to ACC Spreadsheets 1 3 0 2

Prerequisites: ACC-115 or ACC-120

Corequisites: None

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

	Class	Lab	Shop/Cli	Credit
ACC-150 Accounting Software Appl	1	3	0	2

Prerequisites: ACC-115 or ACC-120

Corequisites: None

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems.

ART 111 Art Appreciation 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including, but not limited to, sculpture, painting, and architecture. Upon completion students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer (UGETC) component.

ATR 280 Robotic Fundamentals 3 2 0 4

Prerequisites: None

Corequisites: None

This course covers application, programming, and maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems.

AUT 113 Automotive Servicing 1 0 6 0 2

Prerequisites: AUT 116, AUT 161, AUT 181, AUT 183

Corequisites: None

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

AUT 116 Engine Repair 2 3 0 2

Prerequisites: None

Corequisites: AUT 116A

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 116A Engine Repair Lab 0 3 0 1

Prerequisites:

None Corequisites: AUT 116

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 141 Suspension & Steering System 2 3 0 3

Prerequisites: None

Corequisites: AUT 141A

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT 141A Suspension & Steering Lab 0 3 0 1

Prerequisites: None Corequisites: AUT 141

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

	Class	Lab	Shop/Cli	Credit
AUT 151 Brake Systems	2	3	0	3

Prerequisites: None

Corequisites: AUT 151A

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems.

Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 151A Brake Systems Lab 0 3 0 1

Prerequisites: None Corequisites: AUT 151

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 163 Advanced Auto Electricity 2 3 0 3

Prerequisites: TRN 120

Corequisites: None

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

AUT 163A Advanced Auto Electricity Lab 0 3 0 1

Prerequisites: TRN 120

Corequisites: AUT 163

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns

	Class	Lab	Shop/Cli	Credit
AUT 181 Engine Performance 1	2	3	0	3

Prerequisites: None

Corequisites: None

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

AUT 183 Engine Performance 2 2 6 0 4

Prerequisites: AUT 181

Corequisites: None

This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.

AUT 212 Auto Shop Management 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.

AUT 221 Auto Transmissions/Transaxles 2 3 0 3

Prerequisites: None Corequisites: AUT 221A

This course covers operation, diagnosis, service, and repair of automatic transmissions/ transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of

appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

	Class	Lab	Shop/Cli	Credit
AUT 221A Auto Trans./Transaxles Lab	0	3	0	1

Prerequisites: None Corequisites: AUT 221

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.

AUT 231 Manual Trans/Axles/Drive Trains	2	3	0	3
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Prerequisites: None Corequisites: AUT 231A

This course covers the operation, diagnosis, and repair of manual transmissions/ transaxles, clutches, drive shafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

AUT 231A Manual Trans./Ax./Dr. Tr. Lab	0	3	0	1
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Prerequisites: None Corequisites: AUT 231

This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.

AUT 281 Advanced Engine Performance	2	2	0	3
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Prerequisites: AUT 183

Corequisites: None

This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

BIO 111 General Biology I	3	3	0	4
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Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

	Class	Lab	Shop/Cli	Credit
BIO 112 General Biology II	3	3	0	4

Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of

life at the organismal and ecological levels. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a UGETC course.

BIO 168 Anatomy and Physiology I 3 3 0 4

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, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement.

BIO 169 Anatomy and Physiology II 3 3 0 4

Prerequisites: BIO 168 Corequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement.

BIO 175 General Microbiology 2 2 0 3

Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168

Corequisites: None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved for transfer under the CAA as a pre-major and/or elective.

	Class	Lab	Shop/Cli	Credit
BPR 111 Print Reading	1	2	0	2
Prerequisites:	None			
Corequisites:	None			

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

BUS 110 Introduction to Business 3 0 0 3

Prerequisites: None Corequisites: None

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

BUS 115 Business Law I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. Student learning outcomes include identifying the elements of a contract, describing the

structure of the U.S. court system and identifying laws, conditions and regulations in the national and international work environment. This course has been approved for transfer under the CAA as a pre- major and/or elective course requirement.

BUS 116 Business Law II 3 0 0 3

Prerequisites: BUS 115

Corequisites: None

This course includes the study of the legal and ethical framework of business. Business organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

BUS 121 Business Math

Prerequisites: None

Corequisites: None

Class Lab Shop/Cli Credit

2 2 0 3

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 137 Principles of Management 3 0 0 3

Prerequisites: None

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. Student learning outcomes include explaining strategic management in business operations, defining management, quality management and projection management and identifying relevant issues in human resource management. This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.

BUS 147 Business Insurance 3 0 0 3

Prerequisites: None

Corequisites: None

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

BUS 225 Business Finance 2 2 0 3

Prerequisites: ACC 120, BUS 121

Corequisites: None

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS 230 Small Business Management 3 0 0 3

Prerequisites: BUS 110

Corequisites: None

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

	Class	Lab	Shop/Cli	Credit BUS 239
Business Application Seminar	1	2	0	2
Prerequisites:	ACC 120, BUS 11S, BUS 137, MKT 120, ECO 251			
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	0	0	3
Prerequisites:	ENG 111			
Corequisites:	None			
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.				
CCT-250 Network Vulnerabilities I	2	2	0	3
Prerequisites:	None			
Corequisites:	None			
This course introduces students to penetration testing, network vulnerabilities, and hacking. Topics include an overview of traditional network security, system hardening, and known weaknesses. Upon completion, students should be able to evaluate weaknesses of traditional and wireless network for the purpose of incident response, reconstruction, and forensic investigation.				
CCT-251 Network Vulnerabilities II	2	2	0	3
Prerequisites:	CCT-250			
Corequisites:	None			
This course advances students' knowledge of penetration testing, network vulnerabilities, and hacking. Topics include analyzing advanced techniques for circumventing network security hardware and software. Upon completion, students should be able to assemble test kits for multiple operating systems, scan and footprint networks, and perform advanced forensic investigation.				
CHM 130 Gen, Org, & Biochemistry	3	0	0	3
Prerequisites:	None			
Corequisites:	None			
This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement.				
CHM 131 Introduction to Chemistry	3	0	0	3
Prerequisites:	None			
Corequisites:	None			
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the CAA as a general education course in Natural Science.				

