



**PIEDMONT**  
COMMUNITY COLLEGE



2022-2023

# GENERAL CATALOG

**& STUDENT HANDBOOK**

Piedmont Community College updates its catalog each academic year prior to the beginning of Fall Semester. Additional information is available on the PCC website and in the Student Development offices on both campuses

## **Accreditation**

Piedmont Community College (PCC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas, and certificates. Questions about accreditation of Piedmont Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 or by using information available on the SACSCOC website ([www.sacscoc.org](http://www.sacscoc.org)).

The Piedmont Community College Associate Degree Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Contact the Review Board at MAERB. Commission on Accreditation of Allied Health Education Programs 9355 113th St North #7709, Seminole, FL, 33775. (727) 210-2350.

The Piedmont Community College Emergency Medical Science/Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Services Professions. (CoAEMSP). Contact the Review Board at CoAEMSP. 8301 Lakeview Parkway Suite 111-312, Rowlett, TX, 75088. (214) 703-8445.

## **Notice of Non-discrimination**

Piedmont Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President, Administrative Services, P.O. Box 1197, Roxboro, NC 27573-1197, (336) 599-1181. For further information on notice of non-discrimination, the OCR office for North Carolina is located at: Washington DC (Metro), Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; Telephone Number: (202) 453-6020; e-mail: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov).

PCC is an Equal Opportunity/Affirmative Action institution and a unit of the North Carolina Community College System.

All students are responsible for the proper completion of their academic program, for familiarity with all requirements of the catalog, for maintaining the grade average required and knowing their academic standing and for meeting all other requirements. Advisors and counselors are available to all students, but final responsibility remains with the student.

All statements in this publication and announcements of present policies are subject to change at any time without prior notice. Piedmont Community College reserves the right to make changes in program requirements and offerings, in regulations and in fees, the college also reserves the right to discontinue at any time any program or courses described in this publication. While every effort will be made to give advance notice of any change of program or course, such notice is not guaranteed or required.

**For additional information, contact Piedmont Community College**

Person County Campus  
 P.O. Box 1197, Roxboro, N. C. 27573  
 Phone: (336) 599-1181  
 FAX: (336) 597-3817

Caswell County Campus  
 P.O. Box 1150, Yanceyville, N.C. 27379  
 Phone: (336) 694-5707  
 FAX: (336) 694-7086

You can also visit [www.piedmontcc.edu](http://www.piedmontcc.edu).

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## 2022-23 Academic Calendars

### **SUMMER SEMESTER 2022**

Mar 14-Apr 29	Summer and Fall Registration/Faculty Advising
May 18-19	Late Registration
May 23	Classes Begin
May 30	Memorial Day
July 4-9	Student Break
July 11	First Class Day After Break
July 19-25	Final Exams
July 25	Last Day of Classes

### **FALL SEMESTER 2022**

July 20-21	Fall Registration
August 1	Curriculum Faculty Return
August 2	Convocation and Professional Development
August 10-11	Late Registration
August 15	Classes Begin
September 5	Labor Day
October 11-13	Fall Break for Students
October 14	First Class Day After Break
November 11	Holiday (Veterans Day)
November 22-27	Student Holiday (Thanksgiving)
November 28	First Class Day After Break
October 17-November 30	Spring Registration
December 5	Study Day
December 10-16	Final Exams
December 16	Classes End

### **SPRING SEMESTER 2023**

January 3	Curriculum Faculty Return
January 4-5	Late Registration
January 9	Classes Begin
January 16	Holiday (Martin Luther King, Jr. Day)
March 7– 11	Spring Break for Students
March 13	First Day After Class Break
Mar 13 – April 28	Summer and Fall Registration/Faculty Advising
April 7 – 13	Student Break
April 14	First Day After Class Break
May 8-13	Final Exams
May 13	Last Day of Classes
May 19	Graduation

**Approved by the Board of Trustees – November 2, 2021**

## 2023-24 Academic Calendars

### SUMMER SEMESTER 2023

Mar 13-Apr 28	Summer and Fall Registration/Faculty Advising
May 17-18	Late Registration
May 22	Classes Begin
May 29	Memorial Day
July 3-8	Student Break
July 10	First Class Day After Break
July 18-24	Final Exams
July 24	Last Day of Classes

### FALL SEMESTER 2023

July 19-20	Fall Registration
August 7	Curriculum Faculty Return
August 8	Convocation and Professional Development
August 9-10	Late Registration
August 15	Classes Begin
September 4	Labor Day
October 11-12	Fall Break for Students
October 13	First Class Day After Break
November 10	Holiday (Veterans Day)
November 21-25	Student Break (Thanksgiving)
November 27	First Class Day After Break
October 16-November 30	Spring Registration
December 5	Study Day
December 9 -15	Final Exams
December 15	Classes End

### SPRING SEMESTER 2024

January 2	Curriculum Faculty Return
January 3-4	Late Registration
January 8	Classes Begin
January 15	Holiday (Martin Luther King, Jr. Day)
March 5-8	Spring Break for Students
March 9	First Day After Class Break
March 29– April 4	Student Break
April 5	First Day After Class Break
Mar 11 – April 30	Summer and Fall Registration/Faculty Advising
May 4 -10	Final Exams
May 10	Last Day of Classes
May 17	Graduation

**Approved by the Board of Trustees – November 2, 2021**

## The College

### Message from the President



Dear PCC Friends,

Welcome to Piedmont Community College! We are excited to have you join the Pacers Family and to have (many of) you back on campus! The PCC Team has been working hard to ensure YOU will enjoy an enhanced learning environment. From new programs and course options to beautiful campuses, our focus is providing a great educational experience.

While a student, I encourage you to participate in activities and take advantage of PCC's support programs:

- Global Distinction courses and workshops
- Pacer Perspective events where civil discourse is practiced
- Student Clubs, from Student Government to Criminal Justice
- First Year Experience focusing on skills to enhance college success
- Free Tutoring with online and in-person options
- Free Counseling by phone, online, and in- person

In addition, please take the time to learn about financial aid options created to help you advance without worry. PCC offers the Pacer Promise program where students enrolled in technical programs could have free tuition. Funding for short-term training is also available and can help you earn state and national credentials. Visit [piedmontcc.edu/scholarships](http://piedmontcc.edu/scholarships) for more details.

The PCC Team wishes you the best this academic year! Don't hesitate to let us know how we can help YOU complete your educational goals!

Yours in service,  
Dr. Pamela G. Senegal  
President, Piedmont Community College

## About PCC's 5th President, Dr. Pamela Senegal:

Dr. Pamela G. Senegal began her presidency at Piedmont Community College (PCC) in July 2017, bringing more than 20 years of higher education leadership, business experience, and community service to her new role.

Her previous academic leadership experience includes:

- Vice President of Economic and Community Development - Central Carolina Community College
- Dean of Career and Technical Programs and Tech Prep coordinator - Durham Technical Community College
- Dean of Corporate Education - Durham Technical Community College
- Assistant to the President for Hispanic Community Outreach - Durham Technical Community College
- Executive Director for the Services Corporation - Central Piedmont Community College

Since arriving at PCC, Dr. Senegal has become a member of the following:

- Person County Economic and Community Development Board
- Caswell County Economic and Community Development Board
- Carolina Small Business Development Fund Board
- Person Memorial Hospital Board
- Roxboro Savings Bank Board
- Roxboro Alumnae Chapter Delta Sigma Theta Sorority
- UNC World View Council of Advisors

In 2018-19, she was named the Roxboro Sertoma Club Service to Mankind Award recipient.

Dr. Senegal holds undergraduate degrees in Political Science and Spanish, a master's in Public Administration and a doctorate in Adult and Community College Education, all from N.C. State University. She also completed a Training and Development certificate from UNC-Charlotte and the American Society for Training and Development.

## Board of Trustees

Mr. Joel Adler

Mr. Ronald Booker

Mrs. Tanya Evans, Chair

Mr. Michael Graves

Mr. Charles Harvey

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Mr. Adam Wolfe

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## **Person County Board of Commissioner**

Mrs. PJ Gentry

Mr. Charlie Palmer

Mr. Derrick Sims

Mr. Ralph Clark, Interim County Manager

Mr. Gordon Powell, Chair

Mr. Kyle Puryear

## **Caswell County Board of Commissioner**

Mr. Vernon Massengill

Mr. Jeremiah Jefferies

Mr. David Owen, Vice Chair

Mr. Bryan Miller, County Manager

Mr. Nathaniel Hall

Mr. Rick McVey, Chair

Mr. Steve Oestreicher

## **History**

Piedmont Community College celebrated 50 years in 2020-2021!

It all commenced when progressive minded citizens in Person County recognized the need for a local institution to offer job training and educational opportunities for high school graduates and other adults. Person County Technical Institute began with the appointment of a Board of Trustees, operating under the North Carolina State Board of Education and the Department of Community Colleges.

The Institute began operation on July 1, 1970, with the first full-time students enrolling on September 23, 1970. During the general election of November 1970, the citizens of Person County approved a referendum authorizing local financial support and endorsing a charter to be issued to Person Technical Institute.

This year, PCC continues work on the Center for Educational and Agricultural Development (CEAD) in Pelham, NC. This will house the College's Agribusiness Technology program, as well as an incubator farm, food hub, and health clinic. The location will also serve as an emergency shelter for the community. The Center is made possible by the many partnerships formed in support of growth in Caswell County.

## **Name Changes**

- August 1970: Person County Technical Institute became Person Technical Institute.
- May 1971: Person Technical Institute became Piedmont Technical Institute.
- October 1979: Piedmont Technical Institute became Piedmont Technical College.
- January 1988: Piedmont Technical College name changed to Piedmont Community College.

## **Campus Growth**

**July 1974:** The Board of Trustees requested that the County Commissioners authorize a \$2.5 million bond issue. The voters of Person County showed overwhelming support for the bond issue in

November 1974. The Person County Campus facilities were built, and the institution moved to its permanent campus in November 1977. The campus was formally dedicated on June 4, 1978.

**Effective July 1, 1985,** Piedmont Technical College was designated by the North Carolina General Assembly as the primary service provider for Caswell County. The initial building on the Caswell County Campus was constructed on property provided by the Caswell County Board of Commissioners after funds were allocated through special appropriations from the North Carolina General Assembly.

**1993:** A positive vote of the citizens of North Carolina resulted in additions to both campuses that were approved for construction by the Board of Trustees from 1995-1997. The Adult Learning Center addition to the Caswell County Campus, occupied in 1997, nearly doubled the size of the Caswell County Campus facilities. The new Classroom/Faculty Office Building on the Person County Campus opened in 1998.

**2000:** The Student Success Center (renamed the Academic Success Center in fall 2009) began providing educational support services to students in addition to providing access to computers and the Internet.

**2000:** The Science Lab Initiative, led by the PCC Foundation, resulted in the renovation of science labs on the Person County Campus, equipping the labs with modern equipment and technology.

**2000:** North Carolina citizens approved a \$3.1 billion Higher Education Bond, providing \$600 million to colleges in the North Carolina Community College System for new construction and for repair and renovation of existing facilities.

**2005-2010:** Resulting facility improvements on the Person County Campus included the renovation of the gymnasium to house the Learning Commons and Distance Education in 2005. In 2006, the former location of the Learning Commons was renovated to house Student Development services in one location, as well as to provide office space for two Continuing Education programs, Human Resources Development, and Adult Basic Skills. The Student Center was remodeled to include a new entrance, additional restrooms, and other upgrades.

**2006:** On the Caswell County Campus, an additional classroom building was constructed in 2006 with special facilities to accommodate two of the College's signature programs, Film and Video Production Technology and Digital Effects and Animation Technology.

**2009:** In 2009, the Technical Education Building was constructed on the Person County Campus. It includes a large meeting room with a serving kitchen and classrooms for Electrical Power Production and Electrical/Electronics.

**2011:** PCC and Person County Government developed a partnership to improve the space and use at the Kirby Cultural Art Complex on Main Street in Roxboro. In addition to adding a Learning Studio classroom for PCC's Fine Arts program, the Kirby Rebirth: Upstairs-Uptown campaign raised significant dollars to renovate the second floor of the current facility. That space now includes music rooms, visual art rooms, and gathering spaces available to the community. PCC assists with the operations of the Kirby, in partnership with Person County Government and Person County Arts Council.

**2016:** Person Early College for Innovation and Leadership opened on PCC’s Person County Campus in 2016 and in 2019, a building was added to the campus landscape specifically for this early college program.

**2019:** A community partnership developed between PCC, Caswell County Government, and the citizens of Caswell County in 2019 that will increase the education opportunities in the area of agriculture and agribusiness. The agreement between the County and the College approved property in the Pelham Industrial Park for a future agricultural center called CEAD, Center for Education and Agricultural Development.

**2020:** A Science Lab is installed on PCC’s Caswell County Campus, with assistance from the PCC Foundation.

**2022:** Groundwork for the Center for Educational and Agricultural Development began in Pelham, NC.

### **Other Milestones**

- The Piedmont Technical Institute Foundation (now known as the Piedmont Community College Foundation) was organized in December 1978 to support the students, faculty, and staff of the College through private solicitation of financial support.
- Piedmont Community College, along with all community colleges in the state, converted from the quarter system to the semester system of instruction in the fall of 1997.
- The PCC Alumni Partnership was organized in 2004 to engage alumni in ongoing support of the College.
- The College was designated multi-campus status in May 2005, which increased the resources available to the Caswell County Campus.
- A model of cooperation has been developed among the College, the Person and Caswell County Boards of Education, and the Person and Caswell County Boards of Commissioners. This model enhances the capability of the College to provide post-secondary education, and job training opportunities to new and expanding industries in Person and Caswell Counties.

### **Presidents**

1970-1973	Dr. Craven H. Sumerell
1973-1987	Dr. Edward W. Cox
1987-2009	Dr. H. James Owen
2009-2017	Dr. Walter C. Bartlett
2017-Current	Dr. Pamela G. Senegal

### Mission, Vision and Values

#### **Our Mission**

Piedmont Community College transforms lives, strengthens community, and inspires individuals to excellence.

## Our Vision

Piedmont Community College strives to be recognized nationally for achieving exceptional levels of success in student learning and completion, gainful employment, equity, and affordability.

## PCC Values

- **Learning** by committing to PCC's core competencies — writing, reading, communication, math, and computer skills — and engaging instruction and training in a supportive environment that inspires each person to learn at the highest levels of achievement for personal and professional success.
- **People** by creating a caring, inclusive, and safe environment that inspires all people to achieve their goals, express their creativity, share their successes, and encourage others.
- **Diversity** by fostering understanding and appreciating the dimensions it adds to our quality of life.
- **Access** by reaching out to our communities and inviting and supporting all learners and partners to achieve their goals thereby improving the economic prosperity of our students, our community, and the surrounding regions.
- **Integrity** by respecting the ideals of freedom, civic responsibility, academic honesty, personal ethics, and courage to act.
- **Continuous Improvement** by ensuring that all employees engage in ongoing meaningful professional development that will produce ever evolving, data-driven policies, procedures, and practices to ensure excellence in every area of the College.

## Curriculum Information

The Business Office is responsible for collection of out-of-pocket tuition and fees. Office hours are 8 a.m. to 5 p.m. Monday through Thursday; 8 a.m. to 4 p.m. on Friday, with extended hours during registration periods. Summer hours do vary. Tuition and fees for each semester are payable at the time of registration.

## Curriculum Student Expenses

**In-State Tuition:** \$76 per semester hour but not to exceed \$1,216 plus fees per Fall, Spring, or Summer semester (subject to change by the NC General Assembly and/ or State Board of Community Colleges).

**Out-of-State Tuition:** \$268 per semester hour but not to exceed \$4,288 plus fees per Fall, Spring, or Summer semester (*subject to change by the NC General Assembly and/or the State Board of Community Colleges*).

Fees: (*Subject to change by Board of Trustees*)

**Student Activity Fees:** are charged to support student activities. Non-curriculum students are not required to pay the fee but have an option to do so if they wish to participate in student activity programs.

\$20 per semester (Fall and Spring)

\$10 per semester (Summer)

**Instructional Technology Fees** are charged to support the procurement, operation of, and repair of instructional technology including supplies and materials that accompany the technology

\$16 per semester (Fall and Spring)

\$10 per semester (Summer)

**Campus Access, Parking, and Security (CAPS) Fees** are charged to use the campus facilities, including parking, and to access College resources through distance learning.

\$20 per semester (Fall and Spring)

\$10 per semester (Summer)

**Required Specific Fee** is charged to students whose course of study requires malpractice liability insurance.

\$8 per semester (Fall, Spring and Summer)

**Student Accident Insurance:** \$1 per semester (Fall, Spring, and Summer)

**Other Fees** includes one printed credential (certificate diploma, or associate degree), cap and gown, and participation in PCC's annual Commencement Ceremony

\$5 per semester (Fall, Spring, and Summer)

\* NOTE: Dually enrolled high school students and Adult Basic Skills students do not pay fees and will therefore be required to pay \$30 to participate in PCC's annual Commencement Ceremony.

**Student Nursing Fee:** \$116 per semester\* (Fall, Spring, and Summer) \*Due to lack of clinical site availability from COVID, NUR 113 was moved to fall 2021 instead of summer for 2021. This will cause a double NCLEX Kaplan fee for the fall 2021 semester only.

**Nursing Clinical Fee:** \$25 per Fall semester

**Books and Supplies:** *(average per semester):* \$975

Students are not eligible to register for additional classes if they have an outstanding debt due to the institution or to any other North Carolina technical or community college.

Students who have an outstanding delinquent account are not allowed to graduate or receive their degree, diploma, or certificate. Additionally, a transcript or record, or any information concerning the student's permanent record, is not forwarded to any other person or institution.

A fee of \$25 is charged to students for each check returned for "insufficient funds." No other personal checks will be accepted during that semester or the following semester.

## **Residence Status for Tuition Purposes**

The specific requirements for establishing residency for tuition classification purposes are prescribed by state law. A North Carolina resident for tuition purposes is a person, or a dependent person (dependent according to the IRS tax code), whose parent or legal guardian has established and maintained legal residence in North Carolina for at least 12 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. Under North Carolina law, to qualify for in-state tuition, you must show that:

- You have established your legal residence (domicile) in North Carolina.
- You have maintained that domicile for at least twelve (12) consecutive months before the beginning of the term.
- You have a residentiary presence in the state.
- You intend to make North Carolina your permanent home indefinitely (rather than being in North Carolina solely to attend college).

Those 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 out-of-state tuition. To learn more about residency and complete a determination, go to [www.ncresidency.org](http://www.ncresidency.org).

### **Residency Determination Service (RDS)**

The purpose and mission of RDS is to provide leadership and administration of residency determinations in accordance with North Carolina residency laws and applicable federal statutes.

The RDS goal is to provide students access to transparent information and the opportunity to claim NC residency in a simple, accurate and straight forward manner. All students must claim NC residency at [www.ncresidency.org](http://www.ncresidency.org).

As residency is determined at the state level by RDS, if you have questions or concerns regarding the residency determination, you will need to call the RDS help line (844) 319-3640 or e-mail them at [rdsinfo@ncresidency.org](mailto:rdsinfo@ncresidency.org)

### **Financial Obligation and Collection of Debts Owed to PCC**

Any student having an outstanding debt to PCC, including charges, fees, fines, resources checked out from the Learning Commons, defaulted payments or student aid overpayments, is not allowed to register, receive grades, participate in commencement activities, receive a degree, diploma or certificate, receive a transcript or have a transcript forwarded to any institution or other person. The records of such students are withheld until the debt has been satisfied.

### **Tuition Refund Policy**

- I. A refund shall not be made except under the following circumstances:
  - a. A 100% refund shall be made, if the student officially deletes classes prior to the first day of classes of the academic semester as noted in the college calendar. Also, a student is eligible for a 100% refund if the class in which the student is officially registered is cancelled due to insufficient enrollment.
  - b. A 75% refund shall be made, if the student officially drops class(es) prior to or on the official semester Census Date\*.
  - c. For the classes beginning at times other than the first week (seven calendar days) of the semester a 100% refund shall be made if the student officially deletes the class prior to the first

class meeting. A 75% refund shall be made if the student officially drops the class prior to or on the Census Date\* of the class.

- d. For contact hour classes, apply as Part Ic of this Rule except use 10 calendar days from the first day of the class(es) as the determination date.
  - II. To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule
  - III. When a student, having paid the required tuition for the semester, dies during that semester (prior to or on the last day of examinations), all tuition and fees for that semester may be refunded to the estate of the deceased.
  - IV. IV. For a class(es) in which the College collects receipts which are not required to be deposited into the State Treasury account, the College shall adopt appropriate local refund policies.
- \*For Census Date, contact the Office of Student Development.

### **Military Tuition Refund Curriculum:**

Pursuant to 23 NCAC 02D .0202 (f), upon the request of the student, each college shall:

- Grant a full refund of tuition and fees to military reserve and National Guard personnel called to active duty or active personnel who have received temporary or permanent reassignments as a result of military operations taking place outside the state of North Carolina that make it impossible for them to complete their course requirements; and,
- Buy back textbooks through the Colleges' bookstore operations to the extent possible. The College shall use distance learning technologies and other educational methodologies to help these students complete their course requirements under the guidance of faculty and administrative staff.

### **Extension:**

Pursuant to 23 NCAC 02D .0203 (e), upon request of the student, each college shall:

- Grant a full refund of registration fees to military reserve and National Guard personnel called to active duty or active personnel who have received temporary or permanent reassignments as a result of military operations taking place outside the state of North Carolina that make it impossible for them to complete their course requirements; and,
- Buy back textbooks through the colleges' bookstore operations to the extent possible. Colleges shall use distance learning technologies and other educational methodologies to help these students, under the guidance of faculty and administrative staff, complete their course requirements.

### **Registration**

The College operates on the semester system. The fall and spring semesters are 16 weeks in length (excluding holidays) and summer semester is eight weeks in length (excluding holidays). Students must register for each class they plan to attend. Semester registration is held at designated times as indicated on the academic calendar.

Early registration and payment of fees are encouraged. Tuition and fees must be paid on or before the published payment deadlines. Early payment reserves a seat in class.

Students cannot participate in or attend any class unless they are officially registered for the class. There should be at least ten (10) students enrolled in a class for the class to be conducted unless special circumstances exist. Any student registering for classes at Piedmont Community College and at another community college for the same semester must contact the Cashier in the Business Office. The Cashier will ensure that tuition charges are not excessive.

## **Admissions**

Piedmont Community College subscribes to the open-door policy established by the North Carolina State Board of Community Colleges. The College provides educational opportunities for high school graduates or equivalents, high school leavers eighteen years old or older, high school leavers sixteen years old who have been granted release from a school system, or high school juniors and seniors who have obtained required approval from the high school/ homeschool they attend. The open-door policy applies to admission to Piedmont Community College programs which do not have restricted admissions.

Procedures for special admissions programs are available upon request. The institution's graduation rate is available upon request from Office of Vice President, Student Development.

Applicants are encouraged to complete admissions procedures at least thirty days prior to registration. Early application is important since some program enrollments may be limited. There is no application fee.

Applications may be obtained by visiting the College website <https://www.piedmontcc.edu/apply-now/>.

## **Eligibility Requirements**

### **Associate Degree Programs**

High school graduation or the equivalent is required of all applicants for Associate Degree programs. The Adult High School Diploma or the High School Equivalency is acceptable in lieu of a high school diploma. PCC will only recognize high school diplomas from accredited schools and private high schools, or home schools registered with the appropriate educational agency.

### **Diploma and Certificate Programs**

Applicants for admission to all Diploma and Certificate programs must be a high school graduate or equivalent; or 18 years old; or a high school leaver sixteen years old who has been granted release from a public school system; or an individual high school junior or senior who has obtained required approval from the high school/homeschool they attend.

All applicants receive counseling for financial assistance upon request.

## **Admissions**

- **Associate in Applied Science, Associate in General Education, and General Occupational Technology Degree Programs**

1. Complete an online admissions application.
2. Submit official transcript(s) of high school education and all post-high school coursework to the Office of Admissions.
3. High School Equivalency scores or a transcript of courses for the Adult High School Diploma may be submitted in lieu of the high school transcript.

4. Submit report of scores on SAT or ACT, if available. Scores may determine course selection. The College Entrance Examination Board sponsors an advanced placement program, which enables high school students to complete college level courses by demonstrating their mastery of college level material through examinations. The scores on the examinations, if acceptable, will allow students to earn college course credit. The examinations are scored by the Educational Testing Service. Based upon the earned score, up to one year of credit may be granted
5. Additional requirements are necessary for applicants who wish to enter Nursing, Medical Assisting, and Emergency Medical Science programs. Students should contact the Office of Admissions for more information about these programs.
6. Assistance from a counselor concerning career planning and enrollment in classes is available upon request.

### **University Transfer Program**

**Including: Associate in Arts, Associate in Science, Associate in Fine Arts, Associate in Arts in Teacher Preparation, Associate in Science in Teacher Preparation Degree Programs**

1. Complete an online admissions application.
2. Submit transcript(s) of high school education and all post-high school course work to the Office of Admissions.
3. High School Equivalency scores or a transcript of courses for Adult High School Diploma may be submitted in lieu of the high school transcript.
4. Submit report of scores on SAT or ACT, if available. Scores may determine course selection.
5. Assistance from a counselor concerning career planning and enrollment in classes is available upon request.

### **Diploma and Certificate Programs**

1. Complete an online admissions application.
2. Submit a transcript(s) of high school education and all post high school course work to the Office of Admissions.
3. High School Equivalency scores or a transcript of courses for the Adult High School Diploma may be submitted in lieu of the high school transcript.
4. Submit report of scores on SAT or ACT. if available. Scores may determine course selection. The College Entrance Examination Board sponsors an advanced placement program, which enables high school students to complete college level courses by demonstrating their mastery of college level material through examinations. The scores on the examinations, if acceptable, will allow students to earn college course credit. The examinations are scored by the Educational Testing Service. Based upon the earned score, up to one year of credit may be granted
5. Assistance from a counselor concerning career planning and enrollment in classes is available upon request.

### **Special Students** (students who do not plan to earn a certificate, diploma or degree)

1. Special students must complete an online application for admissions.

2. Special Students are exempt from placement testing and are ineligible to receive financial assistance from the College.
3. Special students seeking enrollment in English or mathematics must provide documentation of required pre-requisites and/or enroll in the appropriate courses.
4. Special students will not be permitted to accumulate more than 16 credit degree/diploma/certificate hours without completing the regular admissions requirements.

## **Foreign Students**

1. Complete an online admissions application.
2. Submit and complete the international F-1 student visa admissions requirements by the application deadlines to gain an I-20 form.
3. Once students receive the I-20 form from admissions, take the I-20 form to the U.S. embassy or consulate office in your country and complete a non-immigrant visa application to apply for a student F-1 visa.
4. Provide evidence of sufficient financial resources. Documentation may be in the form of an official bank statement or other certified evidence of financial support.
5. Complete all medical forms required and have them signed by your physician.
6. Provide evidence of proficiency in the English language.\*
7. Submit official transcript(s) of high school education and all post-high school course work to the Office of Admissions. If the records are not in English, an official translation must be included.
8. Complete Admissions Placement Tests.
9. Have an admission interview.
10. Applicants must enroll full-time each semester.