	Class	Lab	Shop/Cli	Credit
CHM 131A Introduction to Chemistry Lab	0	3	0	1
Prerequisites: None				
Corequisites: None				
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved for transfer under the CAA as a general education course in Natural Science.				
CHM 132 Organic and Biochemistry	3	3	0	4
Prerequisites: CHM 131 and CHM 131A				
or CHM 151				
Corequisites: None				
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved for transfer under the CAA as a general education course in Natural Science.				
CHM 151 General Chemistry I	3	3	0	4
Prerequisites: None				
Corequisites: MAT 171 or MAT 175				
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a UGETC course.				
CHM 152 General Chemistry II	3	3	0	4
Prerequisites: CHM 151				
Corequisites: None				
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a UGETC course.				
	Class	Lab	Shop/Cli	Credit
CIS 110 Introduction to Computers	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the CAA as a general education course mathematics (quantitative).				

CIS 111 Basic PC Literacy 1 2 0 2

Prerequisites: None Corequisites: None

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

CIS 115 Intro to Program & Logic 2 3 0 3

Prerequisites: None Corequisites: None

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved for transfer under the CAA as a general education course mathematics (quantitative).

	Class	Lab	Shop/Cli	Credit		
CJC 111 Intro to Criminal Justice	3			0	0	3

Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

CJC 112 Criminology 3 0 0 3

Prerequisites: None

Corequisites: None

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

CJC 113 Juvenile Justice 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice 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 121 Law Enforcement Operations 3 0 0 3

Prerequisites: None

Corequisites: None

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

	Class	Lab	Shop/Cli	Credit		
CJC 131 Criminal Law	3			0	0	3

Prerequisites: None

Corequisites: None

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

CJC 132 Court Procedure & Evidence 3 0 0 3

Prerequisites: None Corequisites: None

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

CJC 141 Corrections 3 0 0 3

Prerequisites: None

Corequisites: None

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

CJC 212 Ethics & Comm Relations 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems, social change, values, and norms, cultural diversity, citizen involvement in criminal justice issues, and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

		Class	Lab	Shop/Cli	Credit
CJC 213 Substance Abuse	3	0	0		

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 3 2 0 4

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 0 0 3

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.

CJC 241 Community-Based Corrections 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.

	Class	Lab	Shop/Cli	Credit
COM 110 Introduction to Communication	0	0	3	3

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 for transfer under the CAA as a course in English composition.

COM 120 Introduction to Communication 3 0 0 3

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.

COM 231 Public Speaking 3 0 0 3

Prerequisites: None Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the CAA as a course in English composition. This is a UGETC course.

COS 111 Cosmetology Concepts I 4 0 0 4

Prerequisites: None Corequisites: COS 112

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

	Class	Lab	Shop/Cli	Credit
COS 112 Salon I	0	24	0	8

Prerequisites: None Corequisites: COS 111

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

COS 113 Cosmetology Concepts II 4 0 0 4

Prerequisites: COS 111, COS 112

Corequisites: COS 114

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

	Class	Lab	Shop/Cli	Credit
COS 114 Salon II	0	24	0	8

Prerequisites: COS 111, COS 112

Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 Cosmetology Concepts III 4 0 0 4

Prerequisites: COS 111, COS 112

Corequisites: COS 116

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

COS 116 Salon III 0 12 0 4

Prerequisites: COS 111, COS 112

Corequisites: COS 115

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

COS 117 Cosmetology Concepts IV 2 0 0 2

Prerequisites: COS 111, COS 112

Corequisites: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 Salon IV 0 21 0 7

Prerequisites: COS 111, COS 112

Corequisites: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

	Class	Lab	Shop/Cli	Credit
COS 223 Contemporary Hair Coloring	1	3	0	2
Prerequisites:	COS 111, COS 112			
Corequisites:	None			

This course covers basic color concepts, hair coloring problems and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

CSC 139 Visual BASIC Programming	2	3	0	3
Prerequisites:	None			
Corequisites:	None			

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

CSC 134 C++ Programming	2	3	0	3
Prerequisites:	None			
Corequisites:	None			

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

CSC 151 JAVA Programming	2	3	0	3
Prerequisites:	None			
Corequisites:	None			

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

CTI 110 Web, Pgm, & Db Foundation	2	2	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table

CTI 120 Network & Sec Foundation
Prerequisites: None
Corequisites: None

Class	Lab	Shop/Cli	Credit
2		2	0 3

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

CTS 115 Info Sys Business Concepts 3 0 0 3

Prerequisites: DRE 098

Corequisites: None

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

CTS 120 Hardware/Software Support 2 3 0 3

Prerequisites: None

Corequisites: None

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

CTS 130 Spreadsheet 2 2 0 3

Prerequisites: CIS 110, CIS 11 or OST 137

Corequisites: None

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

	Class	Lab	Shop/Cli	Credit
CTS 285 Systems Analysis & Design	3	0	0	3

Prerequisites: CIS 115

Corequisites: None

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

CTS 289 System Support Project 1 4 0 3

Prerequisites: CTS 285

Corequisites: None

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

DBA 110 Database Concepts 2 3 0 3

Prerequisites: CIS 110, CIS 111 or CIS115

Corequisites: None

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

DEN 110 Orofacial Anatomy 2 2 0 3

Prerequisites: Acceptance into Dental Hygiene program Corequisites: None

This course introduces the structures of the head, neck, and oral cavity. Topics include tooth morphology, head and neck anatomy, histology, and embryology. Upon completion, students should be able to relate the identification of normal structures and development to the practice of dental assisting and dental hygiene.

DEN 111 Infection/Hazard Control 2 0 0 2

Prerequisites: Acceptance into Dental Hygiene program

Corequisites: None

This course introduces the infection and hazard control procedures necessary for the safe practice of dentistry. Topics include microbiology, practical infection control, sterilization and monitoring, chemical disinfectants, aseptic technique, infectious diseases, OSHA standards, and applicable North Carolina laws. Upon completion, students should be able to understand infectious diseases, disease transmission, infection control procedures, biohazard management, OSHA standards, and applicable North Carolina laws.

	Class	Lab	Shop/Cli	Credit
DEN 112 Dental Radiography	2	3	0	3
Prerequisites:	Acceptance into Dental Hygiene program			
Corequisites:	DEN 110, DEN 111			

This course provides a comprehensive view of the principles and procedures of radiology as they apply to dentistry. Topics include techniques in exposing, processing, and evaluating radiographs, as well as radiation safety, quality assurance, and legal issues. Upon completion, students should be able to demonstrate proficiency in the production of diagnostically acceptable radiographs using appropriate safety precautions.