*\*Evidence of English proficiency must come in the form of a statement from the American Embassy in the prospective student's country of origin or a score of 550 on the Test of English as a Foreign Language Examination (TOEFL). The institution code for Piedmont Community College is 5518.*

## **Transfer Students**

1. Complete an online admissions application.
2. Submit official transcript(s) of high school education and all post-high school course work to the Office of Admissions.
3. High School Equivalency scores or a transcript of courses for the Adult High School Diploma may be submitted in lieu of the high school transcript.
4. Request post-secondary transcript evaluation by the Records Office.
5. Have an admissions interview with a counselor concerning career planning and enrollment in classes.
6. Submit report of scores on SAT or ACT, if available.
7. Additional requirements are necessary for applicants who wish to enter the restricted enrollment programs of Nursing and Medical Assisting. Students should contact the Office of Admissions for more information about these programs.

## Readmission

1. Students who miss a Fall and Spring semester by not registering shall update their application to the College before being readmitted.
2. Students dismissed for disciplinary or academic reasons may be readmitted only upon the recommendation of a counselor and faculty advisor to the Vice President of Student Development.

## Pathways for High School Students - College Transfer Pathway

1. The Career and College Promise College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English, 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 an unweighted GPA of 2.8 on high school courses; *OR*
  - c. Demonstrate college readiness on an assessment or placement test. A student must demonstrate college readiness in English, reading, and mathematics to be eligible for enrollment in a College Transfer Pathway.
3. To maintain eligibility for continued enrollment, a student must
  - a. 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. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
5. 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.
6. 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 Associate in Arts or Associate in Science.
7. 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 and a Career Technical Education program of study.

## Pathways for High School Students - Career Technical Education Pathway (*Juniors & 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, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
  - b. Have an unweighted GPA of 2.8 on high school courses; *OR*
  - c. Demonstrate college readiness on an assessment or placement test.
3. To maintain eligibility for continued enrollment, a student must
  - a. 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. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
- 5. 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.
- 6. 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 Associate in Arts or Associate in Science.
- 7. 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.

## **Pathways for High School Students - Career Technical Education Pathway**

### *(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) and Engineering Technologies (Program Code 40xxx) 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;
  - b) A qualified freshman must:
    - i) have passed Math I with a grade of "C" or better;
    - ii) scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment;
    - iii) meet prerequisites for the career pathway; and
    - iv) have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).
  - c) A qualified sophomore must:
    - i) have passed Math I with a grade of "C" or better;
    - ii) scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment;
    - iii) have a weighted GPA of 2.8 on high school courses;
    - iv) meet prerequisites for the career pathway; and
    - v) have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).

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.
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. 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 to another industrial or engineering program of study with approval of the high school principal or his/her designee and the college's chief student development administrator. A student may concurrently enroll in two engineering or industrial CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.

## **Financial Aid**

Piedmont Community College offers financial aid to qualified students from a variety of Federal, State and private sources. Students may apply for financial aid at [www.fafsa.gov](http://www.fafsa.gov). All applicants for financial aid must possess a high school diploma, high school equivalency, or prove ability to benefit, prior to awarding of funds. Financial aid options include the following:

### **Federal Pell Grant**

Federal Pell Grant awards are based on financial need. A recipient must complete the Free Application for Federal Student Aid (FAFSA).

**Federal Supplemental Educational Opportunity Grant (FSEOG)** is funded by the Federal Government. A student must demonstrate need by completing the Free Application for Federal Student Aid (FAFSA).

### **Federal Work-Study (FWS)**

Federal Work-Study provides jobs for students who have a demonstrated financial need as determined by the Expected Family Contribution. Eligible students are employed at the institution on a part-time basis. The financial aid administrator will consider the student's need for financial assistance, class schedule, and academic progress, when assigning a job and determining how many hours a week a student may work under this program. The rate of pay is at least equal to the current minimum wage. A student must demonstrate need by completing the Free Application for Federal Student Aid (FAFSA).

### **North Carolina Community College Grant Program**

North Carolina Community College Grant Program consists of need based, state funded grants. Apply by filing the Free Application for Federal Student Aid (FAFSA).

### **North Carolina Education Lottery Scholarship Program**

North Carolina Education Lottery Scholarship Program consists of need based, state funded grants. Apply by filing the Free Application for Federal Student Aid (FAFSA).

### **North Carolina Longleaf Commitment Grant**

North Carolina Longleaf Commitment Grant consists of need based, state funded grants. Apply by filing the Free Application for Federal Student Aid (FAFSA).

### **North Carolina Community Colleges Foundation Scholarships for Health Careers**

North Carolina Community Colleges Foundation Scholarships for Health Careers were created to assist students interested in attaining associate degrees in fields of high demand that will allow them to join the health care profession. The scholarships are available to full time students with a cumulative GPA of 3.0 enrolled in the second year of an Allied Health program of high demand at a community college. Contact the Financial Aid Office for more details.

### **The Allen Ryan Todd Scholarship**

The Allen Ryan Todd Scholarship was established to honor the life and enthusiasm for learning of Allen Ryan Todd. The scholarship symbolizes his family's belief that we are here not just to further our own ends, but also to contribute to a larger purpose. The recipients of the scholarship will be selected each year by a scholarship committee at the North Carolina Community College System Office. Factors to be considered in the selection process will include, but will not be limited to, scholastic achievement, participation in outside activities, and a demonstrated commitment to the students' chosen disciplines: Education, Health, or Environmental Science. Contact the Financial Aid Office for more details.

### **The State Employees Credit Union Foundation**

The State Employees Credit Union Foundation "People Helping People" two-year scholarship program was established to assist North Carolina Community College System (NCCCS) students achieve academic success. Piedmont Community College may award two scholarships with a value of up to \$5,000 each. These scholarships are distributed semi-annually in two payments. Contact the Financial Aid Office for more details.

### **The Rodney B. Powell Memorial Scholarship**

The Rodney B. Powell Memorial Scholarship will award one or more scholarships, depending on availability of funds. Applicants must be North Carolina residents, be enrolled as a full-time student in an Associate in Applied Science Degree program of study in Electrical/Electronic Technology within the Progress Energy service area. In addition, all applicants must maintain a 3.0 grade point average. Contact the Financial Aid Office for more details.

### **The Wells Fargo Technical Scholarship Program**

The Wells Fargo Technical Scholarship Program offers one \$500 scholarship per North Carolina Community College per year. This scholarship is distributed in two payments. Contact the Financial Aid Office for more details.

## **The Golden LEAF Scholars Program**

The Golden LEAF Scholars Program offers scholarships for permanent residents of counties designated as an economically distressed highly tobacco dependent county and demonstrates an economic need under the federal TRIO formula (Person and Caswell Counties are included). Applicants must demonstrate the effect of the declining economy on the student's family, successful academic record (grade point average of 3.0 or higher) and involvement in leadership and/or community service. Contact the Financial Aid Office for more details.

## **Piedmont Community College Foundation**

The Piedmont Community College Foundation administers private scholarships three times each year with application periods open in March, June, and October. Criteria for the scholarships listed below have been determined by each donor.

With just one application, every applicant has the opportunity to be considered for any scholarship for which he or she meets the requirements. Students may apply as often as they choose. Final selection of scholarship recipients is the responsibility of the Foundation's Scholarship Committee, comprised of representatives from the organization's board of directors.

### **Scholarships offered through the PCC Foundation:**

- Alan C. Duncan Young Alumni Leadership Scholarship
- Alan and Cindy Hicks Scholarship Endowment
- Anne Rogers Brooks Memorial Scholarship Endowment
- Barbara Jean Hiskey Memorial Scholarship Endowment
- Bartlett-Ellis Scholarship Endowment
- Becky Williamson Memorial Scholarship Endowment
- Betty Long Scholarship Endowment
- Bill Green Memorial Scholarship Endowment
- Billy and Kay Reynolds Scholarship
- Brianna Marie Wrenn Memorial Scholarship
- Brookland Home Extension Club Scholarship Endowment
- Bruce Wrenn Memorial Scholarship
- CJ and Vera Moore White Scholarship Endowment
- Catherine Rogers Jernigan Scholarship Endowment
- Charles E. Hubbard, NC/VA State Trooper Honorary Scholarship
- Cogentrix Scholarship Endowment
- Crown Crafts Scholarship Endowment
- Dialight Corporation Scholarship Endowment
- Donald and Becky Gentry Wilson Endowment
- Dr. Andres` T. Melero Memorial Scholarship Endowment
- Dr. H. James Owen Scholarship Endowment
- Duke Energy Scholarship Endowment
- Duke Energy-Mayo Plant Scholarship Endowment sponsored by Employees
- Durham Coca Cola Scholarship Endowment in Memorial of Herbert Lea

- Earl E. Bradsher Scholarship Endowment
- Ed and Grace Cox Memorial Scholarship Endowment
- Elbert and Mary Moore Scholarship Endowment
- Ella R. and Casper Timberlake Scholarship Endowment
- Enos "Country" Slaughter Scholarship Endowment
- Exchange Club of Roxboro Scholarship Endowment
- Forever Remembering PFC Richie Jones Memorial Scholarship Endowment
- Fred and Frances Barwick Scholarship Endowment
- F. L. "Hugh" Moore Memorial Scholarship Endowment
- GKN Automotive Inc. Endowment
- Gordon P. Allen Family Scholarship Endowment
- Gunsmithing Scholarship
- Helen Hobgood Scholarship
- Jacqueline Hall Moore Ambassador Scholarship Endowment
- Jack and Jugrette Whitt Scholarship Endowment
- Jack and Mabel Moore Hester Scholarship Endowment
- James Obadiah and Ida T. Pearce Memorial Scholarship Endowment
- Jean K. Andrews Scholarship Endowment
- Jillian and Ross Mickens Agricultural Scholarship
- Jimmy and Delores White Scholarship Endowment
- John R. Bradsher Scholarship Endowment
- J. Henderson Munday Memorial Scholarship Endowment
- Kathy Gentry and Richard Cates Scholarship Endowment
- Kay Gilbert Wagstaff Endowment
- Landon and Mildred Bradsher Scholarship Endowment
- Legacy Builders Scholarship
- Leona Page Aldridge Memorial Scholarship
- Lucy A. Poole Williams Scholarship
- Mary Ruth Moore Gentry Scholarship Endowment
- Mr. and Mrs. L. P. Cox Memorial Scholarship
- Morgan Family Scholarship
- Nancy Lowery Harris Scholarship
- Nightingale Scholar
- Patricia Knott Horner Scholarship Endowment
- PCC Alumni Partnership Scholarship Endowment
- PCC Alumni Partnership High School Scholarship
- PCC Alumni Partnership New Beginnings Scholarship
- PCC Ambassador
- P&A Industrial Fabrications, LLC Scholarship
- Pacer Promise Program by the Lonnie and Carol Poole Family Foundation
- Person County Veterans Agricultural Fair Association Endowment
- Person Memorial Hospital Auxiliary Scholarship Endowment
- Phillip Kerns Memorial Scholarship Endowment

- Piedmont Community College Trustees' Scholarship
- Piedmont Community College Foundation Scholarship
- Piedmont Electric Helping Hands Foundation Scholarship
- R. Arnold Rogers Scholarship Endowment
- R. D. Bumpass Scholarship for Academic Excellence
- Reed and Pauline Clayton Scholarship Endowment
- Rose Rogers Woodall Scholarship Endowment
- Rossie Jeffers Holloway Scholarship
- Rotary Club of Roxboro, Person County World War II Veterans Scholarship Endowment
- Rowan Walters Scholarship Endowment
- Roxboro Savings Bank Scholarship Endowment
- Roxboro Woman's Club Scholarship Endowment
- Royal Jackson and Carrie Crumpton Rogers Memorial Scholarship Endowment
- Ruffin Woody Memorial Scholarship
- Ruth Clayton Memorial Scholarship
- Ruth Martin Owen Memorial Scholarship Endowment
- S. Ray and Nancy Crews Scholarship Endowment
- Samuel M. Oakley, Jr. Scholarship
- Stovall Family Scholarship Endowment
- The Arc of Person County Scholarship Endowment
- The Hugh Gravitt Scholarship Endowment
- The Kate M. Cox Endowed Scholarship
- The Westmoreland Family Scholarship Endowment
- Thomas Carter Florance Memorial Scholarship Endowment
- Thomas Gold and Maude Meadows Brooks Scholarship Endowment
- Thomas R. and Vickie B. Gilliam Scholarship Endowment
- Victor and Dorothy Williford Scholarship Endowment
- Victoria Cox Buresch Scholarship Endowment
- W. Henry Hicks Scholarship Endowment
- W. Knox and Zelma Whitefield Moore Scholarship Endowment
- W. T. "Billy" Watkins Scholarship Endowment
- Walter, Alpha, Neil Humphries Scholarship Endowment
- Wells Fargo Scholarship Endowment
- Wheeler L. Carver, Sr. Memorial Scholarship Endowment
- Womack Scholarship Endowment
- Zeke & Pam Smith Family and Friends 327 Scholarship Endowment

### **External Scholarships**

- Becky Williamson Memorial Scholarship Endowment (CE)
- Gary Davis EMS Scholarship
- Nightingale Scholar
- PCC Alumni Partnership High School Scholarship
- PCC Alumni Partnership New Beginnings Scholarship

- PCC Ambassadors
- Person Memorial Hospital Scholarship
- Person Memorial Hospital Auxiliary Scholarship Endowment
- Pete Slaughter Person County Rescue Squad Memorial Scholarship
- Rowan Walters Scholarship Endowment

## **Student Consumer Rights and Responsibilities**

Student Consumer Rights and Responsibilities Students have the right to ask:

- What financial assistance is available, including information on all Federal, State and institutional financial aid programs.
- What the deadlines are for submitting applications for each of the financial aid programs available.
- What the cost of attending is, and what the refund policy is.
- What criteria are used to select financial aid recipients.
- How financial need is determined. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in each budget.
- What resources (such as parental contribution, other financial aid, assets, etc.) are considered in the calculation of need.
- How much financial need, as determined by the institution, has been met.
- About the various programs in the student aid package. If the students believe they have been treated unfairly, they may request reconsideration of the award made.
- What portion of the financial aid received must be repaid, and what portion is grant aid. If the aid is a loan, the students have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, and the length of time to repay the loan and when the repayment is to begin.
- How the school determines whether the students are making satisfactory academic progress and what happens if the students are not.

### **It is the student's responsibility to:**

- Review and consider all information about a school's program before enrolling.
- Pay special attention to the application for student financial aid, complete it accurately, and submit it on time to the right place.
- Understand errors on financial aid application can delay processing and awarding of financial aid.
- Intentional misreporting of information on application forms for federal financial aid is a violation of the law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional documentation, verification, corrections and/or new information requested by either the financial aid office or the agency to which the application was submitted.
- Accept responsibility for all agreements signed.
- Notify the loan servicer of changes in name, address, or school status if the student has a loan.
- Perform in a satisfactory manner the work that is agreed upon in accepting a Federal Work Study award.

- Know and comply with the deadlines for application or reapplication for aid, the College's refund procedures, and the requirements for the return of federal aid when a student withdraws from school.

All students receiving financial aid, or any other aid administered by Piedmont Community College should be aware that their financial assistance is conditional upon maintaining good standing and satisfactory academic progress.

Violations of Piedmont Community College's Code of Conduct may result in a loss of all financial aid. Failure to maintain satisfactory academic progress may result in placement of the student on financial aid warning or financial aid suspension.

Financial aid may be reinstated upon regaining good standing and satisfactory academic progress.

## **Satisfactory Academic Progress Policy**

### **Minimum Grade Point Average (GPA)**

Students must maintain a cumulative grade point average at or above 2.0. If the cumulative GPA falls below a 2.0 after any term, the student will be placed on financial aid warning.

Students will remain on financial aid warning until satisfactory academic progress is evaluated the following term. Students that do not have a cumulative 2.0 grade point average at this time will be placed on financial aid suspension.

### **Minimum semester Credit Hour Completion Rate Requirement**

The student must complete 67% of the cumulative credit hours attempted. Only grades of A, B, C, D, P or CE (Credit by Exam) will be considered as earned hours. W, WP, F, I, and R Grades count as attempted hours but not earned hours. Grades of WE and IE will be excluded from attempted hours. The percentage earned will be evaluated after each term to determine Quantitative Satisfactory Academic Progress. For example, a first-year student enrolls in 12 hours for the fall term. This student must have 8.04 hours completed at the end of the fall term. Effective Fall 2011 transfer credit is also included in the quantitative standard.

### **Completion of a degree within a maximum number of credit hours attempted**

Students receiving financial aid will have a maximum time frame in which they are expected to complete their program of study. The maximum time frame at Piedmont Community College is 150% of the published length of the program of study per the student handbook/catalog. For example, a student enrolled in the Business Administration Associate Degree program (65 hours required) will be able to attempt 97.5 hours. Once students have attempted the maximum number of credit hours for their program of study, they will be placed on financial aid suspension. Transfer credits applicable to the program of study are included in the determination of maximum time frame.

### **Financial Aid Warning**

Students not making satisfactory academic progress will be put on financial aid warning. Students on financial aid warning may be allowed one semester to achieve satisfactory academic progress. During the warning period, the student is eligible to receive financial aid. At the end of the warning period, academic progress will be evaluated to determine whether requirements have been met. If not,

financial aid will be suspended until satisfactory academic progress is achieved or an appeal is approved.

### **Financial Aid Suspension**

Students who fail to re-establish satisfactory academic progress during a period on financial aid warning will be placed on financial aid suspension.

### **Appeal Process**

Students on financial aid suspension may appeal their SAP if they have mitigating circumstances. Examples of mitigating circumstances may include injury to student, illness of student or immediate family member, death of a relative or undue hardship due to special circumstances beyond a student's control. Students should submit their appeal form, along with their supporting documentation to the Financial Aid office. The Appeals Committee reviews the student's appeal, and the Financial Aid Office notifies the student in writing of the committee's decision. If an appeal is denied, a student may follow the college's grievance and appeals procedure if they feel the policy has not been applied correctly (see PCC Policy 7.12 Student Grievance Process).

Students on appeal must complete an Academic Plan. Students on an Academic Plan must achieve a 100% pass rate of all courses and a GPA of 2.5 or better during their terms on the plan. If they do not meet the requirements of the appeal, they will be placed back on financial aid suspension. Students with extreme mitigating circumstances during their term(s) on appeal may submit a second and final appeal to the Dean of Enrollment Services.

The complete Satisfactory Academic Progress policy can be found on the Piedmont Community College website on the Financial Aid page.

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

For those financial aid students who completely withdraw from classes on or before the 60 percent point of the enrollment period for which they are charged, the College will calculate a return of Title IV funds. The unearned portion of Title IV Aid (Pell and SEOG Grants) must be returned to the Federal Government. Future eligibility for federal funding may be affected when a student withdraws from classes.

### **State Grant Return of Funds Policy**

When a student withdraws on or before the 35 percent point of the enrollment period in which they are charged the College will calculate a return of State Grant funds. Students receiving state grants will be required to return any unearned portion of their state grants. Calculations as to the amount to be returned will be made using the return of funds policy outlined by the NC State Education Approving Agency.

\*Alternative guidance from federal, state and/or institutional regulations may be applied to financial aid and/or veterans' affairs policies during a declared state of emergency issued by governmental agencies.

## **Veterans Educational Assistance Program**

Persons who serve active duty in the Army, Air Force, Navy, Marines, and Coast Guard, as well as members of the National Guard and the five service components of the selected Reserve, may earn entitlement to educational assistance benefits as a veteran, or while on active duty or as a drilling Guard or Reservist\*.

Educational Assistance Benefits are available for Veterans, Active-Duty Military, National Guard and Selected Reserve and, in some instances, spouse, surviving spouse, or child of the veteran who is totally disabled due to service connection or deceased as the result of service-connected disability. Individuals must qualify based upon conditions and benefits in effect at the time of entry into the service and kind of discharge insured upon separation.

*\*Visit the Department of Veterans Affairs GI Bill<sup>®</sup> website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill) for information on eligibility requirements.*

North Carolina Veterans Scholarships are available to children of certain deceased or disabled veterans or of veterans who were listed as POW/MIA. The veteran must have been a legal resident of North Carolina at the time of entry into service, or a child must have been born in North Carolina and resided here continuously.

Visit [www.doa.nc.gov/vets](http://www.doa.nc.gov/vets) for more information regarding these scholarships.

## **Veterans Benefits Procedures**

Veterans who enroll in the College for the first time and wish to receive benefits should consult with the Veterans Affairs certifying officials in Building E, Person County Campus.

Veterans cannot receive benefits until they have completed all the admission procedures of the College; therefore, it is advisable to submit an application as early as possible. The Veterans Administration requires about six to eight weeks to approve an application for benefits. Veterans need to supply appropriate information upon request, and failure to do so jeopardizes their receipt of benefits.

Veterans enrolling in approved courses must pursue the exact curriculum listed in the College catalog, unless adequate documentation is received from the corresponding program administration. Students must adhere to the college's attendance policy, maintain satisfactory academic progress and exhibit satisfactory conduct for continued eligibility for benefits.

Independent study classes will be certified as distance learning unless the class meets the requirement to be certified as a resident class.

## **Standards of Progress**

Veterans are not certified for auditing a course or distance learning remedial courses. A grade of "W" will be reported as a reduction in the number of certified hours to the Department of Veterans Affairs based on the last date the student attended class. A grade of "F", with a last

date of attendance prior to the last day of the term will be reported as a reduction in the number of certified hours.

The student must maintain satisfactory academic progress as required by the College. If the student does not maintain satisfactory academic progress, the student is placed on academic probation. A veteran may receive Veterans Administration benefits for only (1) semester while on academic probation. If the student has not regained satisfactory academic progress after the following semester of enrollment, they may lose their benefits until they regain satisfactory academic progress.

\*Alternative guidance from federal, state and/or institutional regulations may be applied to financial aid and/or veterans' affairs policies during a declared state of emergency issued by governmental agencies.

## **Student Life**

### **Student Life Housing**

Piedmont Community College does not have dormitory facilities nor assumes responsibility for housing.

### **Identification Cards (ID)**

Piedmont Community College is committed to providing a safe, healthy, and nurturing environment for all campus activities. In keeping with that purpose, the College issues student identification cards.

Student identification (ID) cards will be issued when the student is officially registered for classes. ID machines are in the Student Development Office on the Person County Campuses and in a designated area on the Caswell County Campus. Visitors may obtain a temporary campus ID at the reception desk on the Caswell and Person County Campuses.

Student ID cards will admit students to social, cultural, and educational events on campus, and students must always have an ID card available for identification on campus. Student ID cards help PCC maintain a safe and secure environment, and students must provide identification when requested by any College official. Students who do not display or cannot produce a College-issued ID card will be escorted to the Student Development Office for verification of enrollment. Students losing ID's will be charged a \$5 replacement fee.

### **First Aid and Illness**

Any student who is ill or requires first aid should contact the instructor or the nearest employee of Piedmont Community College. First aid kits are provided in all buildings in the following locations:

<b>Building</b>	<b>Location</b>
A	Kitchen
B	B104/105

C	C101
D	D107
E	E110, E120, E201 & Student Development
F	F101, F201, F204B, F208, F107, F201A, F209
G	G109, G201, G204B, G206
H	H201, H208, LRC Reference Desk
I	I110, I114, I115
K	K103, K106, K116, K121, K129, K157, K213
L	K105
M	M101
P	P116, FVPT Grip Truck
S	S100, S110, S120, S130

Automated External Defibrillators (AED) are provided in all buildings in the following locations:

Building	Location
A	A198
E	D146
G	G107B
H	Lobby
K	Lobby
S	S106

## College Colors and Mascot

Piedmont Community College’s school colors are green (HEX #00492C), Orange (HEX #F58220) and White (HEX #FFFFFF). The mascot is a horse called a “Pacer.”

## Student Center (Building E)

- The Student Center is open during regular College hours.
- Food service hours are determined by the food service contractor, in consultation with the Vice President, Administrative Services, and posted in the Student Center.
- Vending machine service will be available during the open hours of the Student Center.
- All students, faculty, and staff have priority use of the Student Center. Visitors may eat in the Student Center.
- Community groups wishing to use the Student Center must use procedures as spelled out in the PCC Policy 4.4 and must indicate when booking the facility if they plan to serve food.
- The Student Center facility, furniture, and equipment will be the responsibility of each person who uses the Student Center. In the event of damage or vandalism, the individual or individuals responsible will be held liable. Each case must be brought before the Vice President of Administrative Services for disposition.
- All violations of the Student Code of Conduct must be reported to the Vice President, Student Development.

- Each person is responsible for throwing personal trash in the waste cans or recycling receptacles as appropriate.

## **Bookstore** (Building E, Lower Level)

### Hours & Policies

- Bookstore Hours
  - Mon. – Thurs., 8 a.m. – 5 p.m.
  - Fri. – 8 a.m. – 12:30 p.m.
  - Summer hours vary
- Smoking, eating, and drinking are not allowed in the Bookstore.
- Buyback Policy: Contact bookstore for current buyback policy.
- Textbook Refund Period
  1. Textbooks must be returned within 10 days of the first day of classes. (Purchase receipt must be presented to receive a refund, and textbook must be in new condition).
  2. Refunds will be mailed for purchases made by cash and check. Please allow three weeks for processing. Purchases from financial aid will be credited to the appropriate financial aid account. Shoplifters will be prosecuted.

## **Career Services**

Piedmont Community College provides several resources and support services to help students prepare for careers, learn job skills and identify employment opportunities. Career serves are available to all students and graduates of our programs: certificate, diplomas, and associate degrees. Staff members are available to assist students in the Student Development Suite in Building E on the Person County Campus. The hours are Monday-Thursday from 8 a.m. - 5 p.m. and Friday 8 a.m. - 4 p.m.; other hours can be arranged by appointment. Walk-ins are also welcome. On the Caswell County Campus, careers services are available in the Student Development Office in K122.

The following services are offered:

- Career Coach Platform: A free online software program available to all PCC students. It is designed to assist students in identifying a viable career using the most current data on wages, employment, job posting and associated education and training.
- Career Fairs: Annually, PCC offers career fairs to introduce students to employers and professionals from various fields of study. Students are afforded the opportunity to complete job applications, speak directly with hiring managers, and share their resumes.
- Job Postings: Employers are encouraged to post job opportunities online through the Career Coach Platform. This is a free opportunity for employers. Students and community members can view the site easily under the Career Coach link on the PCC website or directly at <https://piedmontcc.emsicc.com/work-opportunities>

Additional services such as resume development, proof reading, job search strategies, and interviewing techniques are offered through the Workforce Development Department, located at the Business Development and Entrepreneurship Center, 105 North Main Street, Roxboro, NC.

## **Counseling Services**

Counseling services for students are provided by the personnel of the Counseling Center during business hours at the Person and Caswell County Campuses. Information concerning entrance and graduation requirements, financial aid, employment trends, job opportunities, and student policies and procedures are part of the services provided by the Counseling Center staff. By the request of the student, counselors may administer and interpret assessment instruments to help the student better understand his/her strengths, needs, interests and values.

## **Disabilities Services**

Piedmont Community College is in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans, with Disabilities Act of 1990 (ADA) and the ADA Amendments of 2008. PCC ensures that policies, procedures, activities, and facilities are appropriately accessible to all students.

Federal Law prohibits PCC from making pre-admissions inquiries about disabilities. It is the responsibility of the student to self-identify through contact with Disabilities Services. The student must provide appropriate documentation to the Counselor/Disabilities Services.