DEN 120 Dental Hygiene Pre-clinic Lec. 2 0 0 2

Prerequisites: Acceptance into Dental Hygiene program

Corequisites: DEN 121

This course introduces preoperative and clinical dental hygiene concepts. Emphasis is placed on the assessment phase of patient care as well as the theory of basic dental hygiene instrumentation. Upon completion, students should be able to collect and evaluate patient data at a basic level and demonstrate knowledge of dental hygiene instrumentation.

DEN 121 Dental Hygiene Pre-clinic Lab 0 6 0 2

Prerequisites: Acceptance into Dental Hygiene program

Corequisites: DEN 120

This course provides the opportunity to perform clinical dental hygiene procedures discussed in DEN 120. Emphasis is placed on clinical skills in patient assessment and instrumentation techniques. Upon completion, students should be able to demonstrate the ability to perform specific preclinical procedures.

DEN 123 Nutrition/Dental Health 2 0 0 2

Prerequisites: Acceptance into Dental Hygiene program

Corequisites: None

This course introduces basic principles of nutrition with emphasis on nutritional requirements and their application to individual patient needs. Topics include the study of the food pyramid, nutrient functions, Recommended Daily Allowances, and related psychological principles. Upon completion, students should be able to recommend and counsel individuals on their food intake as related to their dental health.

DEN 124 Periodontology 2 0 0 2

Prerequisites: DEN 110
Corequisites: None

This course provides an in-depth study of the periodontium, periodontal pathology, periodontal monitoring, and the principles of periodontal therapy. Topics include periodontal anatomy and a study of the etiology, classification, and treatment modalities of periodontal diseases. Upon completion, students should be able to describe, compare, and contrast techniques involved in periodontal/maintenance therapy, as well as patient care management.

	Class	Lab	Shop/Cli	Credit
DEN 125 Dental Office Emergencies	0	2	0	1

Prerequisites: Acceptance into Dental Hygiene program Corequisites: None

This course provides a study of the management of dental office emergencies. Topics include methods of prevention, necessary equipment/drugs, medico legal considerations, recognition and effective initial management of a variety of emergencies. Upon completion, the student should be able to recognize, assess and manage various dental office emergencies and activate advanced medical support when indicated.

	Class	Lab	Shop/Cli	Credit
DEN 130 Dental Hygiene Theory I	2	0	0	2

Prerequisites: DEN 120
Corequisites: DEN 131

This course is a continuation of the didactic dental hygiene concepts necessary for providing an oral prophylaxis. Topics include deposits/removal, instrument sharpening, patient education, fluorides, planning for dental hygiene treatment, charting, and clinical records and procedures. Upon completion, students should be able to demonstrate knowledge needed to complete a thorough oral prophylaxis.

	Class	Lab	Shop/Cli	Credit
DEN 131 Dental Hygiene Clinic I	0	0	9	3

Prerequisites: DEN 121
Corequisites: DEN 130

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of the recall patients with gingivitis or light deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

	Class	Lab	Shop/Cli	Credit
DEN 140 Dental Hygiene Theory II	1	2	0	2

Prerequisites: DEN 130
Corequisites: DEN 141

This course introduces principles in treatment modification. Topics include modification of treatment for pain management and advanced radiographic interpretation. Upon completion, students should be able to differentiate necessary treatment modifications, radiographic abnormalities, and be certified in the administration of local anesthesia.

	Class	Lab	Shop/Cli	Credit
DEN 141 Dental Hygiene Clinic II	0	0	6	2

Prerequisites: DEN 131
Corequisites: DEN 140

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of patients with early periodontal disease and subgingival deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

	Class	Lab	Shop/Cli	Credit
DEN 220 Dental Hygiene Theory III	2	0	0	2

Prerequisites: DEN 140
Corequisites: DEN 221

This course provides a continuation in developing the theories and practices of patient care. Topics include periodontal debridement, pain control, subgingival irrigation, air polishing, and case presentations. Upon completion, students

should be able to demonstrate knowledge of methods of treatment and management of periodontally compromised patients.

DEN-221 Dental Hygiene Clinic III 0 0 12 4

Prerequisites: DEN-141

Corequisites: DEN 220

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of patients with moderate to advanced periodontal involvement and moderate deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

DEN-222 General & Oral Pathology 2 0 0 2

Prerequisites: BIO-163, BIO-165, or BIO-168, DEN 110, DEN 111

Corequisites: None

This course provides a general knowledge of oral pathological manifestations associated with selected systemic and oral diseases. Topics include developmental and degenerative diseases, selected microbial diseases, specific and nonspecific immune and inflammatory responses with emphasis on recognizing abnormalities. Upon completion, students should be able to differentiate between normal and abnormal tissues and refer unusual findings to the dentist for diagnosis.

DEN-223 Dental Pharmacology 2 0 0 2

Prerequisites: CHM 130 DEN 125

Corequisites: BIO-163, BIO-165, or BIO-168, DEN 224

This course provides basic drug terminology, general principles of drug actions, dosages, routes of administration, adverse reactions, and basic principles of anesthesiology. Emphasis is placed on knowledge of drugs in overall understanding of patient histories and health status. Upon completion, students should be able to recognize that each patient's general health or drug usage may require modification of the treatment procedures.

DEN 224 Materials and Procedures 1 3 0 2

Prerequisites: DEN 111 Corequisites: None

This course introduces the physical properties of materials and related procedures used in dentistry. Topics include restorative and preventive materials, fabrication of casts and appliances, and chairside functions of the dental hygienist. Upon completion, students should be able to demonstrate proficiency in the laboratory and/or clinical application of routinely used dental materials and chairside functions.

	Class	Lab	Shop/Cli	Credit
DEN 230 Dental Hygiene Theory IV	1	0	0	1

Prerequisites: DEN 220

Corequisites: DEN 231

This course provides an opportunity to increase knowledge of the profession. Emphasis is placed on dental specialties and completion of a case presentation. Upon completion, students should be able to demonstrate knowledge of various disciplines of dentistry and principles of case presentations.

DEN 231 Dental Hygiene Clinic IV 0 0 12 4

Prerequisites: DEN 221

Corequisites: DEN 230

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on periodontal maintenance and on treating patients with moderate to advanced/refractory periodontal disease. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

DEN 232 Community Dental Health 2 0 3 3

Prerequisites: Acceptance into Dental Hygiene program

Corequisites: None

This course provides a study of the principles and methods used in assessing, planning, implementing, and evaluating community dental health programs. Topics include epidemiology, research methodology, biostatistics, preventive dental care, dental health education, program planning, and financing and utilization of dental services.

Upon completion, students should be able to assess, plan, implement, and evaluate a community dental health program.