It is strongly suggested that the student begin this process at least 30 days before the start of the semester in which they plan to enroll.

## **Advising**

Each student is assigned an advisor during the admissions process. The advisor provides the student with information about educational, administrative, career, and extracurricular matters; guides the student through the chosen program of study; and helps the student plan a class schedule each semester. Students are encouraged to visit their advisor's office soon after they begin their first semester. The advisor can help students make the most of their educational experiences.

## **TRiO Educational Opportunity Center (EOC)**

The TRiO Educational Opportunity Center (EOC) is a federally funded program that is designed to afford the opportunity of a college education to first-generation, low-income participants. The goal of the TRiO EOC Program is to increase the number of adult participants who enroll into post-secondary education institutions.

### **Types of Services**

TRiO EOC services are free and include academic and personal advice, career workshops, information on postsecondary education opportunities and financial literacy; help in completing applications for college admissions, testing, financial aid, and coordination with postsecondary institutions. EOC also assists with media activities designed to involve and acquaint the community with higher education opportunities.

### **Target Areas**

The TRiO EOC serves 2500 participants annually. The program is hosted by Piedmont Community College, serving the counties of Alamance, Caswell, Chatham, Durham, Franklin, Granville, Person,

Rockingham, Vance, and Warren. To serve each student more effectively, EOC partners with several agencies including NC Works Career Centers, Department of Social Services, county schools, churches, correction facilities, local housing authorities, area colleges, and universities, along with a plethora of community partners.

For more information regarding the TRiO EOC program, please contact the Program Coordinator/Data Manager at (336) 322-2162.

### **Title III (Strengthening Institutional Programs)**

Title III is a five-year, federally funded grant initiative awarded to Piedmont Community College in 2018. The program targets the College's most at-risk population including students who are financial aid recipients as well as those enrolled in one or more transition courses.

The Title III program has several objectives that assist with student success. Funding has provided the opportunity for the development of a new Transition Center, which makes it possible for transition students to receive individual counseling services and tutoring. Title III also offers First-Year Experience and summer bridge programs, first-year seminar opportunities, and mentoring services for participants. The Center for Excellence in Teaching and Learning (CETL) is another program made available to all PCC faculty, staff, and students, as a component of Title III. CETL provides opportunities for faculty and staff development, a first-year instructor academy, a leadership academy, and service learning. Title III also provides student data tracking and analysis to reduce and bridge the academic gap by decreasing the length of time students are enrolled in transition classes and by providing a more consistent pathway and progression into curricular programs.

Incorporating these strategies and the utilization of holistic and intrusive approaches, it is the goal of Title III to increase persistence rates, improve retention, increase student completion, and ultimately, to ensure academic success for students. Because the Title III program is data driven, staff and faculty work to identify and reduce academic deficits, and addresses the personal, social/ emotional, and academic needs of the Piedmont Community College student.

For more information on the Title III program, please contact the Transition Center Coordinator at (336) 322-2165.

### **Learning Commons**

Located on the Person and Caswell County campuses, the Learning Commons serves as the central location for resources to help students succeed. The Person County Campus Learning Commons is a welcoming space that incorporates distance education, collaborative work-spaces, resources for research, tutoring and testing, a College Transfer Center, a video production room, meeting areas, library instruction, and professional development. The goal of the Learning Commons is to be a one-stop shop to meet student needs and encourage diversity in an academic setting.

The Caswell County Campus Learning Commons provides additional access to services and resources including an open computer lab, academic workshops, group study areas and walk-in tutoring for a

variety of subjects. The Learning Commons has access to over 100 electronic reference sources and aggregation services which include NC Live. The audiovisual collection includes a variety of CDs and DVDs. Other available services include library orientation and instruction, research guides, Embedded Librarian Program, and audiovisual production. Educational resources are available for use by Piedmont Community College faculty, staff, students, and residents of Person, Caswell, and surrounding counties.

## **Tutoring**

Tutoring is available in the Learning Commons on both campuses, Mon.-Thurs. 8 a.m.- 5 p.m. and Fri. 8 a.m.- 4 p.m. in Fall and Spring and Mon.-Thurs. 8 a.m.- 5 p.m. in Summer. Students can sign up for a face-to-face, virtual or eTutoring appointment at [piedmontcc.mywconline.com](http://piedmontcc.mywconline.com). First-time users will be prompted to set up an account. Walk-ins are also welcome.

### **Tutoring subjects include:**

- Math
- Science
- English
- Spanish
- ACA
- Public Speaking
- Social Sciences
- Humanities

### **Through Community College Libraries in North Carolina (CCLINC)**

Piedmont Community College is networked with 58 community colleges in the state, making the college a part of the third largest library in North Carolina's public education institutions. The iLink online catalog gives users access to the collections of all CCLINC libraries. Patrons can request items from in-state or out-of-state libraries through an interlibrary loan system. Any fees for this service are paid by the patron. Most requests are filled within one to two weeks. The staff of the Learning Commons consists of specialists in several areas. The Learning Commons is responsible for print, electronic, and Internet resources, and for information literacy instruction. Learning Commons staff members are trained to assist patrons in locating and using materials that meet individual needs and interests.

Learning Commons policies and procedures are published on the college's web site and are posted in the Learning Commons.

Learning Commons Hour (subject to change and have a reduced schedule during Summer Semester and semester breaks.)

Person County Campus  
Mon. – Thurs.: 8 a.m. – 8 p.m.  
Fri.: 8 a.m. - 4 p.m.  
Sat. - Sun.: Closed

Caswell County Campus  
Mon. – Thurs.: 8 a.m. – 8 p.m.  
Fri.: 8 a.m. - 4 p.m.  
Sat - Sun.: Closed

## **Student's Role in Institutional Decision-Making**

The President of the SGA is an ex-officio, non-voting member of the Board of Trustees. Students appointed by the SGA and approved by the President of the College serve as active members on the following standing committees of the College: Curriculum, Distance Learning, Diversity/Global Awareness, Environment/Safety, Institutional Effectiveness, Learning Commons, Marketing, QEP Steering, Student Affairs, and Technology. Other ad hoc committees or task force groups are established periodically and may seek student representation. Students serving on program advisory committees are appointed by faculty in the program area.

## **Student Government Association (SGA)**

Piedmont Community College's SGA serves as the official student body organization representing the best interests of the students and the College. The SGA will provide opportunities for students to engage in professional development activities and will serve as a liaison to the administration of the College. The SGA will act as the coordinating body for all student clubs and organizations. The executive officers (as defined in the SGA Constitution) will serve as the governing body of the student government and will focus on the following activities:

- Communication—Finding better ways to communicate what is happening on campus through campus social media, flyers emails, and community resources.
- Community Relations—Activities such as the Angel Tree, bloodmobile, and other community services.
- Funding—Managing, allocating, and evaluating the use of budgeted funds generated by the Student Activity Fee and other sources.
- Leadership Development—Utilizing workshops and conferences to expand the development of student leadership.
- Student Clubs—Reviewing the activities of current clubs and organizations on campus along with chartering new clubs and organizations.
- Student Involvement—Increasing students involved in activities, organizations on campus, and encouraging the formation of new clubs and organizations that will encourage increased student involvement.
- Student Issues—Current issues, needs of students, and needs of future students to be addressed in accordance with SGA policies.
- Student Representation—The SGA Executive Council will make sure that all students have the opportunity to have their issues heard and addressed.

## **Student Clubs, Organizations, and Committees**

A student's experience at Piedmont Community College does not begin and end in the classroom. Various activities, opportunities and functions of a social and professional nature are offered in order to provide a well-rounded campus atmosphere. The College encourages participation in student organizations and activities.

All student organizations must be approved by the administration and chartered by the Student Government Association. Activities of the organization must be approved by the assigned faculty or staff advisor under the supervision of the Vice President, Student Development. Each organization

must meet and adhere to the criteria and procedures established by the administration and the Student Government Association. Copies of the criteria and procedures may be obtained from the Office of Student Development.

- Animation Club: The animation club is an open club for all students but focuses mainly on the digital and video interests of the Digital Effect and Animation Technology (DEAT) program. The club's goal is to get at least one student to the ACM SIGGRAPH Annual conference each year. In the meantime, members enjoy extracurricular learning lessons, game nights and field trips!
- Criminal Justice Club: Offers activities & discussion around current issues related to criminal justice.
- Film Club: watches and debates a wide variety of films, from Akira Kurosawa's *Seven Samurai* to the Wachowskis' *Matrix* trilogy. In doing this, the club will promote an awareness and appreciation of the history of film beyond the algorithms dictating streaming services.
- Medical Assisting Club: PCC students in their first and second year of the medical assisting program have the opportunity to participate in field trips, fundraisers and various community outreach to promote healthy lifestyles and the importance of caring for one another.
- Minority Male Success Initiative (MMSI) - PCC male minority students can feel connected to the college, empowered and motivated to succeed, and supported by services that meet their needs.
- Piedmont Community College Ambassadors: The Piedmont Community College Ambassadors are an honorary group of students who have been nominated and selected by faculty and staff to represent the College at special events on campus and in the community. The PCC Ambassadors receive financial support from the Piedmont Community College Foundation. Duties of an ambassador include giving campus tours, hosting campus activities, speaking to community groups, assisting with Foundation activities, assisting with student activities and welcoming groups to the campus.
- Phi Theta Kappa (PTK): Phi Theta Kappa is an international honor and service society. The major purposes of Phi Theta Kappa are to encourage scholastic effort and reward academic merit, to stand for and promote worthy character and high ideals and to foster, disseminate and improve education through service projects. Phi Theta Kappa is open to students who have completed at least 12 semester hours in an associate degree program or at least six semester hours towards a certificate with a cumulative grade point average of at least 3.5.
- Sexuality and Gender Equality Club (SAGE): provides support and advocates for lesbian, gay, bisexual, transgender, transitioning students, + other identities, and their allies at PCC while empowering the LGBT+ community and their allies through social events, activism, coalition building, and outreach/educational programming.

- **STEM Club:** The purpose of the STEM (Science, Technology, Engineering and Math) Club is to promote interest, understanding, and knowledge of STEM related fields and enhance career awareness in STEM industries through field trips, lectures, and related activities as well as through campus and community service projects. The club shall seek to foster the type of honest skepticism that is necessary for life-long learning.
- **Student Nursing Association (SNA):** The purpose of the Student Nursing Association is to promote health care in the community, supplement the cost of the nursing program at Piedmont Community College for students, and promote awareness and recognition of the Associate Degree Nursing program at Piedmont Community College.

### **Social and Cultural Activities**

The Student Government Association sponsors socials, dances, films, art shows, musical entertainment, voting initiatives, forums, and related activities of interest to the students and the community. Students may participate in the planning and choice of these activities through working with SGA committees. All students are notified of these events by announcements electronic signage, campus bulletin boards, flyers, emails, etc.

### **Awards and Honors**

Each year Piedmont Community College faculty nominates outstanding students for a variety of honors. These honors include Outstanding Graduate/Student in each curriculum program, Who's Who Among Junior Colleges, and College Marshals. The Student Government Association may also recognize students for outstanding achievements in the areas of student participation, sports, or academics.

### **Student Publications**

Student-generated publications will be used to inform faculty, staff, and the student body of activities, events, or general information related to PCC. The Director, Student Engagement, is responsible for monitoring SGA student generated publications.

Students interested in working on student-generated publications should contact the SGA for more information. Club and organization advisors are responsible for monitoring club and organization student-generated publications. The Director, Student Engagement should approve all publications created by clubs or organizations before posting.

For student generated publications the student is responsible for contacting the Director, Student Engagement for final approval before posting any student-generated publication. All student-generated publications must be consistent with the policies and procedures of PCC and the PCC style guide. Student-generated publication is defined as any publication (examples include social media, flyers, PCC Pacer articles, etc.) created by the Student Government Association (SGA), student clubs and organizations, or an individual student.

## **Policies and Procedures**

### **Administrative Office Hours**

The administrative offices are open Monday through Thursday from 8 a.m. to 5 p.m.; Friday 8 a.m.-4 p.m. unless otherwise posted. Office hours are subject to change during the summer months. Evening and weekend supervision is provided on both the Person and Caswell County campuses in coordination with course offerings.

### **Inclement Weather Policy and Procedures Curriculum and Off-site Classes**

If weather conditions are sufficiently severe to cause hazardous driving conditions and/or limit accessibility to the campus and campus parking areas, the President or designee will decide if classes are to be cancelled. For additional guidance on PCC's policy 2.10, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-2-general-administration/>.

Announcements regarding class changes will be made on PCC's social media, website, and the following radio and television stations:

- WKRX-Roxboro (1430 AM)
- WRXO-Roxboro (96.7 FM)
- WAKG-Danville, VA (103.3 AM)
- WRAL Raleigh (101.5 FM)
- WTVD-Durham (Channel 11)
- WRAL-Raleigh (Channel 5)
- WFMY-Greensboro (Channel 2)

Individuals may also receive notices of class cancellations via the Emergency Alert System described below.

### **Emergency Alert System**

The Emergency Alert System (EAS) is activated when the switchboard is notified of an incident and contacts a College Safety Official, the President or any available Vice President. Notifications of emergencies will be communicated via Blackboard Connect (includes text message, voice recorded calls, and e-mail), Voice/IP speaker phones and verbally via College Safety Officials.

The President or designee will determine when a message is to be broadcast and activate the Emergency Alert System.

It is extremely important that all faculty and staff assist with announcements of emergency information as all visitors and students may not hear or understand the emergency message.

The Emergency Alert System via Blackboard Connect is an opt-out process. You must visit [www.piedmontcc.edu](http://www.piedmontcc.edu) and click on the Campus Alert button to connect to your account. Follow the directions on the sign-up page to your preferred contact information. Only PCC students and employees may receive the notification service.

## **Campus Visitors**

Visitors to the campus who are driving their own vehicles must check in at the Administration Building reception area. If the visitor is staying for over one hour, he or she is asked to park in the student parking lot.

While friends and relatives of students or other visitors are welcome on the Piedmont Community College campus, these persons must agree to conduct themselves according to the Student Code of Conduct. Visitors who refuse to abide by this Code are asked to leave by security personnel or by other administrative personnel. Any problems are referred to the civil authorities if necessary. All visitors may be asked to present their identification and state their business by staff members of Piedmont Community College.

Visitors who would like a tour of the campus may request this at the reception area of the Administration Building and arrangements will be made for a guide.

While students are encouraged to invite their families to campus for planned student activities such as Awards Night and Graduation, visits on campus by young children are discouraged except for these appropriate occasions. Children must always be under adult supervision. The College will not assume responsibility or liability for unsupervised children. Family pets are not permitted on campus.

Bringing children to campus for extended periods of time or on a regular basis is prohibited. When attending classes, students should not bring children with them to campus. Children should not be brought to other campus facilities such as the Student Center, Student Success Center, or Learning Commons except for brief and occasional visits.

## **Facilities Utilization**

All community groups wishing to use the Piedmont Community College facilities must apply to the Vice President for Administrative Services.

## **Staff and Student Responsibilities**

In an educational environment, each instructor has the responsibility to maintain a classroom climate conducive to student learning. The instructor also has the authority to dismiss students from class or remove any element that disrupts that climate or interferes with the rights of other members to learn. The instructor does have an obligation to make students aware of rules for the class and to inform students if they are violating any class rules. Students are encouraged to express their opinions and ideas in class in an orderly manner since a free exchange of views enhances the learning process. However, verbal combat and abuse between or among students and instructors is unacceptable in teaching/learning situations.

Piedmont Community College honors the right of free discussion and expression, peaceful picketing and demonstrations and the rights of petition and assembly. However, willful disruption of the educational process, destruction of property and interference with the rights of others is not tolerated. It is the policy of the College to deal with any such disruption, destruction, or interference promptly and effectively, but also fairly and impartially without regard to race,

religion, sex or political beliefs. Persons who engage in, or incite others to engage in, disruptive acts shall be subject to prompt and appropriate disciplinary action, which may include suspension, expulsion, discharge or dismissal from the College.

All students are encouraged to maintain and take pride in neat, clean and appropriate clothing and appearance while on campus. Safety in vocational shop areas requires the wearing of shoes, safety glasses and, in some cases, protective clothing. Instructors explain to students the clothing necessary in their areas.

Violations of the Piedmont Community College Code of Conduct may result in disciplinary action, and expulsion from the College and/or legal action against the violators. For additional guidance on PCC's policy 7.5, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-7-students/>.

## **Code of Conduct**

All students at Piedmont Community College have the same rights and privileges of any adult citizen of the United States. The students at Piedmont Community College are required to always conduct themselves as responsible adults.

For additional guidance on PCC's policy 7.5, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-7-students/>.

## **Tobacco Use Policy**

Effective August 1, 2017, PCC prohibits the use of tobacco products on PCC property. Tobacco products include cigarettes, cigars, cigarillos, blunts, pipes, bidis, hookahs, chewing tobacco, dip, smokeless tobacco, snuff, vapes, or any other items containing tobacco products or reasonably resembling tobacco or tobacco products, including electronic cigarettes. Tobacco use includes smoking, chewing, dipping, or any other use of tobacco products.

Students who repeatedly violate this policy will be referred to the student disciplinary process. Visitors, volunteers, contractors, or other service providers who repeatedly violate this policy will be asked to leave PCC property.

## **Alcohol and Drug Abuse Policy**

It is the policy of Piedmont Community College to comply with the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226), as implemented by regulations contained in 34 CFR Part 86, Subpart B. Therefore, it is the policy of Piedmont Community College that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on the College's campuses or at any site or activity operated by Piedmont Community College is prohibited. Any student violating this policy will be subject to disciplinary action up to and including permanent expulsion.

Students who violate the College's policies relating to drug abuse will be referred to the appropriate legal agencies for prosecution under the federal and state laws governing the use and possession of a

controlled substance. North Carolina General Statute 90-95 prohibits the unlawful manufacture, sale or delivery or possession of controlled substances.

Persons who violate this statute may be convicted of a felony and may be imprisoned for up to 10 years or fined up to \$10,000 or both at the discretion of the court. Use of alcoholic beverages may result in referral to counseling programs and/or legal agencies for prosecution under federal and state laws.

Each employee or student is required to inform the College, in writing, within five (5) days after he or she is convicted for violation of any federal, state or local criminal drug statute or alcoholic beverage control statute. A conviction means a finding of guilt or the imposition of a sentence by a judge or jury in any federal or state court.

Those who desire counseling or treatment for the abuse of alcohol or drugs, you should contact any of the following agencies:

Those who desire counseling or treatment for the abuse of alcohol or drugs, you should contact any of the following agencies:

- Alcohol-Drug Council of NC 1-800-688-4232
- Person Counseling Center 355-C S. Madison Blvd. Roxboro, NC 27573 (336) 599-8366
- Durham Co. Substance Abuse Service, District 32 P.O. Box 61281, Durham, NC 27705 (919) 286-9499
- Alcoholics Anonymous Alcoholism Information Center (919) 286-9499
- Alamance-Caswell-Rockingham Area Local Management Entity (336) 694-4333

## **Infectious Disease Policy**

Students infected with a communicable disease will not be excluded from enrollment or restricted in their access to college services or facilities, unless medically based judgments in individual cases establish that exclusion or restriction is necessary for the welfare of other members of the institution. For additional guidance on PCC's policy 7.16, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-7-students/>.

## **FERPA**

The Family Educational Rights and Privacy Act (the "Buckley Amendment") provides students the following explicit rights with respect to their education records:

- To inspect and review information contained in records covered under the Act;
- To challenge the content of the records.
- To a hearing if necessary, for fair consideration of a challenge;
- To submit an explanatory statement for inclusion in the record if the outcome of the hearing is satisfactory unsuccessful;
- To prevent disclosure, with certain exceptions, of personally identifiable information.
- To secure a copy of the Piedmont Community College policy on education records which lists the locations of all education records maintained

For additional information about FERPA and College procedures concerning student records refer to College Policy 7.6 – The Family Educational Rights and Privacy Act of 1974 at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-7-students/>.

Students may obtain a copy of “Student Records Policies and Procedures for Piedmont Community College” explains the procedures for compliance. Students may obtain copies of the Policy in the Student Development Office. The policy includes a list of locations of all education records maintained by the College.

The following information is categorized as “directory information” and release does not require consent of the student: student’s name, PCC student email address, city, program of study, dates of attendance, and credentials and awards received. Currently enrolled students may request that directory information not be disclosed by completing the appropriate form available in the Student Development Office by the end of late registration each semester.

Questions concerning PCC policy and procedures on educational records may be directed to the Student Development Office.

## **Grievance and Student Appeal Procedure**

Piedmont Community College encourages the resolution of all non-discipline related disputes involving students through open and informal communication between the affected parties. If a non-disciplinary dispute remains unresolved, students are provided due process to seek a resolution. Copies of the current official student grievance policy and the Student Appeal Procedure may be obtained from the Office of Student Development or on the PCC website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-7-students/>.

## **Final Course Grade Appeal Procedure**

Piedmont Community College encourages the resolution of all final course grade disputes through open and informal communication between the affected parties. If a final course grade- related dispute remains unresolved, students are provided due process to seek a resolution. For additional guidance on PCC’s policy 7.12.3, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-7-students/>.

## **Statement of Nondiscrimination**

Piedmont Community College is committed to the principle of equal opportunity. It is the policy of the College not to discriminate on the basis of race, sex, color, gender or sexual orientation, national origin, veteran status, religion, handicap, or political affiliation or belief with regard to its students, employees or applicants for admission or employment. Such discrimination is also prohibited by federal law. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the College’s Affirmative Action Officer who is the Vice President for Administrative Services.

## **Disabled**

Piedmont Community College does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff or in the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as amended, is the Vice President for Administrative Services.

## **Vocational Rehabilitation**

By act of Congress, any physically handicapped student may be eligible for scholarship assistance under the provisions of Public Law 565. Application for this scholarship aid should be processed through the District Vocational Rehabilitation Office nearest the applicant. Inquiries may be directed to the Financial Aid Office.

## **Title IX Complaint Process**

Piedmont Community College (PCC) is committed to the provision of equal opportunity as required by North Carolina General Statute 115D-77 and by Title IX of the Education Amendments of 1972, 20 U.S.C. Section 1681 et seq (Title IX) and its implementing regulations, 34 C.F.R. Part 106. Therefore, PCC will not discriminate on the basis of sex in the education programs, or activities it operates.

Title IX of the Education Amendment of 1972 is a federal law that prohibits discrimination on the basis of sex in educational programs, activities and employment practices. Therefore, students, employees, applicants and other members of the PCC community (including without limitation, vendors, visitors, and guests) may not be subject to discrimination or harassment or otherwise treated adversely based upon a protected characteristic. This includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

Title IX applies to conduct occurring on campus, during any College program or activity on or off-campus, including academic programs, admissions, recruitment, financial aid, employment, as well as certain off-campus conduct perpetrated or suffered by a PCC student, employee, staff member, or third-party member of the College community.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX Coordinator, or another College staff or faculty member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate.

### **Title IX Coordinator**

The Title IX Coordinator may be contacted in any of the following ways:

- Direct meeting Title IX Coordinator, Building E, Room 146
- Email: [titleix@piedmontcc.edu](mailto:titleix@piedmontcc.edu)
- Phone: (336) 322-2163

## Harassment Policy

It is the policy of PCC to maintain a work environment and a learning culture that is free from harassment and intimidation of any kind, including harassment on the basis of race, color, religion, sex, national origin, age, genetic information, veteran status, sexual orientation or handicapping condition. For additional guidance on PCC's policy 2.17, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-2-general-administration/>.

## Sexual Assault

Piedmont Community College is committed to providing an academic environment free of sexual assault, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. Section 1681 et seq (Title IX) and its implementing regulations, 34 C.F.R. Part 106; and the 1992 Higher Education Amendment to the 1990 Crime Awareness and Campus Security Act. For additional guidance on PCC's policy 2.8, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-2-general-administration/>.

## Clery Act

The federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities, both public and private, participating in federal student aid programs to disclose campus safety information, and imposes certain basic requirements for handling incidents of sexual violence and emergency situations. Disclosure about crime statistics and summaries of security policies are made once a year in an Annual Security Report (ASR), and information about specific crimes and emergencies is made publicly available on an ongoing basis throughout the year.

For more information, visit the Campus Safety page on the PCC website at [www.piedmontcc.edu](http://www.piedmontcc.edu) or visit the College Safety office on the Person County Campus, Building E, Room 229A.

## Emergency Procedure

During any emergency first contact 911, then notify the College Switchboard for assistance:

- Dial 0 (zero) on any Person County Campus phone;
- Dial (336) 599-1181 on a cell phone;
- Dial (336) 694-5707 on the Caswell County Campus

Report all Incidents and Emergencies in writing to the Office of College Safety & Preparedness using the approved college incident report.

## Safety Quick Reference Guide

Color-coded Safety Quick Reference Guides are posted in classrooms and public areas throughout the College. These Guides provide instructions for responding to the following types of safety emergencies:

- Child Abduction / Missing Child
- First Aid / CPR / AED

- Bomb Threat
- Hazardous Material / Chemical Spill
- Fire / Evacuation
- Severe Storms / Tornado
- Violent & Nonviolent Behavior
- Active Shooter

## Academic Regulations

### Student Course Load

A full-time student is one who is enrolled in a minimum of twelve (12) semester credit hours in a degree, diploma, or certificate program. A normal course load is fifteen (15) semester credit hours with a maximum of twenty-one (21) semester credit hours. A full-time Summer semester student is one who is enrolled in a minimum of 9 total semester credit hours with a maximum of twelve (12) semester credit hours. The credit hours earned from enrollment in alternative delivery systems (telecourses, Internet courses, independent study, etc.) are included in the above enrollment policies.

A student who desires to register for additional coursework above the maximum indicated for the curriculum must secure a recommendation from the faculty advisor and approval from the Vice President, Instruction/Chief Academic Officer.

### Class Attendance

At Piedmont Community College (PCC), regular attendance at all class meetings is necessary for student success. For additional guidance on PCC's policy 6.8, visit the College website at <https://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-6-programs-instruction/>.

### Advanced Placement Examinations

The College Entrance Examination Board sponsors an advanced placement program, which enables high school students to complete college level courses by demonstrating their mastery of college level material through examinations. The scores on the examinations, if acceptable, will allow students to earn college course credit. The examinations are scored by the Educational Testing Service. Based upon the earned score, up to one year of credit may be granted.

Advanced standing credits to be applied toward graduation may be granted for a minimum score of three (3) on AP exams which are directly equivalent to a Piedmont Community College class. In determining the grade point average for graduation, only the quality points earned for courses taken at PCC will be considered.

### Placement Testing

Only students without a GPA are required to take the placement test. This includes students who graduated from foreign high schools, those whose GED scores are <170 on each section, and some home-

schooled students. A student can use ACT or SAT scores in lieu of their GPA. Contact the Admissions office for the scores.

The results of these tests determine the courses a student will enroll in during the first semester of attendance.

## **Adding Classes**

A student may add a class after the general registration day has ended by completing an add form which is available in the Student Development Office or by contacting your faculty advisor. Classes may be added through the 10% census date.

## **Withdrawals**

A student may withdraw from class or the College by completing a withdrawal form, which is available in Self-Service (<https://teamia-web.piedmontcc.edu/>) The signatures of the student's faculty advisor(s) and instructor(s) are required to complete this form. Failure to complete this form by the 70% will result in the student receiving a grade "F" in all courses they have stopped attending.

## **Transfer Credit**

Piedmont Community College will consider awarding transfer credit for courses taken at accredited institutions. Vice President, Student Development or their designee, in consultation with the appropriate instructor or program advisor, will determine transfer credit based on the following:

- An official transcript is submitted by the student.
- A grade of C or better was earned in the course.
- The content and number of credit hours of the course to be transferred parallels the content and number of credit hours of the course offered at PCC. One quarter hour = 0.67 semester hour.
- The course is part of the requirements for the program of study that the student is following at PCC.
- General biology and chemistry courses required for admission into the Nursing program must have been completed within the last five years.
- Computer courses must have been completed within the last seven years.
- Transfer of courses with an NUR prefix is at the discretion of the Director of the Nursing program.

Due to the open-door policy for admission established by the State Board of Community Colleges, all transfer students are admitted in good standing. To earn a degree, diploma, or certificate from PCC, a student must earn at least 25% of the credit hours required for the specific program at PCC.

## **Credit for Certified Professional Secretary Rating**

Piedmont Community College (PCC) will grant up to 36 semester hours of credit to any business degree-seeking student who has passed all six parts of the Certified Professional Secretary's (CPS) examination as offered by Professional Secretaries International.

Each student seeking such credit must submit an official verification of successful completion of the CPS exam and will be evaluated on an individual basis by the program advisor and the Dean, General Education/Business Technology.

Credit will be granted for only those courses required in the student's specific degree program, and courses must not duplicate those already taken. In addition, a student must have successfully completed at least 20 semester hours at PCC before CPS credit will be granted.

### **Transfer Credit to Other Colleges**

The determination of what credit will transfer from Piedmont Community College to another institution rests with the receiving institution. Students interested in transferring credit to another college should contact the institution being considered. Transfer will be facilitated by the Comprehensive Articulation Agreement (See Associate Degrees).

### **Course Prerequisite**

To ensure that all Piedmont Community College students are prepared to successfully complete college-level course work, prerequisite courses have been established. Courses may be taken only after all prerequisites have been met.

### **Course Substitutions**

A student may request permission to substitute another course for a course in the student's program of study. The course must be at least equal in semester credit hours and similar in content to be eligible for substitution. The student's faculty advisor must state in writing the rationale for the substitution. Approval for the substitution must be obtained from both the respective academic dean and Vice President of Instruction.

Courses which have prerequisites can only be substituted if the prerequisites have been met. A student may substitute courses amounting to not more than 20 percent of the credit hours in a program of study.

### **College Level Examination Program (CLEP) and Defense Activity for Non- traditional Support (DANTES) Program**

Appropriate scores on the CLEP or DANTES general and specific examinations may result in credit for up to 20 semester hours where applicable to the student's program of study. The appropriate faculty member and Office of Student Development determine the applicability of the examinations to the student's program of study.

### **Military Service Experience (USAFI)**

Veterans may receive credit for USAFI and for service school training where applicable to the student's program and where comparable courses are offered by the College. The Office of Student Development, in consultation with the appropriate faculty member, determines the applicability of the experience and training to the student's program of study.

### **Credit for Prior Learning**

Piedmont Community College (PCC) awards credit to students for prior learning through non-credit coursework and from previously completed instruction, training programs, and experiences. For additional guidance on PCC's policy

6.10.1, visit the College website at [www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-6-programs-instruction/](http://www.piedmontcc.edu/about/policies-procedures/policies-procedures-section-6-programs-instruction/).

## Grading System

Grades		Grade Points
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
W	Withdrawal	*
WE	Withdrawal Emergency	*#
I	Incomplete	0
IE	Incomplete Emergency	0 #
AU	Audit	*
CE	Credit-by-Examination	*
AP	Advanced Placement	*
TC	Transfer Credit	*
NS	No Show	*
P	Pass	*
P1	Pass-Tier 1	*
P2	Pass-Tier 2	*
P3 R	Pass-Tier 3	*
	Repeat – Developmental	*
TP	Course only or Reenroll	
	Tech Prep Credit	

## Explanation of Special Grades

- **I (Incomplete):** indicates that a student is unable to complete the course requirements within the semester. The student must complete the remaining course requirements by the end of the following semester (Summer Semester is excluded) or the agreed upon date in less than one semester. If not completed, the I grade becomes a F. A student's grade point average will be recomputed when the instructor files a Special Conditions Report with the Office of Student Development changing the I grade to a permanent grade of A, B, C, D, F or W.
- **AU (Audit):** indicates that a student chooses to attend a course but does not desire to earn credit. The intent to audit a course must be indicated at the time of registration. Course audits will be allowed on a space available basis. An audit cannot be changed to credit or credit to audit after the deadline for adding courses.

No course may be audited more than two times within a five-year period. Attendance, preparation, participation in the classroom discussion, laboratory exercises, examination and tests shall be agreed upon with the instructor. The tuition for auditing a course is equal to the

tuition for registering for a course for credit. Courses taken for an audit grade are not eligible to be included in Pell Grant or Veterans Assistance awards.

- **CE (Credit-by-Examination):** Indicates that a student has demonstrated above average mastery of the course content on an examination. A grade of CE carries no grade points, but credit is received for the course. Credit-by examinations are given each semester. Eligibility to take a credit-by-examination may be based on high achievement in secondary schools, postsecondary schools, or experience. Arrangements for examinations should be made with the major subject instructor. A student may complete only 50 percent of the courses in a program of study through credit-by-examination. Credit hours received through credit-by examination are not used in computing financial aid or Veterans Assistance awards. A student who receives an F, I or W grade in a course is not eligible to attempt credit-by- examination for that course. Credit-by-examination may only be attempted once for each course.
- **AP (Advanced Placement):** Indicates that a student has demonstrated mastery of course content through the College Board Advanced Placement (AP) Program.
- **TC (Transfer Credit):** Refers to credit received from other accredited institutions.
- **NC (No Credit):** The student has been unable to meet the course objectives in the specified time and must reenroll to earn credit. To receive this grade, the student must have satisfactory attendance through the last meeting. This grade can be given only once for a specific course and will be used in developmental classes only.
- **NS (No Show):** The student has not attended the class prior to the Census point and is dropped with a grade of NS.
- **TP (Tech Prep):** refers to credit received for documented college level competencies achieved through articulation agreements with area high schools.
- **W (Withdraw):** A student withdrawing prior to 70% Point of the class shall receive a grade of a W. W grade is not used to compute the student's GPA.
- **WE (Withdraw Emergency):** Indicates that a student is unable to complete the course requirements given the unique nature of the natural emergency or pandemic.
  - A student withdrawing due to a natural emergency or pandemic will receive a grade of WE.
  - WE grade is not used to compute the student's GPA. Piedmont Community College Policy & Procedures Manual, page 6 of 9.
  - WE grades can be initiated until the 90% point by a faculty or student.
- **IE (Incomplete Emergency):** Indicates that a student is unable to complete the course requirements within the semester, given the unique nature of the natural emergency or pandemic.
  - The student must complete the Incomplete Form which outlines the remaining course requirements to be completed and the deadline for completing them before the IE grade becomes an F.
  - A maximum timeframe of one year, excluding summer semesters will be allowed for IE grades.

- The student’s grade point average will be recomputed when the instructor files the appropriate Grade Change form with the Registrar changing the IE grade to a permanent grade of A, B, C, D, F, P, P1, P2, P3, or R.
- **P (Passing):** Indicates the student successfully completes a course or “shell” in developmental math (DMS or DMA) and developmental reading/writing (DRE).
- **P1 (Passing Tier 1):** Indicates the student successfully completes Tier 1 in RISE Transition courses.
- **P2 (Passing Tier 2):** Indicates the student successfully completes Tier 2 in RISE Transition courses.
- **P3 (Passing Tier 3):** Indicates the student successfully completes Tier 3 in RISE Transition courses.
- **R (Repeat):** Indicates the student does not successfully complete a course or “shell” in developmental math and developmental reading/writing.

### Change of Grade

Once a grade has been awarded, it may be changed only by the instructor through submission of a Special Conditions Report to the Office of Student Development. This process should be completed by the end of the following semester. Grades may be appealed using the College’s Grade Appeal Process.

### Unit of Credit

The unit of credit is the Semester Hour and is based on a 16-week term. A Semester Hour is equal to:

- One hour of classroom instruction per week for one semester
- Two hours of laboratory instruction per week for one semester, or
- Three hours of laboratory instruction per week for one semester
- Three hours of clinical instruction per week for one semester
- Ten hours of cooperative work experience

### Grading Points

Grade points, the numerical equivalent to the letter grade, are used to determine academic honors and the student’s rank in class.

The grade point average is computed by dividing the total number of grade points earned by the total number of semester hours attempted. All courses attempted will be shown on the official transcript. Only courses earning letter grades A, B, C, D, F, or I are computed in the grade point average.

#### Example:

Course	Grade	Credit Hours	Grade Point	Total Points Earned
ECO 251	C	3	2	6
MAT 070	B	5	3	15
BUS 110	D	5	1	5
Total credit hours attempted		13		26
<b>GPA: 2.00</b>				

\* Total Points Earned (26) ÷ Total Credit Hours (13) = GPA (2.00)

## Standards of Academic Progress

Piedmont Community College is required to apply reasonable standards for measuring whether a student is maintaining satisfactory academic progress in the chosen program of study.

To be considered in good academic standing with the College, a student must maintain the following grade point average:

### Hours Attempted Toward Cumulative Grade

Associate Degree	Point Average
1-22 1.50 23-40	1.75
41-Over	2.00

### Hours Attempted Toward Cumulative Grade Diploma and Certificate Point Average

1-15 1.50 16-28	1.75
29-Over	2.00

A 2.00 grade point average in the program of study is required for graduation.

## Academic Probation

A student who fails to meet the minimum standards of academic progress is placed on probation for the next semester of attendance. During the semester on probation, the student is required to sign an Educational Contract which specifies the courses to be taken, extra help necessary to improve the academic standing, and the grades needed to continue enrollment. Students on academic probation may not be eligible for financial aid during the probationary semester. A student on academic probation must wait to register for the subsequent semester until the previous semester grades are available. A veteran may receive educational benefits for only one semester while on academic probation.

## Academic Suspension

A student who does not satisfy the terms of the Educational Contract may be suspended for a period of one semester.

## Dismissal from Program

Students who have been on academic probation for two consecutive semesters may be dismissed from a program and directed to one more suited to their interest/abilities.

The Nursing and Medical Assisting Programs enroll students as a “class” and require them to take all courses in a sequential pattern. The courses are offered only once each year and there is no opportunity for repeating a course or offering a substitution. Accordingly, a student who fails one or more courses within this program is dismissed from the program at the end of the semester during which the failure occurs. Students enrolled in this curriculum must make a “C” or better on

all major courses to be eligible to remain in the program. Students dismissed under this policy may petition the Dean, Health and Human Services for enrollment in a later class.

## **Readmission to Program**

Students dismissed for disciplinary or academic reasons may be readmitted only upon the recommendation from the counselor and the faculty advisor, or to the Vice President, Student Development. Some College programs (Example: Associate Degree Nursing) have additional requirements for readmission. A student readmitted after a period of academic suspension enrolls in the College on academic probation.

## **Change in Curriculum**

A student who wishes to change to another program of study must complete a Change of Student Information form, which is available in Self-Service (<https://teamia-web.piedmontcc.edu/>) The Change of Student Information form must be submitted to the Records Office for admission into the new program. Changes in majors will not be processed after term census date.

## **Double Majors**

Students may enroll in two curriculum programs concurrently. Double majors may be selected during the initial admissions process. A second major may also be added any time by completing and submitting the Change/ Addition of Program section of the Change of Student Information form.

## **Repetition of Courses**

Students may repeat curriculum courses at Piedmont Community College. The repeated course grade can only be replaced if the course was taken at PCC. Any repeated course taken at another institution will not replace your PCC grade and will be received as transfer credit only.

The College does not encourage students to repeat courses in which a grade of C or higher was earned. The last grade on any course repeated will be the grade used in computing the grade point average. All grades for courses repeated remain on the student's record. The repeated course will count only once toward meeting the credit hours required for graduation.

*Note: Veteran's benefits are not payable for repetition of courses in which a grade of D or higher has been earned previously. For students who receive Pell grants, all courses repeated count toward the maximum number of hours that can be attempted.*

## **Grade Forgiveness Policy**

A student who re-enters curriculum courses in the College after two years may request in writing, with the recommendation of his/her advisor, that the Office of Student Development re-evaluate his/her transcript. Under this policy, the student may request that his/her previous grade(s) of "D" or "F" not be used in calculating the cumulative grade point average. Courses and grades will remain on the transcript. Prior to the reevaluation, the student must complete at least 12 credit hours of coursework with a minimum grade point average of 2.0 in each course. A reevaluation is done only once for each student.

Students who have received a degree/diploma/certificate from Piedmont Community College based on these classes/grades are ineligible for this policy.

## **Catalog of Record**

A student who is in continuous attendance may graduate under the provisions of the catalog in effect on the date of entry. The student has the option of choosing the requirements of a subsequent revised catalog, if desired. A student who is not in continuous attendance (except Summer semester) must graduate under the provisions of the catalog in effect on the last re-entry date.

## **President's Honor Roll, Dean's List, and Part-time Honors List**

The President's Honor Roll and Dean's List are published after each semester to recognize outstanding academic achievement by students. To qualify for the President's Honor Roll, a student must complete a minimum course load of 12 semester hours and maintain a 4.00 grade point average. To qualify for the Dean's List, a student must complete a minimum course load of 12 credit hours and maintain a 3.50 grade point average.

All work attempted in a semester is considered in determining a student's eligibility for the President's Honor Roll and the Dean's List. A student receiving a D, F, or I grade for any course is ineligible for either list in the semester that the grade is received.

The Part-time Honors List is published after each semester to recognize outstanding academic achievement by part-time students. To qualify, a student must have completed a minimum course load of 6 credit hours and maintained a 3.50 grade point average.

## **Graduation**

*(Degree, Diploma, Certificate Programs)*

Upon satisfactory completion of program requirements, recommendation of the faculty and approval of the Board of Trustees, a student is awarded a degree, diploma, or certificate for satisfactory completion of a curriculum.

A student must apply to the Office of Student Development for graduation at the beginning of the semester the student expects to complete program requirements for a degree, diploma or certificate. The student's faculty advisor must approve the graduation application. Graduation application forms are available online (<https://www.piedmontcc.edu/student-life/commencement/>) or in the Office of Student Development Office. The required graduation fee must accompany this application. In order to graduate, a student must have taken care of all financial obligations to Piedmont Community College.

Students will be awarded the respective academic credentials at the end of the semester in which the graduation requirements are completed. Completion of program requirements will be noted on the student's transcript at that time.

PCC holds an annual graduation ceremony at the conclusion of the spring semester. Students may participate in spring graduation following the completion of their graduation requirements. Students

who are within one (1) course or four (4) credit hours of meeting graduation requirements for their program of study and intend to complete those requirements by the following summer or fall semester, will be allowed to participate in the spring graduation ceremony. Degrees, however, will not be conferred until course work is completed with a passing grade. Students will indicate their understanding that completion of coursework is required to receive their respective credentials. Students who plan to “walk” in spring exercises must complete applications for graduation.

After graduation audit requests are processed at the end of each term, the Office of Research and Institutional Effectiveness (ORIE) and the Registrar’s Office will identify any additional students who have satisfied any program completion requirements. Any student who has completed program requirements may then be administratively graduated, and the earned credential will be noted on the student’s transcript. The student will also receive communications from PCC with details on how to obtain a printed diploma and how to participate in the annual commencement ceremony.

## Continuing Education

The mission of Piedmont Community College’s Continuing Education Division is to provide workforce training and to serve as a catalyst for economic development, by providing citizens with quality programming that identifies and delivers educational programming and training that meet the educational needs for professional and personal development and to provide training for area businesses, industries, and governmental agencies. The Continuing Education Division includes training and programs in the following areas: Adult Basic Skills/High School Equivalency, Customized Training, Small Business Centers, Occupational Extension, Personal Enrichment, Public Safety (EMS/Fire and Law Enforcement), Workforce Development, and a Business Incubator. For more information visit [www.piedmontcc.edu/ce](http://www.piedmontcc.edu/ce).

## Fees for Continuing Education Programs

Registration fees are established in compliance with North Carolina law and vary according to the type and length of course. Students must contact the appropriate Continuing Education program area to register for courses. Registration fees are payable prior to or at the first-class meeting and are subject to change by the N.C. General Assembly and/or the State Board of Community Colleges. Current registration fees are:

<b>Type of Course</b>	<b># of Hours</b>	<b>Fee</b>
Occupational Extension Courses	0-24 hrs	\$70
	25-50 hrs	\$125
	51+ hrs	\$180
Self-Supporting	varies	
GED® Testing	\$20 each subject or \$80 total	
HiSET® Testing	\$15 each subject or \$75 total	

To register for a course, please contact the appropriate the administrative assistant in the program area of your selected course. Courses listed at <https://www.piedmontcc.edu/programs-of-study/>.

## **Tuition and Registration Fee Waivers**

The State Board of Community Colleges may provide by general and uniform regulations for waiver of tuition and registration fees for the following:

1. Persons not enrolled in elementary or secondary schools taking courses leading to a high school diploma or equivalent certificate.
2. Courses requested by the following entities that support the organizations' training needs and are on a specialized course list approved by the State Board of Community Colleges:
  - a. Volunteer fire departments.
  - b. Municipal, county, or State fire departments.
  - c. Volunteer EMS or rescue and lifesaving departments.
  - d. Municipal, county, or State EMS or rescue and lifesaving departments.
  - e. Law enforcement, fire, EMS or rescue and lifesaving entities serving a lake authority that was created by a county board of commissioners prior to July 1, 2012.
  - f. Radio Emergency Associated Communications Teams (REACT) are under contract to a county as an emergency response agency.
  - g. Municipal, county, or State law enforcement agencies.
  - h. The Division of Adult Correction and Juvenile Justice of the Department of Public Safety for the training of full-time custodial employees and employees of the Division required to be certified under Article 1 of Chapter 17C of the General Statutes and the rules of the Criminal Justice and Training Standards Commission.
  - i. Repealed by Session Laws 2017-186, s. 2, effective December 1, 2017.
  - j. The Eastern Band of Cherokee Indians law enforcement, fire, EMS or rescue and lifesaving tribal government departments or programs.
  - k. The Criminal Justice Standards Division of the Department of Justice for the training of criminal justice professionals, as defined in G.S. 17C20(6), who are required to be certified under (i) Article 1 of Chapter 17C of the General Statutes and the rules of the North Carolina Criminal Justice Education and Training Standards Commission or (ii) Chapter 17E of the General Statutes and the rules of the North Carolina Sheriffs' Education and Training Standards Commission. The waivers provided for in this sub-subdivision apply to participants and recent graduates of the North Carolina Criminal Justice Fellows Program to obtain certifications for eligible criminal justice professions as defined in G.S. 17C-20(6).

(2a) Firefighters, EMS personnel, and rescue and lifesaving personnel whose duty station is located on a military installation within North Carolina for courses that support their organizations' training needs and are approved for this purpose by the State Board of Community Colleges.
3. Repealed by Session Laws 2011-145, s. 8.12(a), effective July 1, 2011.

4. Trainees enrolled in courses conducted under the Customized Training Program.
5. through (9) Repealed by Session Laws 2011-145, s. 8.12(a), effective July 1, 2011.
  - (10) Elementary and secondary school employees enrolled in courses in first aid or cardiopulmonary resuscitation (CPR).
  - (11) Repealed by Session Laws 2013-360, s. 10.6, effective July 1, 2013.
  - (12) All courses taken by high school students at community colleges, in accordance with G.S. 115D-20(4) and this section.
  - (13) Human resources development courses for any individual who (i) is unemployed; (ii) has received notification of a pending layoff; (iii) is working and is eligible for the Federal Earned Income Tax Credit (FEITC); or (iv) is working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.
  - (14) Repealed by Session Laws 2011-145, s. 8.12(a), effective July 1, 2011.
  - (15) Courses providing employability skills, job-specific occupational or technical skills, or developmental education instruction to certain students who are concurrently enrolled in an eligible community college literacy course, in accordance with rules adopted by the State Board of Community Colleges.
  - (16) Courses provided to students who are participating in a pre-apprenticeship or apprenticeship program that meets all of the following criteria:
    - b Meets one of the following:
      1. Is a registered apprenticeship program recognized by the United States Department of Labor?

Misrepresentation of eligibility by any applicant who willfully misrepresents his eligibility for these benefits under NCGS 115D-5, or any person who knowingly aids or abets such applicant in misrepresenting his eligibility for such benefits, will be deemed guilty of a Class 3 misdemeanor.

2. Is a pre-apprenticeship program recognized and approved by the State agency administering the statewide apprenticeship program?
  - b. Has a documented plan of study with courses relating to a job-specific occupational or technical skill?
  - c. Requires the participants in the program to be North Carolina high school students when entering the program.

## Grading System

### Section 1: Grading System

- A. Continuing Education instructors will award each student in a class a grade as follows:
  - P – Pass: Indicates that a student has fulfilled the course requirements to successfully complete the course including, 80 percent minimum attendance.
  - NC – No Credit: Indicates that a student did not successfully complete the course. I/INC – Incomplete: Indicates that a student was unable to complete the course requirements

within the timeframe of the class. To receive a grade, the student must complete the remaining requirements as specified by the instructor. (Form attached as Exhibit 6.12.1)

AU – Audit: Indicates that a student chose to attend a course but did not desire to earn credit.

1. A student may audit a course section only on a space available basis as determined by the College.
2. A student who audits a course section shall not displace student enrolling or registering to receive a grade, academic credit, continuing education unit, or certificate of completion in the course section.
3. The student must receive approval to audit a course section by the Vice President, Continuing Education or the Continuing Education Accountability and Compliance Officer.

H – Hours only, no grade: A student attended class for hours only. vi. S – Satisfactory\*: Indicates that a student has successfully passed both the practical and written course exam and attended a minimum 80 percent of the class.

U – Unsatisfactory\*: Indicates that a student has not successfully passed the written course exam. The student may retake the exam within 90 days of the initial exam date. IE – Incomplete Emergency: Indicates that a student is unable to complete the course requirements within the semester, given the unique nature of the natural emergency or pandemic.

WE – Withdraw Emergency: Indicates that a student is unable to complete the course requirements given the unique nature of the natural emergency or pandemic.

\* Students enrolled in Fire and Rescue Training classes must receive a grade of “S” in order to fulfill the requirements of the North Carolina Fire & Rescue Commission for the electronic transfer of grades to the Commission for certification purposes.

Scores for GED® or HiSET® testing: Students who have taken the High School Equivalency test will receive scores from GED® or HiSET® testing that are different from the Continuing Education Grading System. Students must meet specified scores in order to earn credit for any subject of GED® or HiSET® testing.

## **Section 2: Final Grade Submission**

- A. Faculty will submit final grades upon completion of the course.
- B. Faculty will submit attendance rosters and final grades to the departmental area dean or director for review immediately upon completion of the course.
- C. Once the dean or director reviews the grades, as listed on the attendance roster, the final grades will be posted under the supervision of the appropriate Continuing Education director.
- D. Each director is responsible for verification of completeness of attendance rosters and for providing accurate information in the audit files.

## **Section 3: Transcripts**

- A. To obtain transcripts of GED® or HiSET® testing result, students must contact the North Carolina Community College System Career and College Readiness testing office.
- B. All other official transcripts are authorized through the National Student Clearinghouse to provide official transcript ordering via the Web, allowing transcripts to be requested 24

hours a day, seven days a week using any major credit card. Note: Your card will only be charged after your order has been completed. If you need help or have questions about the Clearinghouse's transcript ordering service, you may contact them by email at [transcripts@studentclearinghouse.org](mailto:transcripts@studentclearinghouse.org) or phone: (703)-742-4200.

- i To order official transcripts online:
- ii Login into the National Student Clearinghouse secure site at [www.studentclearinghouse.org](http://www.studentclearinghouse.org)
- iii Follow the steps to your order, including delivery options and fees. You can order as many transcripts as you like in a single session. There is a Piedmont Community College Policy & Procedures Manual fee of \$7.50 per copy.
- iv To ensure confidentiality and to comply with federal regulations, your signed authorization is required to issue transcripts. For your convenience, the Clearinghouse's online ordering service will generate a consent form for you that may be signed online or that you may return to the Clearinghouse by fax, mail, or as a scanned email attachment.
- v Order updates will be emailed to you from the Clearinghouse. You can also track your order online.
- vi NOTE: If you do not have a MasterCard or Visa credit/debit card, or are requesting a transcript prior to 1970, you may order transcripts using the Transcript Request Form by mail or in person at the Student Development Office. Request forms are available on the College's website, [www.piedmontcc.edu/forms](http://www.piedmontcc.edu/forms).

C. Unofficial Transcripts: These transcripts are printed free of charge through the College.

D. Transcripts from Other Colleges: PCC cannot provide you with copies of transcripts from other schools you have attended. If such transcripts are needed, please contact those schools directly.

#### **Section 4: Change of Grade**

- A. Once a grade has been awarded, it may be changed only by the instructor submitting the appropriate paperwork to the designated academic dean for that departmental area.
- B. This process is to be completed by the end of the following semester except for IE grades.
- C. A maximum timeframe of one year, excluding summer semesters will be allowed for IE grades.

#### **Section 5: College Grade Appeals Process**

- A. A student may appeal a grade through the Grade Appeal Process, PCC Policy 7.12.3.
- B. All courses attempted will be shown on the official transcript.

### **Class Attendance Policy**

Regular attendance at all class meetings is necessary for students to achieve educational success. Students are expected to be punctual in meeting all classes. To receive credit for a course, the student must attend class prior to the census point of the class and attend a minimum of 80 percent of classes, including labs, clinical and shop hours. Adult Basic Skills students are allowed four unexcused absences per class per quarter. After four unexcused absences, ABS students may be referred to a hybrid/online class or may be dropped from the class.

## **Refund Policy**

Piedmont Community College complies with the North Carolina State Board of Community College Code (IE SBCCC 900.2) on the Refund Policy.

Unless otherwise required by law, community colleges shall not issue a registration fee refund using State funds except under the following circumstances:

- A college shall provide a 100 percent refund to the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to the first course section meeting.
- A college shall provide a 100 percent refund to the student if the college cancels the course section in which the student is registered.
- After a regularly scheduled course section begins, the college shall provide a 75 percent refund upon the request of the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to or on the 10 percent point of the scheduled hours of the course section. This subsection applies to all course sections except those course sections that begin and end on the same calendar day. Colleges shall not provide a student with a refund using State funds after the start of a course section that begins and ends on the same calendar day.
- After a non-regularly scheduled course section begins, the college shall provide a 75 percent refund upon the request of the student if the student withdraws or is withdrawn by the college from the course section prior to or on the 10th calendar day after the start of the course section.
- Pursuant to 1E SBCCC 900.4 upon request of the student, Piedmont Community College shall grant a full refund of registration fees to military reserve and National Guard personnel called to active duty or active personnel who have received temporary or permanent reassignments as a result of military operations taking place outside the State of North Carolina that make it impossible for them to complete their course requirements; and, the College's bookstore will buy back textbooks to the extent possible. The College shall use distance learning technologies and other educational methodologies to help these students, under the guidance of faculty and administrative staff, complete their course requirements.
- Refund Due to Death of Student (IE SBCCC 900.3): If a student, having paid the required tuition or registration fees for a course section, dies prior to completing that course section, all tuition and registration fees for that course section shall be refunded to the estate of the deceased upon the college becoming aware of the student's death.