DEN 233 Professional Development 2 0 0 2

Prerequisites: Acceptance into Dental Hygiene program Corequisites: None

This course includes professional development, ethics, and jurisprudence with applications to practice management. Topics include conflict management, state laws, résumés, interviews, and legal liabilities as health care professionals.

Upon completion, students should be able to demonstrate the ability to practice dental hygiene within established ethical standards and state laws.

DFT 170 Engineering Graphics 2 2 0 3

Prerequisites: None Corequisites: None

This course introduces basic engineering graphics skills, equipment, and applications (manual and computer-aided).

Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, and sectional and auxiliary views. Upon completion, students should be able to demonstrate an understanding of basic engineering graphic principles and practices. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ECO 251 Principles of Microeconomics 3 0 0 3

Prerequisites: DMA 010, DMA 020, DMA 030, DRE 098

Corequisites: None

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the CAA general education course in social/behavioral sciences.

	Class	Lab	Shop/Cli	Credit
ECO 252 Principles of Macroeconomics	3	0	0	3

Prerequisites: None Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

EDU 119 Intro to Early Child Education 4 0 0 4

Prerequisites: None

Corequisites: None

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

EDU 131 Child, Family, & and Community 3	0	0	3
Prerequisites:	None		
Corequisites:	None		
This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.			
EDU 144 Child Development I	3	0	3
Prerequisites:	None		
Corequisites:	None		
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.			
	Class	Lab	Shop/Cli
EDU 145 Child Development II	3	0	0
Prerequisites:	EDU 144		
Corequisites:	None		
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.			
EDU 146 Child Guidance	3	0	3
Prerequisites:	None		
Corequisites:			
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.			
EDU 151 Creative Activities	3	0	3
Prerequisites:	None		
Corequisites:	None		
This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC			

Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

	Class	Lab	Shop/Cli	Credit
	0	0	3	3

EDU 153 Health, Safety and

Nutrition

Prerequisites: None

Corequisites: None

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

	Class	Lab	Shop/Cli	Credit
EDU 214 Early Childhood Interm. Prac.	1	9	0	4

Prerequisites: Take one set: EDU 119, EDU 144, EDU 146 or PSY 244, EDU 119 and EDU 146

Corequisites: None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting with the implementation of developmentally appropriate activities and environments for all children; modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. GPA 2.0 or higher and 9 semester hours credit (9SHC), three semester hours credit (3SHC) of which must come from the core.

	Class	Lab	Shop/Cli	Credit
EDU 216 Foundations of Education	3	0	0	3

Prerequisites: None Corequisites: None

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on class- room observations, analyze the different educational approaches, including classical/ traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.

	Class	Lab	Shop/Cli	Credit
EDU 221 Children with Exceptionalities	3	0	0	3

Prerequisites: Take One Set Set 1: EDU 144, EDU 145
Set 2: PSY 244 PSY 245

Corequisites: None

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development.

	Class	Lab	Shop/Cli	Credit
EDU 234 Infants, Toddlers, & Twos	3	0	0	3

Prerequisites: EDU 119 Corequisites: None

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

EDU 250 Teacher Licensure Preparation 3 0 0 3

Prerequisites: None

Corequisites: Take One Set: Set 1: ENG-111 and MAT-143

Set 2: ENG-111 and MAT-152 Set 3: ENG-111 and MAT- 171

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

Class	Lab	Shop/Cli	Credit
3	0	0	3

EDU 261 Early Childhood Admin. I Prerequisites: EDU 119

Corequisites: None

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

EDU 262 Early Childhood Admin. II 3 0 0 3

Prerequisites: EDU 119,EDU 261

Corequisites: None

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

EDU 271 Educational Technology 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

EDU 280 Language & Literacy Exper. 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

Class	Lab	Shop/Cli	Credit
1	9	0	4

EDU 284 Early Childhood Capstone Prac.

Prerequisites: Take one set:

Set 1: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151

Set 2: EDU 119, PSY-244, PSY 245, EDU 146, and EDU 151

Set 3: EDU 119, PSY 245, EDU 144, EDU 146, and EDU 151

Set 4: EDU 119, PSY 244, EDU 145, EDU 146, and EDU 151

Corequisites: DRE 098

This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments. To be taken final semester prior to graduation. GPA 2.0 or higher

EDU 288 Adv. Issues in Early Childhood Ed.	2	0	0	2
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Prerequisites: None

Corequisites: None

This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education.

EGR 150 Intro to Engineering	1	2	0	2
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Prerequisites: None

Corequisites: None

This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

EGR 210 Intro to Elec/Comp Eng Lab	1	3	0	2
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Prerequisites: MAT 271; PHY251

Corequisites: None

This course provides an overview of electrical and computer engineering, through a lecture and laboratory setting. Topics include fundamental concepts, electronic circuits, digital circuits, communication systems, and signal processing. Upon completion, students should be able to discuss the wide range of fields available to the electrical or computer engineer. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EGR 212 Logic System Design I	3	0	0	3
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Prerequisites: MAT 271; PHY251 Corequisites: None

This course provides an introduction to digital circuits and analysis. Topics include Boolean Algebra; mixed logic; design of combinational circuits; introduction to sequential systems; and MSI building blocks. Upon completion, students

should be able to analyze and design digital circuits and systems. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

	Class	Lab	Shop/Cli	Credit
EGR 214 Numerical Methods for Engineers		3	0	0 3

Prerequisites: MAT 272

Corequisites: None

This course introduces contemporary methods and tools for numerical analysis in engineering. Topics include numerical methods in differentiation, integration, root-finding, linear and non-linear regressions. Upon completion, students should be able to demonstrate: basic structured programming concepts involving decision making, loops, functions, and parameter passing; common numerical methods used in engineering analysis; estimation of the amount of error inherent in different numerical methods; assessment of numerical efficiency; method assessment of numerical efficiency; and convergence properties of different numerical methods.. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EGR 220 Engineering Statics	3	0	0	3
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Prerequisites: PHY 251

Corequisites: MAT 272

This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability analyze systems of forces in static equilibrium. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EGR 225 Engineering Dynamics	3	0	0	3
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Prerequisites: EGR 220

Corequisites: MAT 273

This course introduces the concepts of engineering based on forces in equilibrium. Topics include This course introduces the concepts of engineering based on the analysis of motion in Cartesian, cylindrical, and spherical coordinate systems. Topics include the two and three dimensional motion of particles and rigid bodies, the forces associated with that motion, and relative motion between two coordinate systems. Upon completion, students should be able to solve problems which require the ability to analyze the motion and forces involved in a dynamic system. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ELC 131 Circuit Analysis I

Prerequisites: None

Corequisites: None

3	3	0	4
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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, 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 117 Motors and Controls	2	6	0	4
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Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

	Class	Lab	Shop/Cli	Credit
ELC 135 Electrical Machines	2	2	0	3

Prerequisites: None

Corequisites: None

This course covers magnetic circuits, transformers, DC/AC machines, and the three-phase circuit fundamentals including power factor. Topics include magnetic terms and calculations, transformer calculations based on primary or secondary equivalent circuits, and regulation and efficiency calculations. Upon completion, students should be able to perform regulation and efficiency calculations for DC/AC machine circuits.

ELC 220 Photovoltaic Sys Tech	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.

	Class	Lab	Shop/Cli	Credit
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ELC 228 PLC Applications

Prerequisites: ELC 128 or ELN 260

Corequisites: None

2	6	0	4
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This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

ELN 260 Prog Logic Controllers

Prerequisites: None

Corequisites: None

3	3	0	4
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provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions

ENG 011 Writing and Inquiry Support	1	2	0	2
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Prerequisites: None

Corequisites: None

This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.

ENG 111 Writing & Inquiry	3	0	0	3
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Prerequisites: None

Corequisites: ENG 011

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed

essays using standard written English. This course has been approved for transfer under the CAA as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

Class	Lab	Shop/Cli	Credit
		3	0 0 3

ENG 112 Writing/Research in the Disc

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the CAA as a general education course in English composition. This is a UGETC course.

ENG 114 Prof. Research & Reporting 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved for transfer under the CAA as a general education course in English composition.

ENG 231 American Literature I 3 0 0 3

Prerequisites: Take one: 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 analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in English composition. This is a UGETC course.

Class	Lab	Shop/Cli	Credit
3	0	0	3

ENG 232 American Literature II

Prerequisites: Take one: 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 analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in humanities/fine arts. This is a UGETC course.

ENG 241 British Literature I 3 0 0 3

Prerequisites: Take one: 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 for transfer under the CAA as a general education course in humanities/fine arts. This is a UGETC course.

ENG 242 British Literature II	3	0	0	3
Prerequisites:	Take one: 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 for transfer under the CAA as a general education course in humanities/fine arts. This is a UGETC course.

FRE 111 Elementary French I	3	0	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) as a general education core requirement course in humanities/fine arts.

FRE 112 Elementary French II	3	0	0	3
Prerequisites:	FRE 111			
Corequisites:	None			

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. This course has been approved for transfer under the CAA as a general education core requirement course in humanities/fine arts.

Class	Lab	Shop/Cli	Credit
3	0	0	3

GRO-120 Gerontology	
Prerequisites:	None
Corequisites:	None

This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

HBI-110 Issues and Trends in HBI	3	0	0	3
Prerequisites:	None			
Corequisites:	None			

This course is a survey of current and emerging technology applications and data standards in the healthcare industry. Topics include the history, implementation, use, management, and impact of information technology in healthcare settings. Upon completion, students should have an understanding of the current trends and issues in healthcare informatics.

HEA 110 Personal Health/Wellness	3	0	0	3
Prerequisites:	None			
Corequisites:	None			

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) as a premajor and/ or elective course requirement.

HIS 111 World Civilizations I 3 0 0 3

Prerequisites: None

Corequisites: None

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

HIS 112 World Civilizations II 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the CAA as a general education course in social/behavioral sciences. This is a UGETC course.

HIS 131 American History I 3 0 0 3

Prerequisites: None Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the CAA as a general education course in social/behavioral sciences. This is a UGETC course.

			Class	Lab	Shop/Cli	Credit
HIS 132 American History II						
Prerequisites:	None					
Corequisites:	None					
3	0	0	3			

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the CAA as a general education course in social/behavioral sciences. This is a UGETC course.

HSC-110 Orientation to Health Careers 1 0 0 1

Prerequisites: None

Corequisites: None

This course is a survey of healthcare professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make informed career choices.

HSE 110 Introduction to Human Services 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

HSE 112 Group Process I 1 2 0 2

Prerequisites: None

Corequisites: None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

HSE 123 Interviewing Techniques 2 2 0 3

Prerequisites:

None Corequisites: None

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

HSE 125 Counseling 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

Class Lab Shop/Cli Credit

2 0 0 2

HSE 155 Community Resources Manag.

Prerequisites: None Corequisites: None

This course focuses on the working relationships between human services agencies and the community. Emphasis is placed on identification and observation of community resources which contribute to the achievement of the human

services mission. Upon completion, students should be able to demonstrate knowledge about mobilizing of community resources, marshaling public support, and determining appropriate sources of funding.

HSE 210 Human Services issues	2	0	0	2
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Prerequisites: Successful completion of 12 SHC in HSE Curriculum

Corequisites: None

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.

HSE 220 Case Management	2	2	0	3
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Prerequisites: HSE 110

Corequisites: None

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

HSE 225 Crisis Intervention	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

HUM 115 Critical Thinking	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the CAA as a general education course in humanities/fine arts.

Class	Lab	Shop/Cli	Credit
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HUM 120 Cultural Studies

Prerequisites: None

Corequisites: None

0 0 3

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved for transfer under the CAA as a general education course in humanities/fine arts.

HYD 110 Hydraulics/Pneumatics I	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application and troubleshooting.

ISC 112 Industrial Safety 2 0 0 2

Prerequisites: None

Corequisites: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

LDR-110 Introduction to Leadership (3 Credits)

This course introduces students to concepts, models and practices of leadership that are effective in governmental, business, civic, community and political organizations. Emphasis is placed on the purposes and structures of various types of organizations and examines the leadership styles and strategies that align with these organizations. Upon completion, students should be able to recognize and apply the elements effective leadership in a variety of contexts.

Requisites:

None

LDR-210 Leadership Capacity Assessment (3 Credits)

This course introduces the methodologies and processes to better understanding one's capacity to lead. Topics include conceptualizing motivation, identifying good leadership traits, creating a vision, understanding influence, overcoming obstacles and developing leadership capacity. Upon completion, students should be able to identify their strengths and weaknesses as a leader.

Requisites:

Take LDR-110 - Must be completed prior to taking this course.