## **Senior Citizen Audit Policy**

Piedmont Community College (PCC) provides any North Carolina resident who is at least 65 years old to audit a course section without payment of tuition or registration fees for course sections in accordance with State Board of Community College Code. A Senior Citizen Audit allows a senior citizen aged 65 or greater to audit a Curriculum or Continuing Education course on a space available basis for eligible courses once the enrollment requirement has been met.

## **Continuing Education Units (CEU)**

Continuing Education Units (CEU) are a standard used nationally to represent completion of classes, programs and workshops not in the regular academic course of study leading to a degree or vocational diploma or certificate, but for which credit is deserving. One CEU credit may be awarded for 10 hours of class instruction. CEU credits earned at the College are kept on student transcripts. Official transcripts will be issued upon written request by the student to the Continuing Education Office.

## **Self-Supporting Courses**

Self-supporting courses are courses which Piedmont Community College may provide at the request of the community. State funds appropriated as operating expenses for allocation to the colleges will not be used to support these courses. The financing of these courses by any college will be on a self-supporting basis. Recreational programs are one example of self-supporting courses.

## **Adult Basic Skills Programs, Title II (ABS)**

Adult Basic Skills program includes Adult Basic Education (ABE), high school equivalency preparation for GED® tests or HiSET® high school equivalency tests, English as a Second Language (ESL), and family literacy. All instruction is offered at no cost to students. Minors, ages 16-17, may also enroll, provided written permission is granted from the last school attended and from the parent/legal guardian.

## **Adult Basic Skills Registration**

Registration is required for ABS courses. New students must register to attend an orientation session to be considered for enrollment.

ABS courses are offered at no cost to the student and are offered on campus, online, and in the community. To participate in ABS courses (classes range from instruction for non-readers through high school equivalency level):

- Contact the ABS office or complete a registration form online at [www.piedmontcc.edu/abs](http://www.piedmontcc.edu/abs) for an orientation session. At the conclusion of this session, students are assigned to a class or classes. Orientation sessions are offered at the beginning of each quarter.
- Students who have been out of the program for 90 days or more must register and attend an ABS orientation session prior to attending ABS classes. A minor's legal guardian must attend the first hour of the orientation session with his/her minor.
- Students exit the program any time they achieve their goals or complete the requirements set forth by GED® testing or HiSET® high school equivalency tests.

## **Adult Basic Education (ABE)**

Adult Basic Education is for adults who have difficulty with basic literacy, computation skills and/or life skills. Instruction targets the individual's needs and is available for levels from non-readers to intermediate level students. Students in this program are functioning below a high school level. Basic skills include academics and life skills such as: reading, writing, math, employability skills, problem

solving and critical thinking, lifelong learning, communication skills, computer literacy/technology skills, and career exploration. Classes are offered day and night at each campus, in various distance learning formats, and at established sites in the community. To request that a new site be opened, please contact the Dean, Adult Basic Skills.

## **Adult High School**

The Adult High School program is offered cooperatively with a local public school system to offer adults an opportunity to earn an Adult High School (AHS) diploma through a curriculum of instruction. Course and graduation requirements are in alignment with the standards established by the State Board of Education, school district, and community college. The AHS diploma is issued in cooperation between the local board of education and community college trustees. Transcripts will be evaluated prior to admittance to the program. Students who need less than five courses to graduate are encouraged to enroll in the Adult High School program. All students enrolled in the program must meet the minimum number of credits required for graduation by the North Carolina Department of Public Instruction and local school board.

### English as a Second Language (ESL)

English as a Second Language, also known as ESL, prepares adult learners to communicate orally and in writing and to be able to read in English in order to enter high school equivalency classes, employment, or college. Eligible adult students are those whose primary language is other than English. Enrolled students may also receive instruction to prepare for a US citizenship exam. Traditional and online/ hybrid ESL classes are offered. Classes may be offered off campus where there is sufficient interest.

## **High School Equivalency Study Program and Testing**

Piedmont Community College is designated as an official test center for HiSET<sup>®</sup> and GED<sup>®</sup> testing in order to provide options for obtaining a North Carolina Community College High School Equivalency Diploma. GED<sup>®</sup> testing is offered in a computer-based format and HiSET<sup>®</sup> tests are offered in a paper and pencil format of testing. Pricing is set by the test vendor for HiSET<sup>®</sup> and GED<sup>®</sup> test fees. Prospective examinees register and pay all test fees online at [www.HiSET.ets.org](http://www.HiSET.ets.org) or [www.GED.com](http://www.GED.com).

Testing is offered monthly at the Person County and Caswell County campuses of PCC. Test schedules are arranged for day and evening testing sessions as well as some Saturday testing. Minors must meet the same eligibility criteria as previously stated for ABS courses.

GED<sup>®</sup> testing consists of four subjects: Language Arts (reading and writing), Social Studies, Science and Mathematics.

HiSET<sup>®</sup> testing consists of five subjects: Language Arts Reading, Language Arts Writing, Social Studies, Science and Mathematics.

The high school equivalency program of study and related practice tests are offered at no cost to PCC students. Adult learners need to place at the ninth-grade level or above for this level of study. Instruction is offered in

face-to-face class format as well as in various distance learning formats to prepare adults for the high school equivalency test of their choice (HiSET<sup>®</sup> or GED<sup>®</sup> testing). Students choose a day or night class schedule. To be eligible, adult learners need to be at least 18 years of age or have completed the ABS Minor Release forms for those who are ages 16-17. In addition, instruction includes skills needed for the student to become college or career ready.

### **Basic Skills Plus (BS+)/Career Pathways**

ABS students who meet the criteria for BS+ are able to enroll in a college course, employability skills, and job specific occupational skills training for free while enrolled in ABS concurrently. Career pathways include manufacturing.

### **Workplace Basic Skills & Family Literacy**

The Adult Basic Skills programs can be adapted to meet business or industry's needs for basic skills training and to meet the needs of parents with preschoolers. These programs are partnerships with industries, public schools, Head Start and other early childhood educational programs. Programs are tailored to meet the needs of the partnership. Programs can be offered at businesses, industries and public-school sites. To request that a new site be opened, please contact the Dean, Adult Basic Skills.

### **Occupational Extension Programs**

Occupational Extension courses consist of single courses each complete, designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed and retraining others for new employment in occupational fields. These courses are offered in both the traditional classroom and on-line formats. The college provides hundreds of these courses annually.

### **Public Safety Training**

Piedmont Community College provides training for currently employed individuals or individuals interested in careers in the following public safety training areas Paramedics, Emergency Medical Technician (EMT), Fire and Rescue, and Law Enforcement.

Visit [www.piedmontcc.edu/pst](http://www.piedmontcc.edu/pst) to learn more.

Piedmont Community College provides Paramedic training that is nationally accredited.

The Piedmont Community College is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs  
25400 U.S. Highway 19 North, Suite 158  
Clearwater, FL 33763 Phone: (727)  
210-2350 [www.caahep.org](http://www.caahep.org)

Committee on Accreditation of Educational Programs for the  
Emergency Medical Services Programs

8301 Lakeview Parkway  
Suite 111-312  
Rowlett, TX 75088  
Phone: (214) 703-8445 Fax: (214) 703-8992 [www.coaemsp.org](http://www.coaemsp.org)

## **Workforce Development Programs**

### **Business Development and Entrepreneurship Center**

The Business Development and Entrepreneurship Center is a one-stop center. It provides training, education programs, business services, counseling, employability and computer labs, free business seminars, occupational training, and information and other services to current and prospective small business owners, and to corporate partners. Located at 105 North Main Street, Roxboro, NC

Services offered by the Center include:

- One-on-one business counseling for start-ups and existing businesses,
- Training and technical assistance in starting a business,
- Assistance with applications to the NC Rural Center
- Thread Capital Loan Program and other loan programs.
- Seminars, workshops and courses on a wide variety of business topics,
- Referral to specialized advisors,
- A business resource library,
- Small Business Incubator; and
- Internet access for business research.

For more information or to schedule an appointment with a SBC counselor, call (336) 599-6622 (Person County) or (336) 694-4013 (Caswell County) .

### **Customized Training Programs**

The Customized Training Program (CTP) supports the economic development efforts of the State by providing education and training opportunities for eligible businesses and industries. The program was developed in recognition of the fact that one of the most important factors for a business or industry considering locating, expanding, or remaining in North Carolina is the ability of the State to ensure the presence of a well-trained workforce. The program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses.

The purpose of the CTP is to provide customized training assistance in support of full-time production and direct customer service positions created in the State of North Carolina; thereby, enhancing the growth potential of companies located in the state, while simultaneously preparing a well-trained workforce. The CTP offers programs and training services to assist new and existing business and industry. Through Job Growth, Technology Investment and Productivity Enhancement, the Customized Training Program is designed to make a difference in the bottom line, whether the organization is creating jobs, investing in new machinery and equipment, or streamlining processes for efficiency.

## Eligibility:

Those businesses and industries eligible for support through this program include:

- Manufacturing
- Technology Intensive (i.e., Information Technology, Life Sciences)
- Regional or National Warehousing and Distribution Centers
- Customer Support Centers
- Air Courier Services
- National Headquarters with operations outside North Carolina
- Civil Service employees providing technical support to US military installations located in North Carolina

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

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

## Access to Capital

Through a groundbreaking partnership with the Carolina Small Business Development Fund (CSBDF), the Small Business Center at Piedmont Community College offers greater access to capital for startup and expanding businesses. The Carolina Small Business Development Fund is a Community Development Financial Institution (CDFI) that offers microloans up to \$50,000 and term loans or lines of credit up to \$250,000 at reasonable rates and terms. By providing a resource for businesses that may have difficulty accessing financing through traditional lending sources, the CSBDF is an integral partner supporting the Small Business Center's mission of aiding in the creation and growth of small business.

## Small Business Center

The Small Business Center (SBC) supports the development of new businesses and the growth of existing businesses by being a community-based provider of training, counseling, and resource information to current and prospective small business owners. Confidential counseling services, workshops, and access to resource libraries are provided at no cost. The SBC also provides access to a Business Incubator (rental fees required). It is part of a network of Small Business Centers established by the North Carolina Community College System.

Services offered by the Center include:

- Confidential one-on-one business counseling for start-ups and existing businesses;
- Training and technical assistance in starting a business;
- Assistance with application to the NC Rural Center;
- Access to capital through the Carolina Small Business Development Fund, Thread Capital, and other loan programs;
- Seminars, webinars, workshops, and courses on a wide variety of business topics;
- Referral to specialized advisors;

- A business resource library;
- Small Business Incubator; and • Internet access for business research.

The Small Business Center has offices in both Roxboro and Yanceyville. For more information or to schedule an appointment with a counselor, call (336) 322-2484 or e-mail [scott.keen@piedmontcc.edu](mailto:scott.keen@piedmontcc.edu). You can also visit [www.piedmontcc.edu/sbc](http://www.piedmontcc.edu/sbc) for more information.

## **Business Incubator**

The Piedmont Community College Business Incubator is located at 105 N. Main Street, Roxboro, NC. It has space available for use for entrepreneurs who are looking for a place to start their small business or have a home-based business that has outgrown its home. The Incubator provides reasonable rents, business counseling, and shared services for businesses in the early stages of development. Space is limited.

Services for entrepreneurs include:

- Business counseling,
- Receptionist,
- High speed Internet access,
- Copy machine,
- AV equipment
- Janitorial service, and
- Reference library.

## **Workforce Development**

### **Allied Health**

In coordination with Continuing Education's Caswell County Health Care programs (NAI, NAII, NA Refresher, Medication Tech, Medication Aide, Phlebotomy, and Cardiovascular Technician/Monitor Tech), HRD will provide additional training and support to assist those interested in training in the health care field. Students may also qualify for financial assistance when completing a free HRD course prior to beginning their Allied Health program. Visit [www.piedmontcc.edu/alliedhealth](http://www.piedmontcc.edu/alliedhealth) for more information.

### **Human Resources Development Program (HRD)**

Human Resources Development (HRD) programs train unemployed and under-employed persons, who are at least 18 years of age, to acquire the skills necessary for obtaining and retaining employment. HRD assists students by providing courses aimed at educating individuals in job seeking skills, job search techniques, and job retention and advancement strategies. Each course provided through HRD addresses the six core components required by state mandates: assessment, positive self-concept, employability skills, communication skills, problem-solving and the awareness of the impact of information technology in the workplace. Those individuals who are unemployed, have received a notice of a pending layoff, are working but eligible for the Federal Earned Income Tax Credit or have income that meet the Federal Poverty guidelines are eligible for a fee waiver and receive HRD course offerings for no charge. Students participating in HRD programs receive instruction from professional instructors trained specifically in the areas of motivation, counseling and job seeking and keeping skills. Students learn how to develop professional resumes and receive

certification upon completion of each activity offered through HRD. Visit [www.piedmontcc.edu/hrd](http://www.piedmontcc.edu/hrd) for more information.

## **Workforce Training Center**

The Workforce Training Center provides training, education, counseling, information and other services to current and prospective individuals looking for employment. The program offers assistance to the unemployed and underemployed in gaining new skills and/or upgrading existing skill sets. Services and courses offered by the Center include:

- Basic Computer Skills
- Microsoft Digital Literacy Certification
- Job Applications
- Job Interviews
- Employability Skills and-Job Seeker Lab
- Online Job Search Strategies
- Resume and Cover Letters
- National Career Readiness Certification (NCRC)
- and more

The Workforce Training Center is located inside the Business Development and Entrepreneurship Center at 105 North Main Street in Roxboro.

## **National Career Readiness Certificate (NCRC)**

The National Career Readiness Certificate (NCRC) was developed by ACT, Inc. in 2006 to help efficiently match skills with jobs. The NCRC is an industry recognized, portable, research-based credential that certifies essential skills in workplace Documents, Applied Mathematics, and Graphic Literacy. The WorkKeys system is used to determine skills required by over 85% of jobs. Piedmont Community College provides training for the ACT WorkKeys assessments through the WorkKeys curriculum lab or online training system. WorkKeys curriculum is a computer-based, self-paced program that guides individuals through specific skills development. The program provides pre-testing and skill up to assure individuals are ready for the WorkKeys assessments.

## **General Information**

### **Scholars of Global Distinction Program**

Piedmont Community College is committed to offering students a global education through the Scholars of Global Distinction Program, an initiative in conjunction with UNC World View. This program is designed to cultivate an appreciation for global diversity, an understanding of global economies and international relationships, and an ability to be successful in our increasingly globalized world.

#### **Why become a Global Scholar?**

Scholars of Global Distinction will be immersed in globalized courses, participate in interesting international activities both on and off campus, and have the opportunity to travel domestically and

abroad. These experiences will help students understand the interconnectedness of the world in which they live. Upon completion, they will:

- Recognize and appreciate different cultures, ethnicities, languages, and perspectives.
- Be able to communicate with diverse people and groups.
- Reflect on their place in the global community.
- Be ready to enact positive change in the world.

A successful scholar will have the necessary skills to excel at universities or succeed in the global workforce. Graduating students will be recognized with a global scholar designation on their diplomas and in their official college transcripts, providing potential employers with verification of globally prepared employees. They may elect to wear the Scholar of Global Distinction cord at graduation.

### **What do I have to do as a Scholar of Global Distinction?**

- Any PCC student is eligible for this program. Student scholars must complete the following to earn the distinction.
  - 15 hours of globalized classes
  - Participation in at least 8 passport activities
  - 30 hours of global experience through study abroad or domestic intercultural experience
  - Completion of a capstone presentation related to their two-year experience as global scholars
- Interested students can contact the Dean, University Transfer and General Education for more information.

### **Summer Camps**

Each year Piedmont Community College offers free weeklong summer camps for middle school and high school students. The camps have included Cosmetology, Welding, Mechatronics, Criminal Justice, Nursing/Medical, Gaming, Computer Science, Digital Effects and Animation Technology and others. Students must submit an application to PCC prior to the start of the camp. All students registered for the camps must have parental permission and must abide by the guidelines provided by the College.

### **Correction Education**

Piedmont Community College provides a variety of instructional programs for inmates in area state correctional units. These programs include vocational, literacy and continuing education courses. These students receive educational services that are as identical as possible to those provided on campus. Due to the special nature of the correctional environment and Department of Public Safety policies and regulations, correction education students are exempt from certain policies which are not appropriate for incarcerated students. The goal of correction education programs is to prepare these students for a greater chance of success after their release from the correctional system.

### **Resource Development and External Funding**

Fulfilling the College mission to serve community educational needs requires a commitment to seek external funding. Grants and other resources - outside regular state and location allocations - help PCC start new programs, expand technology, experiment with model projects, and improve services for students. In 2016 Piedmont Community College received \$3,546,017 in external funding to

support programs and initiatives. The college was awarded \$8,661,777 in external funding over the past five years.

Resources flow from federal, state, regional, and local agencies as well as from foundations corporations. Over the past five years, federal funds accounted for 56.5% of external funds received and consisted of Department of education funding for Educational Opportunity Center services and Student Support Services.

Various foundations (\$758,070) and corporations (\$241,058) as well as state, regional, and local sources (\$2,769,297) provide the remaining 43.5% of external funding. Such founders include the American Center Society/ CVS Foundation, Cannon Foundation, Community Foundation of the Dan River Region, Danville Regional Foundation, Duke Energy Progress, Golden LEAF Foundation, the NC Community College System, NC Rural and Economic Development Center, Northwest Piedmont Workforce Development Board, Region K Council of Governments, the Truth Initiative, Piedmont Community College Foundation, Inc., Roxboro- Person County Homebuilders Association, Union Bank, and the Wal-Mart Foundation.

### **Piedmont Community College Foundation, Inc.**

The Piedmont Community College Foundation is a nonprofit 501(c)3 organization that exists to foster relationships and provide funds to support students, faculty, and staff at Piedmont Community College as they achieve their education and career goals. Accomplishments The Piedmont Community College Foundation, Inc. was chartered in 1978 to promote the advancement of the scientific, education, and charitable purposes of Piedmont Community College.

### **Opportunities for students:**

- Student Scholarships – apply three times per year at [www.piedmontcc.edu/scholarships](http://www.piedmontcc.edu/scholarships).
- Student Incentive – free course available to students earning their high school equivalency at PCC
- Student Ambassador Program – Nomination required from PCC faculty or staff member. Ambassadors receive a scholarship.

### **PCC Alumni Partnership**

Established in 2004, the PCC Alumni Partnership fosters lifelong relationships with the College's past, present, and future students. The Partnership has supported students with Exam Break events and has organized alumni reunions since its inception. The Partnership has contributed to various scholarship initiatives, including the New Beginnings Scholarship, established for curriculum and continuing education students who are returning to college. The organization also established a scholarship endowment with the PCC Foundation in the amount of \$10,000 in 2015.

The Alumni Partnership currently has more than 3,000 members. The organization is free to join, and any student who has successfully completed any course at Piedmont Community College is eligible for membership.

## Summary Report of 2022 Performance Measures

In June 2012, the State General Assembly adopted new Performance Measures for Student Success reflecting the goals of the North Carolina Community College System three-year strategic plan, SuccessNC. The original measures were developed by a system-wide committee of community college leadership, faculty and staff. The 2022 Report incorporates multiple subsequent refinements to the measures, including a shift to reporting indexed scores rather than percentages.

The information below describes the current performance measures and reports PCC performance on each measure from the report 2022 Performance Measures for Student Success. The reporting format includes a System Baseline for minimum performance and a System Goal for optimal performance, as well as the System Mean (average score for all 58 Community Colleges), in addition to the Piedmont Community College scores.

### Measure

- A. Basic Skills Student Progress: Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (*July 1, 2020 – June 30, 2021*).  
Scores: Goal: 1.35; PCC: .38; Mean: .99; Baseline: .28
  
- B. Student Success Rate in College Level English Courses: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within two years of their first term of enrollment. (*2018 cohort*)  
Scores: Goal: 1.15; PCC: 1.14; Mean: 1.01; Baseline: .75
  
- C. Student Success Rate in College-Level Math Courses: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within two years of their first term of enrollment. (*2018 cohort*)  
Scores: Goal: 1.19; PCC: .75; Mean: 1.02; Baseline: .66
  
- D. First Year Progression: Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (*2020 cohort*).  
Scores: Goal: 1.07; PCC: 1.00; Mean: 1.00; Baseline: .87
  
- E. Curriculum Completion: Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours. (*2017 cohort*)  
Scores: Goal: 1.09; PCC: .84; Mean: 1.01; Baseline: .85
  
- F. Licensure and Certification Passing Rate: Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. (*AY 2020-21*)  
Scores: Goal: 1.07; PCC: 1.12; Mean: 0.99; Baseline: 0.81

G. College Transfer Performance: The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution. (AY 2019-20)  
Scores: Goal: 1.02; PCC: .94; Mean: .99; Baseline: .92

## PROGRAMS OF STUDY

<b>PROGRAM TITLE</b>	<b>DEGREE/DIPLOMA/CERTIFICATE</b>
Accounting and Finance	A.A.S. Degree, Diploma, Certificate
Agribusiness Technology - Plant Science	A.A.S. Degree, Diploma, Certificate
Associate Degree Nursing	A.A.S. Degree
Associate in Arts	A.A. Degree
Associate in Arts in Teacher Preparation	A.A. Degree
Associate in Fine Arts in Visual Arts	A.F.A. Degree
Associate in General Education	A.G.E. Degree
Associate in General Education - Nursing	A.G.E. Degree
Associate in Science	A.S. Degree
Associate in Science in Teacher Preparation	A.A. Degree
Business Administration	A.A.S. Degree, Diploma, Certificate
Business Administration - Management	Certificate
Business Administration - Marketing	Certificate
Business Administration - Start-up	Certificate
Cosmetology	Diploma, Certificate
Cosmetology - Instructor	Certificate
Criminal Justice Technology	A.A.S. Degree, Certificate
Criminal Justice Technology - Advanced Criminal Investigation	Certificate
Criminal Justice Technology - Corrections Specialist	Certificate
Digital Effects and Animation Technology	A.A.S. Degree, Certificate
Early Childhood Education - Career Option	A.A.S. Degree, Diploma, Certificate
Early Childhood Education - Childhood	Certificate
Early Childhood Education - Transfer Teaching Licensure Early	A.A.S. Degree
Early Childhood Education - Transfer Non-Teaching	A.A.S. Degree
Electrical Power Production	A.A.S. Degree
Electrical Systems Technology	A.A.S. Degree, Diploma, Certificate
Emergency Medical Science	A.A.S. Degree
General Occupational Technology	A.A.S. Degree
Gunsmithing	Diploma, Certificate
Healthcare Management Technology - Medical Coding Health	Certificate
Health Care Management	A.A.S. Degree
Human Services Technology	A.A.S. Degree

Human Services Technology - Gerontology	A.A.S. Degree
Human Services Technology - Gerontology - Aging	Certificate
Human Services Technology - Substance Abuse	A.A.S. Degree, Diploma, Certificate
Industrial Systems Technology	A.A.S. Degree, Diploma, Certificate
Infant/Toddler Care	Certificate
Information Technology	Diploma, Certificate
Information Technology - Business Support	A.A.S. Degree, Diploma, Certificate
Information Technology - Business Support - IIT Management	Certificate
Information Technology - Business Support - Database Support	Certificate
Information Technology - Computer Programming	A.A.S. Degree, Diploma, Certificate
Information Technology - Web Design	A.A.S. Degree, Diploma, Certificate
Information Technology - Web Design - Web Developer	Certificate
Information Technology - Web Design - Mobile Web Design	Certificate
Mechatronics	A.A.S. Degree, Diploma, Certificate
Medical Assisting	A.A.S. Degree
Nurse Aide **	Certificate
Office Administration	A.A.S. Degree, Diploma, Certificate
Office Administration - Office Specialist	Certificate
Public Safety Administration - Correction Services	A.A.S. Degree
Public Safety Administration - Emergency & Fire Mgmt.	A.A.S. Degree
Public Safety Administration - Law Enforcement Services	A.A.S. Degree
Public Safety Administration - Security and Loss Prevention	A.A.S. Degree
Welding	Diploma, Certificate

**\*\**(Certifications, CNA I and CNA 11, are also available on the Caswell Campus through Continuing Education)***

Piedmont Community College | Programs of Study

## **General Education Competencies**

Piedmont Community College establishes the following general education competencies for graduates of all degree programs. These competencies are achieved through instruction in general education core courses. All degree programs of study are designed to ensure that graduates are competent in the following areas:

- All graduates of degree programs must demonstrate competence in reading necessary to comprehend and analyze college level reading material.
- All graduates of degree programs must demonstrate competence in writing necessary to produce unified, coherent, well-developed writings using standard written English.

- All graduates of degree programs must demonstrate competence in oral communication necessary for effective oral communication in small groups and public settings.
- All graduates of degree programs must demonstrate competence in fundamental mathematical skills necessary to solve practical problems and reason and communicate with mathematics at a level found in non-mathematics-intensive programs.
- All graduates of degree programs must demonstrate competencies in the basic use of computers necessary to effectively use the most common types of software applications found in their area of study and be proficient at the use of e-mail and the Internet.

## **Courses**

The College reserves the right to cancel any course when the enrollment is insufficient. The right is also reserved not to offer a course if resources become unavailable, or if the course has been dropped from the curriculum since the last printing of the catalog. Furthermore, the College reserves the right to change faculty assignments, and therefore cannot guarantee students the faculty of their choice. Courses may be subdivided for specific purposes. Subdivisions must be specifically approved by the Vice President, Instruction. Some more common subdivisions may be listed on the following pages of this catalog.

## **Suggested Course Sequence**

The Suggested Course Sequence is designed for the student's planning purposes only. Courses are usually offered during the semesters scheduled in the sequence and sometimes more frequently. Students taking fewer courses than suggested in the sequence will require additional semesters of study in order to complete the program. Prerequisites which have been established for most courses are designed to help the student with academic success. Program requirements as listed in this catalog, or subsequently revised, apply as long as the student maintains continuous enrollment until graduation. If the student should choose not to enroll for a semester (other than Summer), the program requirements at the time of the student's reentry shall apply toward graduation. This section applies to all Suggested Course Sequences included in this catalog.

## **Distance Education**

Piedmont Community College's nationally recognized distance learning courses provide increased access to education for those who need a flexible schedule to accomplish their educational goals. Through distance learning, students with demanding work hours, hectic schedules, or childcare difficulties are provided the freedom and flexibility to obtain an education at their convenience. PCC's Distance Education Program consists of Online, Hybrid/Blended, and Interactive Television (ITV) courses.

## **Internet**

Online courses give students access to their courses 24 hours a day, seven days a week. The instructor provides all materials, course activities, assignments, and discussions in an online environment. At PCC, all online courses are predominantly asynchronous, meaning that you do your coursework at whatever time of the day you choose. The majority of tests are taken online, although some instructors require that tests be taken on campus. Expect to devote the same amount of time each week as you would for a face-to-face course. That is, if it's a 3- credit hour

course, expect 9 hours of work each week. Some courses may require specific software. Educational discounts on software may be obtained through the PCC Bookstore. Online courses will have a .7x in the course ID. Example ENG 111.71.