LDR-225 Leading Change (3 Credits)

This course provides the opportunity to develop the knowledge base necessary to lead and manage organizational change with an emphasis on a 360-degree approach to understanding change. Emphasis is placed on various aspects of implementing change, such as: addressing the human psychology of change through innovative technology, social media, theoretical frameworks, understanding change agents, and operations. Upon completion, students should be able to demonstrate knowledge and practical skills in how to connect change with strategy, anticipate resistance, assess readiness, and measure sustainability.

Requisites:

Take LDR-110 - Must be completed prior to taking this course.

MAT 003 Transition Math 0 6 0 3

Prerequisites: None

Corequisites: None

This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge..

MAT 010 Math Measurement & Lit. Sup. 0 2 0 1

Prerequisites: None

Corequisites: None

This course provides an opportunity to customize foundational math content specific to Math Measurement & Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Math Measurement & Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 043 Quantitative Literacy Support 1 2 0 2

Prerequisites: None Corequisites: None

This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 052 Statistical Methods I Support 1 2 0 2

Prerequisites: None Corequisites: None

This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 071 Fast Track Intro Algebra 0 4 0 2

Prerequisites: None

Corequisites: None

This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 110 Math Measurement & Literacy 2 2 0 3

Prerequisites: None

Corequisites: MAT 010

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

Clas	Lab	Shop/Cli	Credit
2	2	0	3

MAT 143 Quantitative Literacy

Prerequisites: None

Corequisites: MAT 043

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the CAA as a general education course in mathematics (quantitative). This is a Universal General Education Transfer Component (UGETC) course.

MAT 152 Statistical Methods I

Prerequisites: MAT 052

Corequisites: None

3 2 0

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the CAA as a general education course in mathematics (quantitative). This is a UGETC course.

MAT 171 Precalculus Algebra

3 2 0 4

Prerequisites: None

Corequisites: MAT 071

This course is designed to develop topics which are fundamental to the study of calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in mathematics (quantitative). This is a UGETC course.

Class		Lab	Shop/Cli	Credit
MAT172 Precalculus Trigonometry	3	2	0	4
Prerequisites	MAT 171			
Corequisites	None			

This course is designed to develop an understanding of topics which are fundamental to the study of calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in mathematics (quantitative). This is a UGETC course.

MAT 271 Calculus I

3 2 0 4

Prerequisites: MAT 172 or MAT 175

Corequisites: None

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in mathematics (quantitative). This is a UGETC course.

MAT 175 Precalculus

3 2 0 5

Prerequisites: None

Corequisites: None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions and their graphs, with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry and geometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This is a UGETC course.

MAT 272 Calculus II 4 2 0 4

Prerequisites: MAT 271

Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in mathematics (quantitative). This is a UGETC course.

MAT 273 Calculus III 3 2 0 4

Prerequisites: Mat 272

Corequisites: None

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in mathematics (quantitative). This is a UGETC course.

MAT 280 Linear Algebra 2 2 0 3

Prerequisites: MAT 271

Corequisites: None

This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology. This course has been approved for transfer under the CAA as a premajor and/or elective course requirements.

MAT 285 Differential Equations 2 2 0 3

Prerequisites: MAT 272

Corequisites: None

This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and Laplace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

Class Lab Shop/Cli Credit

MEC 111 Machine Processes I

Prerequisites: None

Corequisites: None1 4 0

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely manufacture simple parts to specified tolerances.

MEC 128 CNC Machining Processes 2 4 0 4

Prerequisites: None

Corequisites: None

This course covers programming, setup, and operations of CNC turning, milling, and other CNC machines. Topics include programming formats, control functions, program editing, and part production and inspection. Upon completion, students should be able to manufacture simple parts using CNC machines.

MED 120 Survey Of Med Terminology 2 0 0 2

Prerequisites: None Corequisites: None

This course introduces the vocabulary, abbreviations and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes and word roots. Upon completion, students should be able to pronounce, spell and define accepted medical terms.

MED 121 Medical Terminology I 3 0 0 3

Prerequisites: None Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122 Medical Terminology II 3 0 0 3

Prerequisites: MED 121

Corequisites: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

	Class	Lab	Shop/Cli	Credit	MED 130 Administrative
Office Proc. I		1	2	0	2

Prerequisites: None

Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 232 Medical Insurance Coding 1 3 0 2

Prerequisites: MED 121

Corequisites: None

This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

MKT 120 Principles of Marketing 3 0 0 3

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.

MLT 110 Introduction to MLT 2 3 0 3

Prerequisites: Acceptance into the Medical Laboratory Technology program

Corequisites: None

This course introduces all aspects of the medical laboratory profession. Topics include health care/laboratory organization, professional ethics, basic laboratory techniques, safety, quality assurance, and specimen collection. Upon

completion, students should be able to demonstrate a basic understanding of laboratory operations and be able to perform basic laboratory skills.

MLT 111 Urinalysis & Body Fluids	1	3	0	2
Prerequisites:	MLT 110			
Corequisites:	None			

This course introduces the laboratory analysis of urine and body fluids. Topics include physical, chemical, and microscopic examination of the urine and body fluids. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting urinalysis and body fluid tests.

	Class	Lab	Shop/Cli	Credit
MLT 120 Hematology/Hemostasis I	3	3	0	4
Prerequisites:	MLT 110			
Corequisites:	None			

This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.

MLT 125 Immunohematology I	4	3	0	5
Prerequisites:	MLT 110			
Corequisites:	None			

This course introduces the immune system and response; basic concepts of antigens, antibodies, and their reactions; and applications in transfusion medicine and serodiagnostic testing. Emphasis is placed on immunological and blood banking techniques including concepts of cellular and humoral immunity and pretransfusion testing. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting routine immunological and blood bank procedures.

MLT 130 Clinical Chemistry I	3	3	0	4
Prerequisites:	MLT 110			
Corequisites:	None			

This course introduces the quantitative analysis of blood and body fluids and their variations in health and disease. Topics include clinical biochemistry, methodologies, instrumentation, and quality control. Upon completion, students should be able to demonstrate theoretical comprehension of clinical chemistry, perform diagnostic techniques, and correlate laboratory findings with disorders.

MLT 141 General Clinical Micro	2	2	0	3
Prerequisites:	BIO 175, MLT 110			
Corequisites:	None			

This course is a comprehensive survey of clinical microbiology. Emphasis is placed on morphology and identification of pathogenic organisms covering both basic and special areas of clinical microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting clinical microbiology procedures.

MLT 216 Professional Issues	0	2	0	1
Prerequisites:	MLT 110			
Corequisites:	None			

This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.