### **Hybrid**

Hybrid/Blended courses combine traditional face to face course work on campus along with online course work. Hybrid courses require more than 50% -of the course to be taught online. Blended courses require less than 50% of the course to be taught online. The goal of hybrid/blended courses is to join the best features of in-class teaching with the best features of online learning to promote active independent learning. Hybrid courses will have a .6x or .4x in the course ID. Example ENG 111.61, ENG 111.41. Blended courses will have a .9x in the course ID.

### **Interactive Television (ITV)**

ITV classes use videoconferencing technology for shared classes. In this type of shared class, students meet in a classroom equipped with camera, microphones, and television monitors. Using two-way audio/ video communications, ITV links the instructor and students on one campus with students on a different campus.

Piedmont Community College is continually making advances in offering courses, certificates, diplomas, and degrees through distance learning. Check with your advisor or the Distance Education staff located in the Learning Commons on the Person County Campus about these exciting opportunities. Students who need help accessing their online classes can email [studenthelpdesk@piedmontcc.edu](mailto:studenthelpdesk@piedmontcc.edu) or call (336) 322-2138 for assistance.

### **General Education Core Course List**

Piedmont Community College faculty recognizes the importance of a broad-based common body of knowledge for all students. In recognition of this critical component of the educational experience, students in all programs of study culminating in a degree or diploma enroll in general education courses. Some certificate programs also require general education components.

General education core courses are designed to provide the supporting knowledge necessary for student success in curriculum programs and to enhance students' potential for both career and personal success. These courses are selected from the North Carolina Community College System's Common Course Library (CCL), a comprehensive course offering designed to facilitate transfer within the community college system and to institutions awarding baccalaureate degrees. Within the CCL, specific courses have been identified as components of the 2014 Comprehensive Articulation Agreement developed by the North Carolina Community College System and the University of North Carolina General Administration. The AA and AS degree programs of study are structured to include two components: (1) Universal General Education Transfer Component (UGETC) comprising a minimum of 30 semester hours of credit, and (2) additional general education, pre-major, and elective courses that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree programs to 60-61 semester hours.

UGETC courses are listed above. For additional pre-major and elective courses, consult with your advisor.

**RISE** (Reinforced Instruction for Student Excellence)

ART 111	Art Appreciation	HIS 111	World Civilizations I
ART 114	Art History Survey I	HIS 112	World Civilizations II
ART 115	Art History Survey II	HIS 131	American History I
BIO 111	General Biology I	HIS 132	American History II
BIO 112	General Biology II	MAT 143	Quantitative Literacy
CHM 151	General Chemistry I	MAT 152	Statistical Methods I
CHM 152	General Chemistry II	MAT 171	Precalculus Algebra
COM 120	Intro to Interpersonal Communication	MAT 172	Precalculus Trigonometry
COM 231	Public Speaking	MAT 271	Calculus I
DRA 111	Theatre Appreciation	MAT 272	Calculus II
ECO 251	Prin. Of Microeconomics	MUS 110	Music Appreciation
ECO 252	Prin. Of Macroeconomics	MUS 112	Introduction to Jazz
ENG 111	Writing and Inquiry	PHI 215	Philosophical Issues
ENG 112	Writing & Research in the Disciplines	PHI 240	Intro to Ethics
ENG 231	American Literature I	PHY 151	College Physics I
ENG 232	American Literature II	PHY 152	College Physics II
ENG 241	British Literature I	POL 120	American Government
ENG 242	British Literature II	PSY 150	General Psychology
GEL 111	Introductory Geology	SOC 210	Introduction to Sociology

Because Piedmont Community College has an “Open Door” for admission, students who seek admission to the College’s degree and diploma programs may find themselves under-prepared for college-level work. RISE courses help with academic skills that will enable students to enter their chosen curriculum with a good probability of success. Based on a student’s high school GPA, he/she may be required to take one or more RISE courses prior to or along with a gateway English or math course in a curriculum program. However, certain courses listed in the early semesters of the Suggested Course Sequence for a program may be taken concurrently with these RISE courses. These courses provide opportunities for improvement in the areas of reading, reasoning, English grammar and composition, and mathematics. RISE course credits represent institutional credits only for the purpose of assessing fees and VA and financial aid benefits.

To assure the students’ future academic success, PCC offers the following RISE courses:

- ENG 002 Transition English
- ENG 011 Writing and Inquiry Support (Co-requisite class with ENG111)
- MAT 003 Transition Math
- MAT010 Math Measurement & Literacy Support (Co-requisite class with MAT 110)
- MAT 043 Quantitative Literacy Support (Co-requisite class with MAT143)
- MAT 052 Statistical Methods Support (Co-requisite class with MAT152)
- MAT 071 Precalculus Algebra Support (Co-requisite class with MAT171)



## Accounting and Finance

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma    **X** = Denotes required for degree completion

PCC's Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession.

Course Number	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X	X	
ACC 120	Principles of Financial Acct	X	X	X
ACC 121	Principles of Managerial Acct	X	X	X
ACC 122	Principles of Financial Acct II	X		
ACC 129	Individual Income Taxes	X	X	x
ACC 140	Payroll Accounting	X	X	X
ACC 150	Accounting Software Appl	X	X	X
ACC 220	Intermediate Accounting I	X		
ACC 221	Intermediate Acct II	X		
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	X		
BUS 110	Introduction to Business	X	X	
BUS 115	Business Law	X	X	
BUS 121	Business Math	X		
BUS 137	Principles of Management	X	X	
BUS 225	Business Finance	X		
CIS 110	Introduction to Computers	X	X	X
COM 231 or COM 120	Public Speaking (U) Into to Interpersonal Comm	X	X	
CTS 130	Spreadsheets	X	X	
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics Prin of Microeconomics Prin of Macroeconomics General Psychology Introduction to Sociology	X		
ECO 251 or ECO 252	Principles of Microeconomics Principles of Macroeconomics	X	X	
ENG 111	Writing and Inquiry (U)	X	X	
MAT 143 or MAT 152 or	Quantitative Literacy (U) Statistical Methods (U)	X		
MAT 171	Pre-Calc Algebra (U)			
WBL 111	Work-Based Learning I	X		
WBL 115	Work-Based Learning I Seminar	X		

### OUTLOOK FOR EMPLOYMENT

- Tax Preparers
- Billing and Posting Clerks
- Business Bookkeeping
- Payroll Brokerage

### CONTACT INFO

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📍 E 125 Person County Campus

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☎ (336) 322.2231

📍 E 127 Person County Campus

### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

Learn more at:  
[piedmontcc.edu/Scholarships](http://piedmontcc.edu/Scholarships)

## Suggested Sequence for Full-Time Students

### Accounting and Finance

#### FALL SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
ACC 120	Prin of Financial Acct I	3	2	0	4
ACC 129	Individual Income Taxes	2	2	0	3
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	3	0	0	3
BUS 110	Introduction to Business	3	0	0	3
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics Prin of Microeconomics Prin of Macroeconomics General Psychology Introduction to Sociology	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>6</b>	<b>0</b>	<b>17</b>

#### SPRING SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
ACC 121	Prin of Managerial Acct	3	2	0	4
ACC 122	Prin of Financial Acct II	3	0	0	3
ACC 150	Accounting Software Appl	1	3	0	2
ECO 251 or ECO 252	Principles of Microeconomics Principles of Macroeconomics	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
MAT 143 or MAT 152 or MAT 171	Quantitative Literacy (U) Statistical Methods (U) Pre-Calc Algebra (U)	2 3 3	2 2 2	0 0 0	3 4 4
<b>TOTAL HOURS</b>		<b>15-16</b>	<b>7</b>	<b>0</b>	<b>18-19</b>

#### FALL SEMESTER

Course #	Course Number & Title Course	CL.	LB	CLIN.	CR.
ACC 140	Payroll Accounting	1	3	0	2
ACC 220	Intermediate Acct I	3	2	0	4
BUS 115	Business Law I	3	0	0	3
BUS 121	Business Math	2	2	0	3
CIS 110	Intro to Computers	2	2	0	3
COM 231 or COM 120	Public Speaking (U) Intro to Interpersonal Comm	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>8</b>	<b>0</b>	<b>18</b>

#### SPRING SEMESTER

Course #	Course Number & Title Course	CL.	LB	CLIN.	CR.
ACC 221	Intermediate Acct II	3	2	0	4
BUS 137	Prin of Management	3	0	0	3
BUS 225	Business Finance	2	2	0	3
CTS 130	Spreadsheet	2	2	0	3
WBL 111	Work-Based Learning I	0	0	10	1
WBL 115	Work-Based Learning I Seminar	1	0	0	1
<b>TOTAL HOURS</b>		<b>11</b>	<b>8</b>	<b>10</b>	<b>15</b>

<b>Total Semester Hours Required for Degree</b>	<b>42</b>	<b>58</b>	<b>10</b>	<b>64</b>
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#### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
  - Sign-up for the Payment Plan.
  - Apply for Scholarships.

#### IMPORTANT LINKS

[Piedmontcc.edu/Apply](https://piedmontcc.edu/Apply)  
[Piedmontcc.edu/Scholarships](https://piedmontcc.edu/Scholarships)  
[Piedmontcc.edu/Programs](https://piedmontcc.edu/Programs)

#### CAREER COACH

Need help selecting a program? Visit PCC's FREE Career Coach to:

- Take a career assessment.
- Browse career options and related programs of study

#### PERSON COUNTY CAMPUS

1715 College Drive  
 Roxboro, NC 27574  
 (336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
 Yanceyville, NC 27379  
 (336) 694-5707





# Agribusiness Technology – Plant Science

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

Students will learn the fundamentals of agriculture, with emphasis placed on entrepreneurial and field training, as well as the basics of our economic system and government policies and programs relating to agriculture.

Course Number	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X		
AGR 111	Basic Farm Maintenance	X		
AGR 121	Biological Pest Management	X	X	X
AGR 130	Alternative Ag Production	X	X	X
AGR 139	Intro to Sustainable Ag	X	X	
AGR 140	Agricultural Chemicals	X	X	
AGR 160	Plant Science	X	X	X
AGR 170	Soil Science	X	X	
AGR 212	Farm Business Management	X	X	
AGR 213	Ag Law & Finance	X		
AGR 214	Agricultural Marketing	X		
AGR 262	Weed ID & Control	X	X	X
AGR 263	Vegetable Production	X	X	X
ANS 110	Animal Science	X	X	
BUS 110	Introduction to Business	X		
BUS 137	Principles of Management	X		
CIS 110	Intro to Computers	X		
COM 231	Public Speaking	X	X	
ENG 111	Writing and Inquiry	X	X	
HUM 115	Critical Thinking	X		
MAT 143	Quantitative Literacy	X		
PSY 150	General Psychology	X		
WBL 112	Work Based Learning	X	X	

## OUTLOOK FOR EMPLOYMENT

- Farm Operations
- Produce Management
- Nursery Operations

## CONTACT INFO

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☎ (336) 694-8090

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*Dean, Technical & Manufacturing*

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☎ (336) 322-2258

- E 122 Person County Campus

### Amy R. Harris

*Administrative Assistant*

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☎ (336) 322-2212

- E 121 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

Learn more at: [piedmontcc.edu/Scholarships](http://piedmontcc.edu/Scholarships)

# Suggested Sequence for Full-Time Students

## Agribusiness

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
AGR 139	Intro to Sustainable Ag	3	0	0	3
AGR 140	Agricultural Chemicals	2	2	0	3
ANS 110	Animal Science	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
CIS 110	Intro to Computers	2	2	0	3
<b>TOTAL HOURS</b>		<b>13</b>	<b>6</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
AGR 160	Plant Science	2	2	0	3
AGR 214	Agricultural Marketing	3	0	0	3
COM 231	Public Speaking	3	0	0	3
BUS 110	Intro to Business	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
WBL 112	Work Based Learning I	0	0	20	2
AGR 121	Biological Pest Management	3	0	0	3
<b>TOTAL HOURS</b>		<b>3</b>	<b>0</b>	<b>20</b>	<b>5</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
AGR 263	Vegetable Production	2	2	0	3
AGR 170	Soil Science	2	2	0	3
AGR 212	Farm Business Management	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
AGR 262	Weed ID & Control	2	3	0	3
AGR 213	Ag Law & Finance	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
AGR 130	Alternative Ag Production	3	0	0	3
AGR 111	Basic Farm Maintenance	1	3	0	2
<b>TOTAL HOURS</b>		<b>12</b>	<b>6</b>	<b>0</b>	<b>14</b>

<b>Total Semester Hours Required for Degree</b>	<b>54-55</b>	<b>15-17</b>	<b>20</b>	<b>65</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
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  - Pay online or in-person.
  - Sign-up for the Payment Plan.
  - Apply for Scholarships.

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#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
Yanceyville, NC 27379  
(336) 694-5707



# Associate Degree Nursing

Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

Courses include content related to the nurse’s role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team. This program includes hands-on training and clinical experience.

Course #	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X		
BIO 168	Anatomy and Physiology I	X		
BIO 169	Anatomy and Physiology II	X		
ENG 111	Writing and Inquiry	X		
ENG 112	Writing/Research in the Discip	X		
HUM 115	Critical Thinking	X		
NUR 111	Intro to Health Concepts	X		
NUR 112	Health Illness Concepts	X		
NUR 113	Family Health Concepts	X		
NUR 114	Holistic Health Concepts	X		
NUR 211	Health Care Concepts	X		
NUR 212	Health Systems Concepts	X		
NUR 213	Complex Health Concepts	X		
PSY 150	General Psychology	X		
PSY 241	Developmental Psychology	X		

## OUTLOOK FOR EMPLOYMENT

- Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse
- Employment opportunities include hospitals, long-term care facilities, clinics, physicians’ offices, industry, and community agencies.

## CONTACT INFO

### Darrick Woods

*Director, Associate Degree Nursing*

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☎ (336) 322-2219

📍 Person County Campus

### Alisa Montgomery

*Dean, Health & Wellness*

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☎ (336) 322-2213

📍 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

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# Suggested Sequence for Full-Time Students

## Associate Degree Nursing

Course #	PRIOR TO ENTERING PROGRAM	CL.	LB	CLIN.	CR.
BIO 168	Anatomy and Physiology	3	3	0	4

### FALL SEMESTER

Course Number	Course Title	CL.	LB	CLIN.	CR.
NUR 111	Intro to Health Concepts	4	6	6	8
ACA 122	College Transfer Success	0	2	0	1
BIO 169	Anatomy and Physiology II	3	3	0	4
ENG 111	Writing & Inquiry	3	0	0	3
<b>TOTAL HOURS</b>		<b>10</b>	<b>11</b>	<b>6</b>	<b>16</b>

### SPRING SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
NUR 112	Health Illness Concepts (1st 8 weeks)	3	0	6	5
NUR 114	Holistic Health Concepts (2nd 8 weeks)	3	0	6	5
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>9</b>	<b>0</b>	<b>12</b>	<b>13</b>

### SUMMER SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
NUR 113	Family Health Concepts	3	0	6	5
PSY 241	Developmental Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>6</b>	<b>0</b>	<b>6</b>	<b>8</b>

### FALL SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
NUR 211	Health Care Concepts	3	0	6	5
NUR 212	Health System Concepts - Hybrid	3	0	6	5
ENG 112	Writing/Research in the Disciplines	3	0	0	3
<b>TOTAL HOURS</b>		<b>9</b>	<b>0</b>	<b>12</b>	<b>13</b>

### SPRING SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
NUR 213	Complex Health Concepts	4	3	15	10
HUM 115	Critical Thinking	3	0	0	3
<b>TOTAL HOURS</b>		<b>7</b>	<b>3</b>	<b>15</b>	<b>13</b>

<b>Total Semester Hours Required for Degree</b>	<b>44</b>	<b>14</b>	<b>51</b>	<b>67</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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- Register for classes
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#### CASWELL COUNTY CAMPUS

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 Yanceyville, NC 27379  
 (336) 694-5707



## Associate in Arts

### Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Associate in Arts (AA) degree is designed for students who want to pursue a four-year degree in one of the liberal arts disciplines or training at a professional level that requires a strong liberal arts background. In addition to completing core general education requirements, the program allows students to select additional general education, pre-major, and elective courses in consultation with the targeted 4-year program to which they are seeking to transfer.

Course #	Required Courses for Program
ACA 122	College Transfer Success
CIS 110	Introduction to Computers
COM 231	Public Speaking
ENG 111	Writing and Inquiry
ENG 112	Writing/Research in the Disciplines
PED 110	Fit and Wellness for Life
MAT XXX	Math (1 Course)
XXX	Natural Science (1 Course)
XXX	Social/Behavioral Science (3 Courses)
XXX	Humanities/Fine Arts (2 Courses)
XXX	Pre-major Elective (3-4 Courses)
XXX	General Education Elective (3-4 Courses)

## OUTLOOK

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy)
- Enables NC community college graduates of two- year Associate in Arts and Associate in Science degree programs who are admitted to

## CONTACT INFO

### Dr. David Townsend

*Dean, University Transfer & Gen. Ed.*

- [david.townsend@piedmontcc.edu](mailto:david.townsend@piedmontcc.edu)
- ☒ (336) 322-2190
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### Drake Howell

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- ☒ (336) 322-2206
- 📍 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

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# Suggested Sequence for Full-Time Students

Associate in Arts

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 111	Writing and Inquiry	3	0	0	3
ACA 122	College Transfer Success	0	2	0	1
XXX	Humanities/Fine Arts	3	0	0	3
XXX	Elective	3-4	0	0	3-4
XXX	Natural Science	3	3	0	4
PED 110	Fit and Well for Life	1	2	0	2
<b>TOTAL HOURS</b>		<b>13-14</b>	<b>7</b>	<b>0</b>	<b>16-17</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 112	Writing/Research in the Disciplines	3	0	0	3
COM 231	Public Speaking	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
<b>And choose one of the following</b>					
MAT 143	Quantitative Literacy <b>OR</b>	2	2	0	3
MAT 152	Statistical Methods I <b>OR</b>	3	2	0	4
MAT 171	Pre-Calculus Algebra	3	2	0	4
<b>TOTAL HOURS</b>		<b>13-14</b>	<b>4</b>	<b>0</b>	<b>14-16</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
XXX	Social/Behavioral Science	3	0	0	3
XXX	Humanities/Fine Arts	3	0	0	3
XXX	Elective	3	3	0	4
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
<b>TOTAL HOURS</b>		<b>15-17</b>	<b>3</b>	<b>0</b>	<b>16-18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
XXX	Social/Behavioral Science	3	0	0	3
XXX	Elective	3	2	0	4
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
<b>TOTAL HOURS</b>		<b>12-14</b>	<b>2</b>	<b>0</b>	<b>13-15</b>

<b>Total Semester Hours Required for Degree</b>	<b>53-54</b>	<b>16</b>	<b>0</b>	<b>60-61</b>
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## STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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## Associate in Arts in Teacher Preparation

Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Associate in Arts in Teacher Preparation (AATP) degree is designed for students who want to pursue a four-year degree to teach in a liberal arts discipline. In addition to completing core general education requirements, the program allows the student to select additional general education, pre-major, and elective courses in consultation with the targeted 4-year program to which they are seeking to transfer.

Course #	Required Courses for Program
ACA 122	College Transfer Success
CIS 110	Introduction to Computers
COM 231	Public Speaking
ENG 111	Writing and Inquiry
ENG 112	Writing/Research in the Disciplines
EDU 187	Teaching and Learning for All
EDU 216	Foundations of Education
EDU 279	Literacy Development and Instruction
EDU 250	Teacher Licensure Preparation
SOC 225	Social Diversity
XXX	Math (1 Course)
XXX	Natural Science (1 Course)
XXX	Social/Behavioral Sciences (2 Courses)
XXX	Humanities/Fine Arts (2 Courses)
XXX	Additional General Education (4-5 courses)

### OUTLOOK

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy)
- Enables NC community college graduates of two- year Associate in Arts and Associate in Science degree programs who are admitted to

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# Suggested Sequence for Full-Time Students

## Associate in Arts in Teacher Preparation

### FALL SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 111	Writing and Inquiry	3	0	0	3
ACA 122	College Transfer Success	0	2	0	1
EDU 216	Foundations in Education	3	0	0	3
XXX	Humanities/Fine Arts	3	0	0	3
XXX	Natural Science	3	3	0	4
<b>TOTAL HOURS</b>		<b>13</b>	<b>7</b>	<b>0</b>	<b>16</b>

### SPRING SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 112	Writing/Research in the Disciplines	3	0	0	3
COM 231	Public Speaking	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
EDU 187	Teaching and Learning for All	3	3	0	4
<b>And choose one of the following</b>					
MAT 143	Quantitative Literacy <i>OR</i>	2	2	0	3
MAT 152	Statistical Methods I <i>OR</i>	3	2	0	4
MAT 171	Pre-Calculus Algebra	3	2	0	4
<b>TOTAL HOURS</b>		<b>14-15</b>	<b>5</b>	<b>0</b>	<b>16-17</b>

### FALL SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
EDU 279	Literacy Development and Instruction	3	3	0	4
XXX	Social/Behavioral Science	3	0	0	3
XXX	Humanities/Fine Arts	3	0	0	3
XXX	Elective	3-4	0	0	3-4
<b>TOTAL HOURS</b>		<b>12-13</b>	<b>3</b>	<b>0</b>	<b>13-14</b>

### SPRING SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
EDU 250	Teacher Licensure Preparation	3	0	0	3
XXX	Social/Behavioral Science	3	0	0	3
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
<b>TOTAL HOURS</b>		<b>15-18</b>	<b>0</b>	<b>0</b>	<b>15-18</b>

<b>Total Semester Hours Required for Degree</b>	<b>15-18</b>	<b>0</b>	<b>0</b>	<b>15-18</b>
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### STEPS TO GET STARTED

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## Associate in Fine Arts – Visual Arts

Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Associate in Arts in Teacher Preparation (AATP) degree is designed for students who want to pursue a four-year degree to teach in a liberal arts discipline. In addition to completing core general education requirements, the program allows the student to select additional general education, pre-major, and elective courses in consultation with the targeted 4-year program to which they are seeking to transfer.

Course #	Required Courses for Program
<b>ACA 122</b>	College Transfer Success
<b>ART 114</b>	Art History Survey I
<b>ART 115</b>	Art History Survey II
<b>ART 121</b>	Two-Dimensional Design
<b>ART 122</b>	Three-Dimensional Design
<b>ART 131</b>	Drawing I
<b>ART 132</b>	Drawing II
<b>ART XXX</b>	16 credits of Art courses
<b>XXX</b>	Natural Science (1 Course)
<b>CIS 110</b>	Introduction to Computers
<b>COM 231</b>	Public Speaking
<b>ENG 111</b>	Writing and Inquiry
<b>ENG 112</b>	Writing/Research in the Disciplines
<b>MAT 143</b>	Quantitative Literacy
<b>XXX</b>	Social/Behavioral Science (2 Courses)

### OUTLOOK

- allows the student to select additional general education, pre-major, and elective courses in consultation with the targeted 4-year program to which they are seeking to transfer.

### CONTACT INFO

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# Suggested Sequence for Full-Time Students

Associate in Fine Arts – Visual Arts

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ART 114	Art History Survey I	3	0	0	3
ART 121	Two-Dimensional Design	0	6	0	3
ART 122	Three-Dimensional Design	0	6	0	3
XXX	Art Course	0	6	0	3
ENG 111	Writing and Inquiry	3	0	0	3
<b>TOTAL HOURS</b>		<b>6</b>	<b>18</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
ART 115	Art History Survey II	3	0	0	3
XXX	Art Course	0	6	0	3
COM 231	Public Speaking	3	0	0	3
ENG 112	Writing/Research in the Disciplines	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>10</b>	<b>0</b>	<b>16</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ART 131	Drawing I	0	6	0	3
XXX	Art Course	0	6	0	3
XXX	Art Course	0	6	0	3
XXX	Natural Science	3	3	0	4
XXX	Social/Behavioral Science	3	0	0	3
<b>TOTAL HOURS</b>		<b>6</b>	<b>8</b>	<b>0</b>	<b>14</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ART 111	Art Appreciation	3	0	0	3
ART 132	Drawing II	0	6	0	3
XXX	Art Course	0	6	0	3
XXX	Art Course	0	6	0	3
CIS 110	Introduction to Computers	2	2	0	3
XXX	Social/Behavioral Science	3	0	0	3
<b>TOTAL HOURS</b>		<b>8</b>	<b>14</b>	<b>0</b>	<b>15</b>

<b>Total Semester Hours Required for Degree</b>	<b>31</b>	<b>63</b>	<b>0</b>	<b>62</b>
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## STEPS TO GET STARTED

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# Associate in General Education

Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

PCC’s Associate in General Education (AGE) degree is designed for students who want to design a plan of study around personal interests or job-related needs. While the program includes many courses that are designated as transfer courses, to apply to a 4-year program, students may include other general education or elective hours that may not fall into this category.

Course #	Required Courses for Program
<b>ACA 122</b>	College Transfer Success
<b>XXX</b>	Natural Science/Math (1 Course)
<b>ENG 111</b>	Writing and Inquiry
<b>ENG 112</b>	Writing/Research in the Disciplines
<b>XXX</b>	Humanities/Fine Arts (1 Course)
<b>XXX</b>	Social/Behavioral Science (1 Course)
<b>XXX</b>	Major Electives (12-16 Courses)

## CONTACT INFO

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# Suggested Sequence for Full-Time Students

Associate in General Education

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 111	Writing and Inquiry	3	0	0	3
XXX	Natural Science/Math	2-3	2-3	0	3-4
ACA 122	College Transfer Success	0	2	0	1
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
<b>TOTAL HOURS</b>		<b>14-15</b>	<b>4-5</b>	<b>0</b>	<b>16-17</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 112	Writing/Research in the Disciplines	3	0	0	3
XXX	Social/Behavioral Science	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
XXX	Humanities/Fine Arts	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
XXX	Elective*	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

\* Based on courses having 3 contact hours per week.

<b>Total Semester Hours Required for Degree</b>	<b>62</b>	<b>4-5</b>	<b>0</b>	<b>64-65</b>
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## STEPS TO GET STARTED

- Complete the online application
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331 Piedmont Drive  
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 (336) 694-5707





## Associate in General Education - Nursing

Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Associate in General Education (AGE) – Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the Uniform Articulation Agreement between the University of North Carolina’s Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC).