Class	Lab	Shop/Cli	Credit
0	0	3	1

MLT 251 MLT Practicum I

Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125

Corequisites: None

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

MLT 253 MLT Practicum I	0	0	9	3
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Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216

Corequisites: None

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

MLT 254 MLT Practicum I	0	0	12	4
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Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216

Corequisites: None

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

MLT 263 MLT Practicum II	0	0	9	3
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Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216

Corequisites: None

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

MLT 273 MLT Practicum III	0	0	9	3
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Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216

Corequisites: None

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

MNT 110 Intro. to Maint Procedures	1	3	0	2
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Prerequisites: None Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

	Class	Lab	Shop/Cli	Credit
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MU5 110 Music Appreciation

Prerequisites: None

Corequisites: None

NOS 110 Operating System Concepts 2 3 0 3

Prerequisites: CIS 110

Corequisites: None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 130 Windows Single User 2 2 0 3

Prerequisites: None

Corequisites: None

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

NOS 230 Windows Administration I

Prerequisites: None

Corequisites: None

2 2 0 3

Class Lab Shop/Cli Credit

This course covers the installation and configuration of a Windows server operating system. Emphasis is placed on the basic configuration on core network services, Active Director and group policies. Upon completion students should be able to install and configure a Windows server operating system.

NUR 101 Practical Nursing I 7 6 6 11

Prerequisites: Admission into the PN program

Corequisites: None

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

NUR 102 Practical Nursing II 7 0 9 10

Prerequisites: NUR 101

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

NUR 103 Practical Nursing III 6 0 9 9

Prerequisites: NUR 102

Corequisites: None

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

	Class	Lab	Shop/Cli	Credit
NUR 111 Intro to Health Concepts	4	6	6	8

Prerequisites: Admission into the ADN program

Corequisites: None

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113 Family Health Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114 Holistic Health Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 117 Pharmacology	1	3	0	2
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Prerequisites: None

Corequisites: None

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

	Class	Lab	Shop/Cli	Credit
NUR 211 Health Care Concepts	3	0	6	5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 Health System Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 Complex Health Concepts	4	3	15	10
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Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212

Corequisites: None

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

OST 131 Keyboarding	1	2	0	2
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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 134 Text Entry & Formatting	2	2	0	3
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Prerequisites: OST 131

Corequisites: None

This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

	Class	Lab	Shop/CLI	Credit
OST 136 Word Processing	2	2	0	3

Prerequisites: None

Corequisites: None

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 148 Med. Ins & Billing	3	0	0	3
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Prerequisites: MED 121

Corequisites: None

This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

OST 149 Medical Legal Issues	3	0	0	3
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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 abilities; and medical practices liabilities. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST 164 Office Editing	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 181 Office Procedures	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces the skills and procedures needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and information documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

OST 184 Records Management 2 2 0 3

Prerequisites: DRE 098

Corequisites: None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to setup and maintain a records management system.

	Class	Lab	Shop/Cli	Credit
OST 233 Office Publications Design	2	2	0	3

Prerequisites: OST 136

Corequisites: None

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

OST 243 Medical Office Simulation 2 2 0 3

Prerequisites: OST 148

Corequisites: None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST 284 Emerging Technologies 1 2 0 2

Prerequisites: None

Corequisites: None

This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.

OST-286 Professional Development 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

OST 289 Office Admin Capstone 2 2 0 3

Prerequisites: OST-134 or OST 136, OST-164

Corequisites: None

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

	Class	Lab	Shop/Cli	Credit
PBT 100 Phlebotomy Technology	5	2	0	6

Prerequisites: GED® or HS Diploma

Corequisites: PBT 101

This course provides instruction in the skills needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Upon completion, students

should be able to demonstrate competence in the theoretical comprehension of phlebotomy techniques. This is a certificate-level course.

PBT 101 Phlebotomy Practicum	0	0	9	3
Prerequisites:	GED® or HS Diploma			
Corequisites:	PBT 100			

This course provides supervised experience in the performance of venipuncture and microcollection techniques in a clinical facility. Emphasis is placed on patient interaction and application of universal precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings. This is a certificate-level course.

PED 110 Fit and Well for Life	1	2	0	2
Prerequisites:	None			
Corequisites:	None			

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) as a premajor and/or elective course requirement.

PED 111 Physical Fitness I	0	3	0	1
Prerequisites:	None			
Corequisites:	None			

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PCI 264 Process Control with PLC's	3	3	0	4
Prerequisites:	ELC128 or ELN260			
Corequisites:	None			

This course introduces automatic process control implemented with PLC technology. Topics include interfacing and controlling advanced control loops and devices using various PLC-based systems. Upon completion, students should be able to demonstrate an understanding of advanced applications of process control and instrumentation systems with PLC-based devices.

	Class	Lab	Shop/Cl	Credit
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PED 117 Weight Training I				
Prerequisites:	None			
Corequisites:	None			

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PED 121 Walk, Jog, Run	0	3	0	1
Prerequisites:	None			
Corequisites:	None			

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PED 130 Tennis-Beginning 0 2 0 1

Prerequisites: None

Corequisites: None

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PHY 110 Conceptual Physics 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

Class Lab Shop/Cli Credit

PHY 110A Physics Lab 0 2 0 1

Prerequisites: None

Corequisites: None

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a UGETC course.

PHY 251 General Physics I 3 3 0 4

Prerequisites: MAT 271

Corequisites: None

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a UGETC course.

PHY 252 General Physics II 3 3 0 4

Prerequisites: MAT 272 and PHY 251

Corequisites: None

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a UGETC course.

POI 120 American Government 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the CAA as a general education course in social/behavioral sciences. This is a UGETC course.

Class Lab Shop/Cli Credit

PSY 118 Interpersonal Psychology

Prerequisites: None

Corequisites: None 3 0 0 3

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/ leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology

3 0 0 3

Prerequisites: 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 for transfer under the CAA as a general education course in social/behavioral sciences. This is a UGETC course.

PSY 241 Developmental Psychology

3 0 0 3

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the lifespan. This course has been approved for transfer under the CAA as a general education course in social/ behavioral sciences.

PSY 281 Abnormal Psychology

3 0 0 3

Prerequisites: PSY 150

Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the CAA as a general education course in social/behavioral sciences.

Class Lab Shop/Cli Credit

REL 110 World Religions

Prerequisites: None

3 0 0 3

Corequisites: ENG 111

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices

of the religions studied. This course has been approved for transfer under the CAA as a general education course in humanities/fine arts.