Course #	Required Courses for Program
ACA 122	College Transfer Success
BIO 168	Anatomy & Physiology I
BIO 169	Anatomy & Physiology II
BIO XXX	Microbiology Course
CHM XXX	Chemistry Course
ENG 111	Writing and Inquiry
ENG 112	Writing/Research in the Disciplines
ENG 23X	American Literature (1 Course)
XXX	Humanities/Fine Arts (1 Course)
HUM 115	Critical Thinking
MAT 152	Statistical Methods I
MAT XXX	Math (1 Course)
PSY 150	General Psychology
PSY 241	Developmental Psychology
SOC 210	Introduction to Sociology
SOC XXX	Sociology (1 Course)
HIS XXX	History (1 Course)
XXX	General Education Electives (2 to 3 Courses)

### CONTACT INFO

#### Dr. David Townsend

*Dean, University Transfer & Gen. Ed.*

✉ [david.townsend@piedmontcc.edu](mailto:david.townsend@piedmontcc.edu)

☎ (336) 322-2190

📍 Person County Campus

#### Drake Howell

*Administrative Assistant to the Dean*

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☎ (336) 322-2206

📍 Person County Campus

### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

Learn more at:  
[piedmontcc.edu/Scholarships](http://piedmontcc.edu/Scholarships)

# Suggested Sequence for Full-Time Students

Associate in General Education - Nursing

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 111	Writing and Inquiry	3	0	0	3
MAT 152	Statistical Methods I	3	2	0	4
ACA 122	College Transfer Success	0	2	0	1
PSY 150	General Psychology	3	0	0	3
BIO 168	Anatomy & Physiology I	3	3	0	4
<b>TOTAL HOURS</b>		<b>12</b>	<b>7</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 112	Writing/Research in the Disciplines	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
MAT XXX	Math Course	2-3	2	0	4
BIO 169	Anatomy & Physiology II	3	3	0	4
PSY 241	Developmental Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>14-15</b>	<b>5</b>	<b>0</b>	<b>17</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 23X	American Literature	3	0	0	3
CHM XXX	Chemistry Course	3	3	0	4
SOC 210	Introduction to Sociology	3	0	0	3
HIS XXX	History Course	3	0	0	3
XXX	Humanities/Fine Arts Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>3</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
BIO XXX	Microbiology	2-3	2-3	0	3-4
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
SOC XXX	Sociology Course	3	0	0	3
<b>TOTAL HOURS</b>		<b>11-14</b>	<b>2-3</b>	<b>0</b>	<b>12-15</b>

<b>Total Semester Hours Required for Degree</b>		<b>52-56</b>	<b>17-18</b>	<b>0</b>	<b>60-63</b>
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## STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
  - Sign-up for the Payment Plan.

## IMPORTANT LINKS

[Piedmontcc.edu/Apply](http://Piedmontcc.edu/Apply)  
[Piedmontcc.edu/Scholarships](http://Piedmontcc.edu/Scholarships)  
[Piedmontcc.edu/Programs](http://Piedmontcc.edu/Programs)

## CAREER COACH

Need help selecting a program? Visit PCC's FREE Career Coach to:

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- Browse career options and related programs of study

### PERSON COUNTY CAMPUS

1715 College Drive  
 Roxboro, NC 27574  
 (336) 599-1181

### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
 Yanceyville, NC 27379  
 (336) 694-5707





## Associate in Science

Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Associate in Science (AS) degree is designed for students who want to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, the sciences, or professional programs that require strong mathematics and science backgrounds. In addition to completing core general education requirements, the program allows the student to select additional general education, pre-major, and elective courses in consultation with the targeted 4-year program to which they are seeking to transfer.

Course #	Required Courses for Program
ACA 122	College Transfer Success
CIS 110	Introduction to Computers
COM 231	Public Speaking
ENG 111	Writing and Inquiry
ENG 112	Writing/Research in the Disciplines
XXX	Humanities/Fine Arts (1 Course)
MAT	Mathematics Choice 1
MAT	Mathematics Choice 2
XXX	Natural Science Choice 1
XXX	Natural Science Choice 2
XXX	Social/Behavioral Science (2 Courses)
XXX	General Education Electives (3 Courses)
XXX	Additional Electives (4-5 Courses)

### CONTACT INFO

#### Dr. David Townsend

*Dean, University Transfer & Gen. Ed.*

✉ [david.townsend@piedmontcc.edu](mailto:david.townsend@piedmontcc.edu)

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☎ (336) 322-2206

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#### You Could Qualify!

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# Suggested Sequence for Full-Time Students

## Associate in Science

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 111	Writing and Inquiry	3	0	0	3
MAT XXX	Mathematics Choice 1	3	2	0	4
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Introduction to Computers	2	2	0	3
XXX	Natural Science Choice 1	3	3	0	4
<b>TOTAL HOURS</b>		<b>11</b>	<b>9</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 112	Writing/Research in the Disciplines	3	0	0	3
COM 231	Public Speaking	3	0	0	3
MAT XXX	Mathematics Choice 2	3	2	0	4
XXX	Natural Science Choice 2	3	3	0	4
XXX	Social/Behavioral Science	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>5</b>	<b>0</b>	<b>17</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
XXX	Humanities/Fine Arts Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>12-15</b>	<b>0</b>	<b>0</b>	<b>12-15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
XXX	Social/Behavioral Science	3	0	0	3
<b>TOTAL HOURS</b>		<b>12-15</b>	<b>0</b>	<b>0</b>	<b>12-15</b>

<b>Total Semester Hours Required for Degree</b>		<b>52-53</b>	<b>19-20</b>	<b>0</b>	<b>60-61</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
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(336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
Yanceyville, NC 27379  
(336) 694-5707





## Associate in Science Teacher Preparation

Associate Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma    **X** = Denotes required for degree completion

The Associate in Science in Teacher Preparation (ASTP) degree is designed for students who want to pursue a four-year degree to teach in a math or science related discipline. In addition to completing core general education requirements, the program allows the student to select additional general education, pre-major, and elective courses in consultation with the targeted 4-year program to which they are seeking to transfer.

Course #	Required Courses for Program
<b>ACA 122</b>	College Transfer Success
<b>ENG 111</b>	Writing and Inquiry
<b>ENG 112</b>	Writing/Research in the Disciplines
<b>EDU 187</b>	Teaching and Learning for All
<b>EDU 216</b>	Foundations of Education
<b>EDU 279</b>	Literacy Development and Instruction
<b>EDU 250</b>	Teacher Licensure Preparation
<b>MAT XXX</b>	Mathematics Choice 1
<b>MAT XXX</b>	Mathematics Choice 2
<b>SOC 225</b>	Social Diversity
<b>XXX</b>	Natural Science Choice 1
<b>XXX</b>	Natural Science Choice 2
<b>XXX</b>	Social/Behavioral Sciences (1 Course)
<b>XXX</b>	Humanities/Fine Arts (2 Courses)
<b>XXX</b>	Additional General Education (3-4 courses)

### CONTACT INFO

#### Dr. David Townsend

Dean, University Transfer & Gen. Ed.

✉ [david.townsend@piedmontcc.edu](mailto:david.townsend@piedmontcc.edu)

☎ (336) 322-2190

📍 Person County Campus

#### Drake Howell

Administrative Assistant to the Dean

✉ [drake.howell@piedmontcc.edu](mailto:drake.howell@piedmontcc.edu)

☎ (336) 322-2206

📍 Person County Campus

### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

Learn more at:  
[piedmontcc.edu/Scholarships](http://piedmontcc.edu/Scholarships)

# Suggested Sequence for Full-Time Students

## Associate in Science in Teacher Preparation

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 111	Writing and Inquiry	3	0	0	3
ACA 122	College Transfer Success	0	2	0	1
EDU 216	Foundations in Education	3	0	0	3
MAT XXX	Mathematics Choice 1	3	2	0	4
XXX	Natural Science Choice 1	3	3	0	4
<b>TOTAL HOURS</b>		<b>12</b>	<b>7</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 112	Writing/Research in the Disciplines	3	0	0	3
MAT XXX	Mathematics Choice II	3	2	0	4
XXX	Natural Science Choice II	3	3	0	4
SOC 225	Social Diversity	3	0	0	3
EDU 187	Teaching and Learning for All	3	3	0	4
<b>TOTAL HOURS</b>		<b>15</b>	<b>8</b>	<b>0</b>	<b>18</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
EDU 279	Literacy Development and Instruction	3	3	0	4
XXX	Social/Behavioral Science	3	0	0	3
XXX	Humanities/Fine Arts	3	0	0	3
XXX	Elective	3-4	0	0	3-4
<b>TOTAL HOURS</b>		<b>12-13</b>	<b>0</b>	<b>0</b>	<b>13-14</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
EDU 250	Teacher Licensure Preparation	3	0	0	3
COM 231	Public Speaking	3	0	0	3
XXX	Elective	3-4	0	0	3-4
XXX	Elective	3-4	0	0	3-4
<b>TOTAL HOURS</b>		<b>12-14</b>	<b>0</b>	<b>0</b>	<b>12-14</b>

<b>Total Semester Hours Required for Degree</b>		<b>54-55</b>	<b>15</b>	<b>0</b>	<b>60-61</b>
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### STEPS TO GET STARTED

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- Submit your Residency forms
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331 Piedmont Drive  
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 (336) 694-5707



# Business Administration

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

This 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, and an understanding of business organizations.

Course #	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X	X	
ACC 120	Principles of Financial Acct	X	X	2, 3, 4
ACC 129	Individual Income Taxes	X		
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	X		
BUS 110	Introduction to Business	X	X	1, 2, 3, 4
BUS 115	Business Law	X	X	1, 3, 4
BUS 121	Business Math	X	X	
BUS 137	Principles of Management	X	X	2, 3, 4
BUS 153	Human Resource Mgt	X	X	1
BUS 225	Business Finance	X	X	
BUS 230	Small Business Mgt	X		3
BUS 260	Business Communication	X		
CIS 110	Introduction to Computers	X	X	1, 2, 4
COM 120 or COM 231	Intro to Interpersonal Com Public Speaking	X	X	
CTS 130	Spreadsheets	X		
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics Prin of Microeconomics Prin of Macroeconomics General Psychology Introduction to Sociology			
ECO 251 or ECO 252	Principles of Microeconomics Principles of Macroeconomics	X	X	X
ENG 111	Writing and Inquiry (U)	X	X	
MAT 143 or MAT 152 or MAT 171	Quantitative Literacy (U) Statistical Methods (U) Pre-Calc Algebra (U)	X		
MKT 120	Principles of Marketing	X	X	
MKT 123 or MKT 220	Fundamentals of Selling Advertising and Sales Prom	X		
WBL 111	Work-Based Learning I	X		
WBL 115	Work-Based Learning I Seminar	X		
XXX	Bus Elective	X		
XXX	Bus Elective	X		
ACA 122	College Transfer Success	X	X	
ACC 120	Principles of Financial Acct	X	X	2, 3, 4
ACC 129	Individual Income Taxes	X		

## OUTLOOK FOR EMPLOYMENT

- Administrative Assistant
- Executive Assistant
- Office Manager
- Chief Executives
- Sales Managers
- Security Managers
- Management Analyst

## CONTACT INFO

### Melissa Robbins

*Dean, Business Studies and Emerging Technologies*

✉ [Melissa.Robbins@piedmontcc.edu](mailto:Melissa.Robbins@piedmontcc.edu)

✉ (336) 322-2220

📍 E 125 Person County Campus

### Jessica Wilson

*Administrative Assistant*

✉ [Jessica.Wilson@piedmontcc.edu](mailto:Jessica.Wilson@piedmontcc.edu)

✉ (336) 322-2231

📍 E 127 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

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# Suggested Sequence for Full-Time Students

## Business Administration

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
BUS 110	Introduction to Business	3	0	0	3
ECO 251 or ECO 252	Prin of Microeconomics Prin of Macroeconomics	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
XXX	Business Elective	3	0	0	3
ENG 111	Writing and Inquiry (U)	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACC 120	Prin of Financial Accounting	3	2	0	4
ACC 129	Individual Income Taxes	2	2	0	3
BUS 115	Business Law	3	0	0	3
BUS 121	Business Math	2	2	0	3
BUS 137	Principles of Management	3	0	0	3
<b>TOTAL HOURS</b>		<b>13</b>	<b>4</b>	<b>0</b>	<b>16</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
BUS 153	Human Resource Mgt	3	0	0	3
BUS 260	Business Communication	3	0	0	3
MAT 143 or MAT 152 or MAT 171	Quantitative Literacy (U) Statistical Methods (U) Pre-Calc Algebra (U)	2 3 3	2 2 2	0 0 0	3 4 4
COM 231 or COM 120	Public Speaking (U) Into to Interpersonal Comm	3	0	0	3
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
<b>TOTAL HOURS</b>		<b>17- 18</b>	<b>2</b>	<b>0</b>	<b>18-19</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
BUS 225	Business Finance	2	2	0	3
CTS 130	Spreadsheet	2	2	0	3
MKT 123 or MKT 220	Fundamentals of Selling Advertising and Sales Prom	3	0	0	3
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics Prin of Microeconomics Prin of Macroeconomics General Psychology Introduction to Sociology	3	0	0	3
XXX	Business Elective	3	0	0	3
WBL 111	Work-Based Learning I	0	0	10	1
WBL 115	Work-Based Learning I Seminar	1	0	0	1
<b>TOTAL HOURS</b>		<b>12- 14</b>	<b>0</b>	<b>0</b>	<b>12-14</b>

<b>Total Semester Hours Required for Degree</b>	<b>54- 55</b>	<b>15</b>	<b>0</b>	<b>60- 61</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
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 Yanceyville, NC 27379  
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## Cosmetology

Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

Are you creative and enjoy the latest styles? Consider Cosmetology where you can bring your styles to life in the area of hair, nails, and overall looks! PCC offers a simulated salon environment which enables students to develop their skills on real people!

Course #	Required Courses for Program
ACA 122	College Transfer Success
COS 111	Cosmetology Concepts I
COS 112	Salon I
COS 113	Cosmetology Concepts II
COS 114	Salon I
COS 115	Cosmetology Concepts II
COS 116	Salon III
COS 118	Salon IV
COS 240	Contemporary Design
ENG 111	Writing Inquiry
PSY 150	General Psychology
ACA 122	College Transfer Success
COS 111	Cosmetology Concepts I
COS 112	Salon I
COS 113	Cosmetology Concepts II

## OUTLOOK FOR EMPLOYMENT

- Beauty Salons
- Platform Artist

## CONTACT INFO

### Cynthia Dixon

*Instructor, Cosmetology*

✉ [cynthia.dixon@piedmontcc.edu](mailto:cynthia.dixon@piedmontcc.edu)

☎ (336) 322-2112

📍 Person County Campus

### Iris Barnette

*Instructor, Cosmetology*

✉ [iris.barnette@piedmontcc.edu](mailto:iris.barnette@piedmontcc.edu)

☎ (336) 322-8066

📍 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

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# Suggested Sequence for Full-Time Students

## Cosmetology

### FALL SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	0	24	0	8
ENG 111	Writing Inquiry	3	0	0	3
<b>TOTAL HOURS</b>		<b>7</b>	<b>26</b>	<b>0</b>	<b>16</b>

### SPRING SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon I	0	24	0	8
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>7</b>	<b>24</b>	<b>0</b>	<b>15</b>

### FALL SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	0	12	0	4
<b>TOTAL HOURS</b>		<b>12-13</b>	<b>0</b>	<b>0</b>	<b>13-14</b>

### SPRING SEMESTER

Course #	Course Title	CL.	LB	CLIN.	CR.
COS 240	Contemporary Design	1	3	0	2
COS 118	Salon IV	0	21	0	7
<b>TOTAL HOURS</b>		<b>1</b>	<b>24</b>	<b>0</b>	<b>9</b>

<b>Total Semester Hours Required for Degree</b>	<b>19</b>	<b>86</b>	<b>0</b>	<b>48</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
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### IMPORTANT LINKS

[Piedmontcc.edu/Apply](http://Piedmontcc.edu/Apply)  
[Piedmontcc.edu/Scholarships](http://Piedmontcc.edu/Scholarships)  
[Piedmontcc.edu/Programs](http://Piedmontcc.edu/Programs)

### CAREER COACH

Need help selecting a program? Visit PCC's FREE Career Coach to:

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- Browse career options and related programs of study

#### PERSON COUNTY CAMPUS

1715 College Drive  
 Roxboro, NC 27574  
 (336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
 Yanceyville, NC 27379  
 (336) 694-5707





# Criminal Justice Technology

Associate in Applied Science

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

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.

Course #	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	x		
CIS 110	Introduction to Computers	X		
CJC 111	Introduction to Criminal Justice	X		1
CJC 112	Criminology	X		
CJC 113	Juvenile Justice	X		
CJC 121	Law Enforcement Operations	X		1
CJC 131	Criminal Law	X		2
CJC132	Court Procedure and Evidence	X		2
CJC 141	Corrections	X		1,3
CJC 212	Ethics and Community Relations	X		1,2
CJC 213	Substance Abuse	X		3
CJC 221	Investigative Principles	X		2,3
CJC 222	Criminalistics	X		2
CJC 225	Crisis Intervention	X		
CJC 231	Constitutional Law	X		2
COM 120	Intro to Interpersonal Comm. or	X		
COM 231	Public Speaking			
ENG 111	Writing and Inquiry	X		
ENG 112	Writing /Research in Disciplines	X		
HUM 115	Critical Thinking	X		
MAT 143	Quantitative Literacy or	X		
MAT 152	Statistical Methods			
SOC 210	Social Problems	X	X	
WBL 111	Internship	X	X	2
CJC 214	Elective – Victimology or			
CJC 241	Elective – Community Based Corr. or	X	X	
PSY 150	Elective – General Psychology			

## OUTLOOK FOR EMPLOYMENT

- Police Officer
- Deputy Sheriff
- Detention/Correctional Officer
- State Trooper

## CONTACT INFO

### Roy E. Allen

Dean, Public Safety and Human Services

✉ [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)

✉ (336) 322-2194

📍 P 101 Caswell County Campus

### Martha Pruitt

Administrative Assistant

✉ [martha.pruitt@piedmontcc.edu](mailto:martha.pruitt@piedmontcc.edu)

✉ (336) 694-8060

📍 P 103 Caswell County Campus

### Hillary White

Coordinator Criminal Justice Technology

✉ [hillary.white@piedmontcc.edu](mailto:hillary.white@piedmontcc.edu)

✉ (336) 322-2211

📍 K 113 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

Learn more at: [piedmontcc.edu/Scholarships](http://piedmontcc.edu/Scholarships)

# Suggested Sequence for Full-Time Students

## Criminal Justice Technology

FALL SEMESTER				
Course Number & Title Course	CL.	LB	CLIN.	CR.
ACA 122 College Transfer Success	0	2	0	1
CJC 111 Intro to Criminal Justice	3	0	0	3
CJC 121 Law Enforcement Operations	3	0	0	3
CJC 141 Corrections	3	0	0	3
ENG 111 Writing and Inquiry	3	0	0	3
XXX Elective	3	0	0	3
<b>TOTAL HOURS</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER				
Course Number & Title Course	CL.	LB	CLIN.	CR.
CJC 113 Juvenile Justice	3	0	0	3
CJC 221 Investigative Principles	3	2	0	4
CJC 231 Constitutional Law	3	0	0	3
ENG 112 Writing/Research in Disciplines	3	0	0	3
MAT 143 Quantitative Literacy or	2	2	0	3
MAT 152 Statistical Methods	3	2	0	4
XXX Elective	3	0	0	3
<b>TOTAL HOURS</b>	<b>17/18</b>	<b>4</b>	<b>0</b>	<b>19/20</b>

FALL SEMESTER				
Course Number & Title Course	CL.	LB	CLIN.	CR.
CIS 110 Intro to Computers	2	2	0	3
CJC 132 Court Procedure and Evidence	3	0	0	3
CJC 212 Ethics and Community Relations	3	0	0	3
CJC 213 Substance Abuse	3	0	0	3
COM 120 Intro to Interpersonal Comm. or	3	0	0	3
COM 231 Public Speaking	3	0	0	3
HUM 115 Critical Thinking	3	0	0	3
<b>TOTAL HOURS</b>	<b>17</b>	<b>2</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER				
Course Number & Title Course	CL.	LB	CLIN.	CR.
CJC 112 Criminology	3	0	0	3
CJC 131 Criminal Law	3	0	0	3
CJC 225 Crisis Intervention	3	0	0	3
CJC 222 Criminalistics	3	0	0	3
SOC 220 Social Problems	3	0	0	3
<b>TOTAL HOURS</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

<b>TOTAL SEMESTER HOURS REQUIRED FOR DEGREE</b>	<b>64/65</b>	<b>8</b>	<b>0</b>	<b>68/69</b>
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### STEPS TO GET STARTED

- Complete the online application
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# Digital Effects and Animation Technology

Degree/Certificate

The Digital Effects and Animation program offers hands-on training with computer art and animation programs like Autodesk Maya and the Adobe Creative Suite. You will learn the technical skills prized by employers. Graduates will qualify for employment as an entry level 2D/3D digital artist in film, television, games & advertising.

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

Course Number	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X		
ART 131	Drawing I	X		
CIS 115	Intro to Programming & Logic	X		
COM 231	Public Speaking (U)	X		
DEA 111	Introduction to DEAT	X		X
DEA 112	2D Design and Animation I	X		X
DEA 212	2D Design and Animation II	X		
DEA 213	3D Design and Animation I	X		
DEA 214	3D Design and Animation II	X		
DEA 220	DEAT Compositing	X		
DEA 221	DEAT Modeling	X		X
DEA 2230	Implementation Project I	X		
DEA 231	Implementation Project II	X		
DEA 240	DEAT Portfolio Review	X		
ENG 111	Writing and Inquiry (U)	X		
FVP 220	Editing I	X		X
GRA 151	Computer Graphics I	X		X
GRA 152	Computer Graphics II	X		
MAT 143	Quantitative Literacy	X		
WBL 111	Work Based Learning Seminar I	X		
WBL 115	Work Based Learning Experience I	X		
XXX	Fine Arts/Humanities Elective	X		
XXX	Social Behavioral Elective	X		

## OUTLOOK FOR EMPLOYMENT

- A. Game Artists
- B. Motion Graphics Artists
- C. Multimedia Artists
- D. 3D Animators & Modelors

## CONTACT INFO

### Melissa Robbins

Dean, Business Studies and Emerging Technologies

✉ [melissa.robbins@piedmontcc.edu](mailto:melissa.robbins@piedmontcc.edu)

✉ (336) 322-2220

✉ E 125 Person County Campus

### Jessica Wilson

Administrative Assistant

✉ [jessica.wilson@piedmontcc.edu](mailto:jessica.wilson@piedmontcc.edu)

✉ (336) 322.2231

✉ E 127 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

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# Suggested Sequence for Full-Time Students

## Digital Effects and Animation Technology

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
ENG 111	Writing and Inquiry	3	0	0	3
ART 131	Drawing I	0	6	0	3
DEA 111	Introduction to DEAT	2	2	0	3
GRA 151	Computer Graphics	1	3	0	2
DEA 221	DEAT Modeling	2	3	0	3
<b>TOTAL HOURS</b>		<b>8</b>	<b>16</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
COM 231	Public Speaking	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
DEA 112	2D Design & Animation I	2	3	0	3
DEA 213	3D Design & Animation I	2	3	0	3
CIS 115	Intro to Programming & Logic	2	3	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>11</b>	<b>0</b>	<b>15</b>

SUMMER SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN.	CR.
WBL 111	Work Based Learning Seminar I	0	0	10	1
WBL 115	Work Based Learning Experience	1	0	0	1
<b>TOTAL HOURS</b>		<b>2</b>	<b>0</b>	<b>10</b>	<b>2</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN.	CR.
GRA 152	Computer Graphics II	1	3	0	2
DEA 212	2D Design & Animation II	2	3	0	3
DEA 214	3D Design & Animation II	2	3	0	3
DEA 230	Implementation Project	2	6	0	4
XXX	Fine Arts/Humanities Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>10</b>	<b>15</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
DEA 220	DEAT Compositing	2	3	0	3
DEA 231	Implementation Project II	2	6	0	4
DEA 240	DEAT Portfolio Review	2	4	0	4
FVP 220	Editing I	2	3	0	3
XXX	Soc/Behavioral Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>16</b>	<b>0</b>	<b>17</b>

<b>Total Semester Hours Required for Degree</b>	<b>42</b>	<b>58</b>	<b>10</b>	<b>64</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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## Early Childhood Education – Career Option

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

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

Course #	Required Courses for Program	AAS	DIP	CER 1	CER 2
ACA 122	College Transfer Success	X	X		
CIS 110	Introduction to Computers	X			
COM 231	Public Speaking	X	X		
ENG 111	Writing and Inquiry	X	X		
EDU 119	Intro. to Early Childhood Education	X	X	X	X
EDU 131	Child, Family, & Community	X	X		
EDU 144	Child Development I	X	X		X
EDU 145	Child Development II	X	X		X
EDU 146	Child Guidance	X	X	X	
EDU 151	Creative Activities	X	X	X	
EDU 153	Health, Safety, & Nutrition	X	X	X	
EDU 221	E.C. Administration I	X	X		
EDU 234	Infants, Toddlers, & Twos	X	X		
EDU 251	Exploration Activities	X	X	X	
EDU 259	Curriculum Planning	X	X		
EDU 261	Early Childhood Administration I	X			X
EDU 262	Early Childhood Administration II	X			X
EDU 271	Educational Technology	X			
EDU 280	Language & Literacy	X			
EDU 284	Practicum	X	X		
MAT 110	Math Measurement & Literacy	X			
PSY 150	General Psychology	X			
XXX	Humanities/Fine Arts	X			

### OUTLOOK FOR EMPLOYMENT

- Childcare Worker
- Special Education Teacher
- Childcare Director

### CONTACT INFO

#### Dr. David Townsend

Dean, University Transfer & Gen. Ed

✉ [david.townsend@piedmontcc.edu](mailto:david.townsend@piedmontcc.edu)

☎ (336) 322-2190

📍 Person County Campus

#### Drake Howell

Administrative Assistant to the Dean

✉ [drake.howell@piedmontcc.edu](mailto:drake.howell@piedmontcc.edu)

☎ (336) 322-2206

📍 Person County Campus

### FINANCIAL AID & SCHOLARSHIPS

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# Suggested Sequence for Full-Time Students

## Early Childhood Education – Career Options

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Intro. to Computers	2	2	0	3
EDU 119	Intro. to Early Childhood Ed.	4	0	0	4
EDU 144	Child Dev. I	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>4</b>	<b>0</b>	<b>20</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
COM 231	Public Speaking	3	0	0	3
EDU 131	Child, Family, & Com.	3	0	0	3
EDU 145	Child Dev. II	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
HUM XXX	Humanities/Fine Arts Elective	3	0	0	3
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN.	CR.
EDU 221	Children with Exceptionalities	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
EDU 261	Early Childhood Administration I	3	0	0	3
EDU 280	Lang. & Literacy Experiences	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
EDU 251	Exploration Activities	3	0	0	3
EDU 259	Curriculum Planning	3	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	3
EDU 271	Educational Technology	2	2	0	3
EDU 284	Early Childhood Practicum	1	9	0	4
<b>TOTAL HOURS</b>		<b>12</b>	<b>11</b>	<b>0</b>	<b>16</b>

<b>Total Semester Hours Required for Degree</b>		<b>62</b>	<b>17</b>	<b>0</b>	<b>69</b>
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### STEPS TO GET STARTED

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## Early Childhood Education – Transfer (Non-Teaching) Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

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

Course Number	Required Courses for Program
ACA 122	College Transfer Success
BIO 111	General Biology I
CIS 110	Introduction to Computers
COM 231	Public Speaking
EDU 119	Intro. to Early Childhood Education
EDU 131	Child, Family, & Community
EDU 144	Child Development I
EDU 145	Child Development II
EDU 146	Child Guidance
EDU 151	Creative Activities
EDU 153	Health, Safety, & Nutrition
EDU 221	Children with Exceptionalities
EDU 234	Infants, Toddlers, & Twos
EDU 261	Early Childhood Administration I
EDU 262	Early Childhood Administration II
EDU 280	Languages & Literacy Experiences
EDU 284	Early Childhood Practicum
ENG 111	Writing and Inquiry
ENG 112	Writing/Research in the Disciplines
MAT 143	Quantitative Literacy
PSY 150	General Psychology
XXX	Humanities/Fine Arts (1 Course)
XXX	Natural Science (1 Course)
XXX	Social/Behavioral Science (1 Course)

### OUTLOOK FOR EMPLOYMENT

- Physical/nutritional needs of children
- Care and guidance of children

### CONTACT INFO

#### Dr. David Townsend

Dean, University Transfer & Gen. Ed

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# Suggested Sequence for Full-Time Students

## Early Childhood Education – Transfer (Non-Teaching)

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ACA 122	College Transfer Success	0	2	0	1
ENG 111	Writing and Inquiry	3	0	0	3
EDU 119	Intro. to Early Childhood Education	4	0	0	4
EDU 144	Child Development I	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>4</b>	<b>0</b>	<b>20</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
COM 231	Public Speaking	3	0	0	3
PSY 150	General Psychology	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
EDU 131	Child, Family, & Community	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
<b>TOTAL HOURS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>18</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN	CR
ENG 112	Writing/Research in the Disciplines	3	0	0	3
BIO 111	General Biology I	3	3	0	4
EDU 221	Children with Exceptionalities	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
EDU 261	Early Childhood Administration I	3	0	0	3
EDU 280	Language & Literacy Experiences	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>3</b>	<b>0</b>	<b>19</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
XXX	Natural Science	3	2-3	0	4
XXX	Social/Behavioral Science	3	0	0	3
XXX	Humanities/Fine Arts	3	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	3
EDU 284	Early Childhood Practicum	1	9	0	4
<b>TOTAL HOURS</b>		<b>13</b>	<b>11-12</b>	<b>0</b>	<b>17</b>

<b>Total Semester Hours Required for Degree</b>		<b>66</b>	<b>20-21</b>	<b>0</b>	<b>74</b>
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## Early Childhood Education – Transfer (Teaching Licensure) Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The early childhood transfer track for teaching licensure prepares students to transfer to any public college or university in North Carolina as a junior. At least 60 hours of its coursework will be accepted toward a baccalaureate degree in early childhood programs for the purpose of its students obtaining teacher licensure of Birth through Kindergarten.