SAB 252 Twelve Step Study 3 0 0 3

Prerequisites: None

Corequisites: None

This course studies various support groups based on the twelve-step model with a focus on their relationship to treatment. Topics include a study of the twelve steps and traditions of Alcoholics Anonymous and Narcotics Anonymous and their use in professional settings. Upon completion, students should be able to demonstrate a working knowledge of the twelve-step programs.

SEC 110 Security Concepts 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SOC 210 Introduction to Sociology 3 0 0 3

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 for transfer under the Comprehensive Articulation Agreement (CAA) as a general education course in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

SOC 213 Sociology of the Family

Prerequisites: None

Corequisites: None

Class Lab Shop/Cli Credit

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved for transfer under the CAA as a general education course in social/behavioral sciences.

SOC 220 Social Problems 3 0 0 3

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 for transfer under the CAA as a general education course in social/behavioral sciences.

SOC 240 Social Psychology 3 0 0 3

Prerequisites: None

Corequisites: None

This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. This course has been approved to satisfy the CAA general education core requirement in social/behavioral sciences.

SPA 111 Elementary Spanish I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the CAA as a general education course in humanities/fine arts.

	Class	Lab	Shop/CLI	Credit
SPA 112 Elementary Spanish II	3	0	0	3

Prerequisites: SPA 111

Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the CAA as a general education course in humanities/fine arts.

SWK 110 Introduction to Social Work 3 0 0 3

Prerequisites: None Corequisites: None

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

SWK 113 Working with Diversity	3	0	0	3
Prerequisites:	None			
Corequisites:	None			
This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.				
SWK-115 Community Resources	2	2	0	3
Prerequisites:	Take SWK-110			
Corequisites:	None			
This course introduces community resources essential to social work practice. Emphasis is placed on awareness of and interaction with community service personnel. Upon completion, students should be able to identify resources and assess critical community needs.				
SWK-214 Social Work Law	3	0	0	3
Prerequisites:	Take SWK-110			
Corequisites:	None			
This course introduces the major provisions of social services law, current trends, legislative developments, and court procedures. Emphasis is placed on the interpretation of the laws and court decisions related to various social services populations. Upon completion, students should be able to interpret these laws and their implications for social services practice.				
	Class	Lab	Shop/Cli	Credit
SWK-220 SWK Issues in Client Services	3	0	0	3
Prerequisites:	None			
Corequisites:	None			
This course introduces the professional standards, values, and issues in social services. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to social work and apply various decision-making models to current issues.				
TRN 110 Intro to Transport Tech	1	2	0	2
Prerequisites:	None			
Corequisites:	None			
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.				
TRN 120 Basic Transportation Electricity4	3	0	0	5
Prerequisites:	None			
Corequisites:	None			
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.				
TRN 140 Transportation Climate Control1	2	0	0	2
Prerequisites:	None			
Corequisites:	None			

This course covers the theory of refrigeration and heating, electrical/electronic/ pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

	Class	Lab	Shop/Cli	Credit
TRN 140A Transp. Climate Control Lab	1	2	0	2

Prerequisites: None

Corequisites: TRN 140

This course provides experiences for enhancing student skills in the diagnosis and re- pair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

TRN 170 PC Skills for Transportation	1	2	0	2
Prerequisites:	None			
Corequisites:	None			

This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

WBL 110 World of Work	1	0	0	1
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.

WBL 111 Work Based Learning 1	0	0	10	1
Prerequisites:	9 SHC in HSE program			
Corequisites:	WBL 115			

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

WBL 115 Work Based Learning Seminar I	1	0	0	1
Prerequisites:	9 SHC in HSE program			
Corequisites:	WBL 111			

This course is designed to be taken during the same semester as WBL 111. 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.

	Class	Lab	Shop/Cli	Credit
WBL 121 Work Based Learning II	1	0	10	1
Prerequisites:	15 SHC in HSE program			
Corequisites:	WBL 125			

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

WBL 125 Work Based Learning Seminar I 1 0 0 1
 Prerequisites: WBL 111, WBL 115 15 SHC in HSE program
 Corequisites: WBL 121

This course is designed to be taken during the same semester as WBL 121. It allows students to reflect on what they are learning during their co-op work experience and to make connections between academic concepts and their application in the field. Emphasis is placed on integrating classroom learning with related work experience. Through weekly seminars, students will keep a journal of their work experience and write a paper on both WBL experiences.

WEB 110 Internet/Web Fundamentals 2 2 0 3
 Prerequisites: None
 Corequisites: None

This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

WEB 111 Intro to Web Graphics 2 2 0 3
 Prerequisites: None
 Corequisites: None

This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery.

	Class	Lab	Shop/Cli	Credit
WEB 120 Intro. to Internet Multimedia	2	2	0	3
Prerequisites:	None			
Corequisites:	None			

This is the first of two courses covering the creation of internet multimedia. Topics include internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create internet multimedia presentations utilizing a variety of methods and applications.

WEB 140 Web Development Tools 2 2 0 3
 Prerequisites: None
 Corequisites: None

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

WLD 110 Cutting Processes 1 3 0 2
 Prerequisites: None

Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 112 Basic Welding Processes	1	3	0	2
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Prerequisites: None

Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate	2	9	0	5
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Prerequisites: None

Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
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Prerequisites: WLD 115

Corequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

Class	Lab	Shop/Cli	Credi
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WLD 121 GMAW (MIG) FCAW/Plate

Prerequisites: None

Corequisites:	None	2	6	0	4
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This course introduces metal arc welding and flux core arc welding processes. Topics include equipment set up and fillet and groove welds with emphasis on the application of proper GMAW and FCAW consumables on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed filler materials in the flat, horizontal, and overhead positions.

WLD 131 GTAW (TIG) Plate	2	6	0	4
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Prerequisites: None

Corequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 132 GTAW (TIG) Plate/Pipe	1	6	0	3
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Prerequisites: WLD 131

Corequisites: None

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WLD 141 Symbols & Specifications 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 151 Fabrication I 2 6 0 4

Prerequisites: WLD 115, WLD 121, or WLD 131

Corequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

Class	Lab	Shop/Cli	Credit
2	2	0	3

WLD 262 Inspection and Testing

Prerequisites: None

Corequisites: None

This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.

Common Course Library (in part) as presented on the North Carolina Community College website:

<https://webadvisor.nccommunitycolleges.edu/WebAdvisor/WebAdvisor?type=M&constituency=WBAP&pid=CORE-WBAP&TOKENIDX=177603832>



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B.A., Manhattanville College

The faculty and staff also include part-time personnel whose expertise is invaluable to the College.

Notes:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

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