Course Number	Required Courses for Program
ACA 122	College Transfer Success
BIO 111	General Biology I
CIS 110	Introduction to Computers
COM 231	Public Speaking
EDU 119	Intro. to Early Childhood Education
EDU 131	Child, Family, & Community
EDU 144	Child Development I
EDU 145	Child Development II
EDU 146	Child Guidance
EDU 151	Creative Activities
EDU 153	Health, Safety, & Nutrition
EDU 216	Foundations of Education
EDU 221	Children with Exceptionalities
EDU 234	Infants, Toddlers, & Twos
EDU 250	Teacher Licensure Preparation
EDU 280	Languages & Literacy Experiences
EDU 284	Early Childhood Practicum
ENG 111	Writing and Inquiry
ENG 112	Writing/Research in the Disciplines
MAT 143	Quantitative Literacy
PSY 150	General Psychology
XXX	Humanities/Fine Arts (1 Course)
XXX	Natural Science (1 Course)
XXX	Social/Behavioral Science (1 Course)

### CONTACT INFO

#### Dr. David Townsend

Dean, University Transfer & Gen. Ed

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✉ (336) 322-2190

📍 Person County Campus

#### Drake Howell

Administrative Assistant to the Dean

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📍 Person County Campus

### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

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# Suggested Sequence for Full-Time Students

## Early Childhood Education – Transfer (Teaching-Licensure)

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ACA 122	College Transfer Success	0	2	0	1
ENG 111	Writing and Inquiry	3	0	0	3
EDU 119	Intro. to Early Childhood Education	4	0	0	4
EDU 144	Child Development I	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>4</b>	<b>0</b>	<b>20</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
COM 231	Public Speaking	3	0	0	3
PSY 150	General Psychology	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
EDU 131	Child, Family, & Community	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
<b>TOTAL HOURS</b>		<b>17</b>	<b>2</b>	<b>0</b>	<b>18</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN	CR
ENG 112	Writing/Research in the Disciplines	3	0	0	3
BIO 111	General Biology I	3	3	0	4
EDU 216	Foundations of Education	3	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
EDU 280	Language & Literacy Experiences	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>3</b>	<b>0</b>	<b>19</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
XXX	Natural Science	3	2-3	0	4
XXX	Social/Behavioral Science	3	0	0	3
XXX	Humanities/Fine Arts	3	0	0	3
EDU 250	Teacher Licensure Preparation	3	0	0	3
EDU 284	Early Childhood Practicum	1	9	0	4
<b>TOTAL HOURS</b>		<b>13</b>	<b>11-12</b>	<b>0</b>	<b>17</b>

<b>Total Semester Hours Required for Degree</b>		<b>66</b>	<b>20-21</b>	<b>0</b>	<b>74</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
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  - Sign-up for the Payment Plan.
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### CAREER COACH

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(336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
Yanceyville, NC 27379  
(336) 694-5707





# Electrical Power Production

Degree

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

This curriculum is designed to provide students with the skills and technical background required for entry-level employment in the operation of modern non-nuclear fueled power facilities.

Course #	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X		
BPR 115	Elc/Fluid Power Diagrams	X		
CIS 110	Intro to Computers	X		
ELC 112	DC/AC Electricity	X		
ELC 117	Motors and Controls	X		
ELC 128	Intro to PLC	X		
ELC 213	Instrumentation	X		
ELC 228	PLC Applications	X		
ENG 111	Writing and Inquiry	X		
ENG 112	Writing/Research in the Disc (U)	X		
EPP 110	Intro to Power Pit Oper	X		
EPP 112	Fuels and Combustion	X		
EPP 210	Power Plant Systems	X		
EPP 212	Steam & Combustion TG	X		
EPP 214	Power Pit Environ Mgt	X		
HUM XXX	Fine Arts/Humanities	X		
HYD 110	Hydraulics/Pneumatics I	X		
ISC 112	Industrial Safety	X		
ISC 170	Problem Solving Skills	X		
MAT 171	Precalculus Algebra	X		
MNT 230	Pumps and Piping	X		
PSY 150	General Psychology	X		
WAT 120	Intro to Water Treatment	X		
WBL 111	Work Based Learning Seminar I	X		
WBL 115	Work Based Learning Experience I	X		

## CONTACT INFO

### Walter Montgomery

Dean, Technical & Manufacturing Programs

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📍 E 122 Person County Campus

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Administrative Assistant

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📍 E 121 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

Learn more at:  
[piedmontcc.edu/Scholarships](http://piedmontcc.edu/Scholarships)

# Suggested Sequence for Full-Time Students

## Electrical Power Production

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
MAT 171	Pre-Calculus Algebra	3	2	0	4
ENG 111	Writing and Inquiry	3	0	0	3
ISC 112	Industrial Safety	2	0	0	2
EPP 110	Intro to Power Plant Operations	2	0	0	2
EPP 112	Fuels and Combustion	3	0	0	3
<b>TOTAL HOURS</b>		<b>13</b>	<b>4</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 112	Argument-Based Research	3	0	0	3
ELC 112	DC/AC Electricity	3	6	0	5
HYD 110	Hydraulics	2	3	0	3
CIS 110	Intro. to Computers	2	2	0	3
BPR 115	ELC/Fluid Power Diagrams	1	2	0	2
<b>TOTAL HOURS</b>		<b>11</b>	<b>13</b>	<b>0</b>	<b>16</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ELC 117	Motors and Controls	2	6	0	4
WBL 111	Work Based Learning Seminar 1	0	0	10	1
WBL 115	Work Based Experience 1	1	0	0	1
<b>TOTAL HOURS</b>		<b>3</b>	<b>6</b>	<b>10</b>	<b>6</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ELC 128	Intro to PLC's	2	3	0	3
PSY 150	General Psychology	3	0	0	3
ELC 213	Instrumentation	3	2	0	4
EPP 210	Power Plant Systems	2	2	0	3
ISC 170	Problem Solving	3	3	0	3
<b>TOTAL HOURS</b>		<b>13</b>	<b>10</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
WAT 120	Water Treatment	2	0	0	2
MNT 230	Pumps and Piping Systems	1	3	0	2
EPP 212	Steam and Combustion TG	2	2	0	3
EPP 214	Power Plant Environ Mgt	2	0	0	2
HUM 110 or HUM 115 or HUM 160	Technology and Society Critical Thinking Intro to Film	3 3 3	0 0 0	0 0 0	3 3 3
ELC 228	PLC Applications	2	6	0	4
<b>TOTAL HOURS</b>		<b>12</b>	<b>11</b>	<b>0</b>	<b>16</b>

<b>Total Semester Hours Required for Degree</b>	<b>52</b>	<b>44</b>	<b>10</b>	<b>69</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
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 (336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
 Yanceyville, NC 27379  
 (336) 694-5707



## Emergency Medical Science

Associate in Applied Science

AAS = Associate in Applied Science   DIP = Diploma   CER = Certificate   X = Denotes required for degree completion

Designed to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency.

Course #	Required Courses for Program	AAS	DIP	CER
ENG 111	Expository Writing			
COM 231	Public Speaking OR	x		
COM 120	Intro to Interpersonal Communication			
MAT 143	Quantitative Literacy OR	x		
MAT 152	Statistical Methods I OR			
BIO 111	General Biology I			
ART 111	Art Appreciation OR	x		
ART 114	Art History Survey I OR			
MUS 110	Music Appreciation OR			
MUS 112	Into to Jazz OR			
HUM 115	HUM 115 Critical Thinking			
PSY 150	General Psychology	x		
BIO 163	Basic Anatomy & Physiology	x		
EMS 110	EMT	x		
EMS 122	EMS Clinical Practicum I	x		
EMS 130	Pharmacology	x		
EMS 131	Advanced Airway Management	x		
EMS 160	Cardiology	x		
EMS 220	Cardiology II	x		
EMS 221	EMS Clinical Practicum II	x		
EMS 231	EMS Clinical Practicum III	x		
EMS 240	Patients w/ Special Challenges	x		
EMS 241	EMS Clinical Practicum IV	x		
EMS 250	Medical Emergencies	x		
EMS 260	Trauma Emergencies	x		
EMS 270	Life Span Emergencies	x		
EMS 285	EMS Capstone	x		

### OUTLOOK FOR EMPLOYMENT

- Paramedic
- EMT

### CONTACT INFO

#### Heather Franklin

Director/Instructor

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☎ (336) 694-8052

📍 K219 Caswell County Campus

#### Alisa L. Montgomery

Dean

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📍 K219 Caswell County Campus

### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

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# Suggested Sequence for Full-Time Students

## Electrical Power Production

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ENG 111	Expository Writing	3	0	0	3
ACA 122	College Transfer Success	0	2	0	1
EMS 110	EMT	6	6	3	9
MAT 142	Quantitative Literacy OR	2	2	0	3
MAT 152	Statistical Methods I OR	3	2	0	4
BIO 111	General Biology I	3	3	0	4
<b>TOTAL HOURS</b>		<b>17</b>	<b>15</b>	<b>3</b>	<b>16-17</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
BIO 163	Basic Anatomy and Physiology	4	2	0	5
ENG 112	Writing & Research in the Disc	3	0	0	3
EMS 122	EMS Clinical Practicum I	0	0	3	1
EMS 130	Pharmacology	3	3	0	4
EMS 131	Advance Airway Mgmt	1	2	0	2
xxx	HUM/ Fine Art Elective ART 111, 114, ENG 231, 232, 241, 242, MUS 110, 112, HUM 115	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>7</b>	<b>3</b>	<b>18</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
EMS 160	Cardiology I	2	3	0	3
EMS 221	EMS Clinical Practicum II	0	0	6	2
EMS 250	Medical Emergencies	3	3	0	4
<b>TOTAL HOURS</b>		<b>5</b>	<b>6</b>	<b>6</b>	<b>9</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
EMS 235	EMS Management	2	0	0	2
EMS 220	Cardiology II	2	3	0	3
EMS 231	EMS Clinical Practicum III	0	0	9	3
EMS 260	Trauma Emergencies	1	3	0	2
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>8</b>	<b>6</b>	<b>9</b>	<b>13</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
EMS 240	Patients w/ Special Challenges	1	2	0	2
EMS 241	EMS Clinical Practicum IV	0	0	12	4
EMS 270	Life Span Emergencies	3	3	0	4
EMS 285	EMS Capston	1	3	0	2
<b>TOTAL HOURS</b>		<b>5</b>	<b>8</b>	<b>12</b>	<b>12</b>

<b>Total Semester Hours Required for Degree</b>	<b>49</b>	<b>15-17</b>	<b>33</b>	<b>68-69</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
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 (336) 694-5707





# Gunsmithing

Diploma

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Gunsmithing curriculum is designed to provide students with the required skills needed to refurbish metal and wood as applicable to firearms, to diagnose malfunctions for repair, and to accomplish more complex custom gunsmithing tasks.

Required Courses for Program	AAS	DIP	CER
ENG 111 Writing and Inquiry		x	
GSM 101 Gunsmithing I		x	x
GSM 102 Gunsmithing II		x	x
GSM 103 Gunsmithing III		x	x
GSM 204 Gunsmithing IV		x	x
GSM 205 Gunsmithing V		x	x
MAT 110 Mathematical Measurement & Literacy		x	

## OUTLOOK FOR EMPLOYMENT

- Manufacturing
- Maintenance and Repair
- Restoration

## CONTACT INFO

### Roy E. Allen

*Dean, Public Safety and Human Services*

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☒ (336) 322-2194

📍 P 101 Caswell County Campus

### Martha Pruitt

*Administrative Assistant*

- [martha.pruitt@piedmontcc.edu](mailto:martha.pruitt@piedmontcc.edu)

☒ (336) 694-8060

📍 P 103 Caswell County Campus

### Lennie Moore

*Instructor*

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☒ (336) 322-2136

📍 L 108 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

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## Suggested Sequence for Full-Time Students

### Gunsmithing

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
GSM 101	Gunsmithing I	5	21	0	12
MAT 110	Math Measurement & Literacy	2	2	0	3
<b>TOTAL HOURS</b>		<b>7</b>	<b>23</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
GSM 102	Gunsmithing II	5	21	0	12
<b>TOTAL HOURS</b>		<b>5</b>	<b>21</b>	<b>0</b>	<b>12</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
GSM 103	Gunsmithing III	5	21	0	12
<b>TOTAL HOURS</b>		<b>5</b>	<b>21</b>	<b>0</b>	<b>12</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
GSM 204	Gunsmithing IV	5	21	0	12
ENG 111	Writing and Inquiry	3	0	0	3
<b>TOTAL HOURS</b>		<b>8</b>	<b>21</b>	<b>0</b>	<b>15</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
GSM 205	Gunsmithing V	1	2	0	2
<b>TOTAL HOURS</b>		<b>5</b>	<b>8</b>	<b>12</b>	<b>12</b>

<b>Total Semester Hours Required for Degree</b>	<b>30</b>	<b>107</b>	<b>0</b>	<b>66</b>
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### STEPS TO GET STARTED

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 (336) 694-5707





# Healthcare Management Technology

Associate in Applied Science/ Medical Coding Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	X		
ACC 120 Prin of Financial Accounting	X		
ACC 121 Prin of Managerial Accounting	X		
CIS 110 Introduction to Computers	X		
COM 120 Intro to Interpersonal Comm OR COM 231 Public Speaking	X		
ENG 111 Writing and Inquiry	X		
GRO 120 Gerontology	X		
HMT 110 Intro to Healthcare Mgt	X		
HMT 211 Long-Term Care Admin	X		
HMT 212 Mgmt of Healthcare Organizations	X		
MAT 121 Algebra/Trigonometry I OR MAT 143 Quantitative Literacy OR MAT 152 Statistical Models I	X		
MED 118 Medical Law and Ethics	X		
MED 121 Medical Terminology I	X		X
MED 122 Medical Terminology II	X		X
OST 148 Medical Insurance & Billing	X		X
OST 247 Procedure Coding	X		X
OST 248 Diagnostic Coding	X		X
OST 249 Med Coding Certification Prep	X		X
OST 250 Long Term Care Coding	X		X
OST 280 Electronic Health Records	X		
PSY 150 General Psychology	X		
WBL 111 Work-Based Learning	X		
WBL 115 Work-Based Learning Seminar	X		
XXX Humanities/Fine Arts Elective	X		

## OUTLOOK FOR EMPLOYMENT

- Hospitals
- Medical Offices
- Clinics
- Insurance Companies

## CONTACT INFO

### Paula Eubanks

*Instructor, Coordinator,  
Healthcare Management Technology*

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☒ (336)322-2158

📍 Person County Campus

### Alisa Montgomery

*Dean, Health & Wellness*

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☒ (336)322-2213

📍 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

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# Suggested Sequence for Full-Time Students

## Healthcare Management Technology

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ACA 122	College Transfer Success	0	2	0	1
ACC 120	ACC 120 Prin of Financial Accounting	3	2	0	4
CIS 110	Introduction to Computers	2	2	0	3
HMT 110	Intro to Healthcare Mgt	3	0	0	3
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>6</b>	<b>0</b>	<b>17</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ACC 121	Prin of Managerial Accounting	3	2	0	4
COM 120	Intro to Interpersonal Comm OR	3	0	0	3
COM 231	Public Speaking				
COM 231	Public Speaking	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
MAT 121	Algebra/Trigonometry I OR	2	2	0	3
MAT 143	Quantitative Literacy OR	2	2	0	3
MAT 152	Statistical Models I	3	2	0	4
MED 118	Medical Law and Ethics	2	0	0	2
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>16-17</b>	<b>4</b>	<b>0</b>	<b>18</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN	CR
GRO 120	Gerontology	3	0	0	3
OST 148	Medical Insurance & Billing	3	0	0	3
OST 247	Procedure Coding	2	2	0	3
OST 248	Diagnostic Coding	2	2	0	3
OST 280	Electronic Health Records	3	0	0	3
<b>TOTAL HOURS</b>		<b>13</b>	<b>4</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
HMT 211	Long-Term Care Admin	3	0	0	3
HMT 212	Mgmt of Healthcare Organ	3	0	0	3
OST 249	Med Coding Certification Prep	3	2	0	4
OST 250	Long Term Care Coding	2	2	0	3
WBL 111	Work-Based Learning	0	0	10	1
WBL 115	Work-Based Learning Seminar	1	0	0	1
XXX	Humanities/Fine Arts	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>4</b>	<b>10</b>	<b>18</b>

<b>Total Semester Hours Required for Degree</b>	<b>58-59</b>	<b>18</b>	<b>0</b>	<b>68</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
  - Sign-up for the Payment Plan.
  - Apply for Scholarships.

### IMPORTANT LINKS

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#### PERSON COUNTY CAMPUS

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(336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
Yanceyville, NC 27379  
(336) 694-5707



# Human Services Technology

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

PCC's Human Services Technology program 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.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	x		
BIO 111 General Biology	x		
CIS 110 Introduction to Computers	x		
COM 231 Public Speaking	x		
ENG 111 Writing and Inquiry	x		
ENG 112 Writing and Research in the Disciplines	x		
GRO 120 Gerontology	x		
HSE 110 Introduction to Human Services	x		
HSE 112 Group Process	x		
HSE 123 Interview Techniques	x		
HSE 125 Crisis Intervention	x		
HSE 145 Child Abuse and Neglect	x		
HUM 115 Critical Thinking	x		
PSY 150 General Psychology	x		
PSY 241 Developmental Psychology	x		
SAB 110 Substance Abuse Overview	x		
SOC 210 Introduction to Sociology	x		
SOC 220 Social Problems	x		
SWK 110 Introduction to Social Work	x		
SWK 113 Working with Diversity	x		
WBL 111 Work-based Learning I	x		
WBL 115 Work-based Learning Seminar I	x		

## Human Services Technology

## OUTLOOK FOR EMPLOYMENT

- Mental Health
- Child Care
- Family Services
- Social Services

## CONTACT INFO

### Roy E. Allen

*Dean, Public Safety and Human Services*

- [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)
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- 📍 P 101 Caswell County Campus

### Martha Pruitt

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- 📍 P 103 Caswell County Campus

### Kathy Oakley

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- ☎ [kathy.oakley@piedmontcc.edu](mailto:kathy.oakley@piedmontcc.edu)
- ☎ (336) 322-2137
- 📍 L 116 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

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Learn more at

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# Suggested Sequence for Full-Time Students

## Healthcare Management Technology

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
GRO 120	Gerontology	3	0	0	3
HSE 110	Introduction to Human Services	2	2	0	3
HSE 112	Group Process I	1	2	0	2
SOC 210	Introduction to Sociology	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>8</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ENG 112	Writing and Research in the Disciplines	3	0	0	3
HSE 145	Child Abuse and Neglect	3	0	0	3
HSE 225	Crisis Intervention	3	0	0	2
PSY 150	General Psychology	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SWK 110	Introduction to Social Work	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN	CR
COM 231	Public Speaking	3	0	0	3
HSE 123	Interview Techniques	2	2	0	3
HSE 220	Case Management	2	2	0	3
HUM	Humanities Elective	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>4</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
BIO 111	General Biology	3	3	0	4
HSE 125	Counseling	2	2	0	3
HSE 210	Human Services Issues	2	0	0	2
SWK 113	Working with Diversity	3	0	0	3
WBL 111	Work-based Learning I	0	5	10	1
WBL 115	Work-based Learning Seminar I	1	0	0	1
<b>TOTAL HOURS</b>		<b>11</b>	<b>0</b>	<b>10</b>	<b>14</b>

<b>Total Semester Hours Required for Degree</b>	<b>58-59</b>	<b>18</b>	<b>0</b>	<b>68</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
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 Yanceyville, NC 27379  
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# Human Services Technology Addiction and Recovery Studies

Associate in Applied Science

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

Do you have a desire to help others live a better quality of life? Study to become an addictions specialist, working with clients on substance abuse prevention and treatment.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	x		
BIO 111 General Biology	x		
CIS 110 Introduction to Computers	x		
COM 231 Public Speaking	x		
ENG 111 Writing and Inquiry	x		
HSE 110 Introduction to Human Services	x		
HSE 112 Group Process	x		
HSE 123 Interview Techniques	x		
HSE 125 Counseling	x		
HSE 210 Human Services Issues	x		
HSE 225 Crisis Intervention	x		
HUM XXX Humanities	x		
MED 118 Medical Law and Ethics	x		
PSY 150 General Psychology	x		
PSY 241 Developmental Psychology	x		
PSY 281 Abnormal Psychology	x		
SAB 110 Substance Abuse Overview	x		
SAB 120 Intake and Assessment	x		
SAB 125 Substance Abuse Case Management	x		
SAB 135 Addictive Process	x		
SAB 240 SAB Issues in Client Service	x		
SOC 210 Introduction to Sociology	x		
SOC 220 Social Problems	x		
WBL 111 Work-based Learning I	x		
WBL 115 Work-based Learning Seminar I	x		
WBL 121 Work-based Learning II	x		
WBL 125 Work-based Learning Seminar II	x		

## OUTLOOK FOR EMPLOYMENT

- Mental Health
- Child Care
- Family Services
- Social Services

## CONTACT INFO

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*Dean, Public Safety and Human Services*

- [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)

☎ (336) 322-2194

📍 P 101 Caswell County Campus

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☎ (336) 322-2137

📍 L 116 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

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# Suggested Sequence for Full-Time Students

## Human Services Technology: Addiction and Recovery Studies

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HSE 110	Introduction to Human Services	2	2	0	3
PSY 150	General Psychology	3	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	3
SAB 120	Intake and Assessment	3	0	0	3
<b>TOTAL HOURS</b>		<b>16</b>	<b>4</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ACA 122	College Transfer Success	0	2	0	1
HSE 210	Human Services Issues	2	0	0	2
MED 118	Medical Law & Ethics	2	0	0	2
PSY 241	Developmental Psychology	3	0	0	3
SAB 135	Addictive Process	3	0	0	3
SAB 240	Issues in Client Service	3	0	0	3
SOC 210	Intro to Sociology	3	0	0	3
<b>TOTAL HOURS</b>		<b>16</b>	<b>2</b>	<b>0</b>	<b>17</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN	CR
COM 231	Public Speaking	3	0	0	3
HSE 112	Group Process	1	2	0	2
HSE 123	Interview Techniques	2	2	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SAB 125	SAB Case Management	3	0	0	3
WBL 111	Work-based Learning I	0	0	10	1
WBL 115	Work-based Learning Seminar I	1	0	0	1
<b>TOTAL HOURS</b>		<b>13</b>	<b>4</b>	<b>10</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
BIO 111	General Biology	3	3	0	4
HSE 125	Counseling	2	2	0	3
HSE 225	Crisis Intervention	3	0	0	3
HUM XXX	Humanities	3	0	0	3
SOC 220	Social Problems	3	0	0	3
WBL 121	Work-based Learning II	0	0	10	1
WBL 125	Work-based Learning Seminar II	1	0	0	1
<b>TOTAL HOURS</b>		<b>15</b>	<b>5</b>	<b>10</b>	<b>18</b>

<b>Total Semester Hours Required for Degree</b>	<b>60</b>	<b>15</b>	<b>20</b>	<b>74</b>
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### STEPS TO GET STARTED

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331 Piedmont Drive  
 Yanceyville, NC 27379  
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# Human Services Technology Gerontology

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

PCC's Human Services Technology – Gerontology program prepares students to specialize in direct service delivery work to older adults and their families. The curriculum provides both theoretical and applied models for understanding issues of aging.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	X		
BIO 111 General Biology	X		
CIS 110 Introduction to Computers	X		
COM 231 Public Speaking	X		
ENG 111 Writing and Inquiry	X		
ENG 112 Writing and Research in the Disciplines	X		
GRO 120 Gerontology	X		X
GRO 220 Psychosocial Aspects of Aging	X		X
GRO 230 Health, Wellness, and Nutrition	X		X
GRO 240 Gerontology Care Management	X		X
HSE 110 Introduction to Human Services	X		
HSE 112 Group Process	X		
HSE 123 Interview Techniques	X		
HSE 125 Counseling	X		
HSE 145 Child Abuse and Neglect	X		
HSE 210 Human Services Issues	X		
HSE 225 Crisis Intervention	X		
HUM Humanities	X		
PSY 150 General Psychology	X		X
PSY 241 Developmental Psychology	X		
SAB 110 Substance Abuse Overview	X		
SOC 210 Introduction to Sociology	X		
SOC 220 Social Problems	X		
SWK 110 Introduction to Social Work	X		
SWK 113 Working with Diversity	X		
WBL 111 Work-based Learning I	X		
WBL 115 Work-based Learning Seminar I	X		

## OUTLOOK FOR EMPLOYMENT

- Mental Health
- Child Care
- Family Services
- Social Services

## CONTACT INFO

### Roy E. Allen

*Dean, Public Safety and Human Services*

- [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)
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*Administrative Assistant*

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## FINANCIAL AID & SCHOLARSHIPS

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# Suggested Sequence for Full-Time Students

## Human Services Technology: Gerontology

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
CIS 110	CIS 110 Introduction to Computers	2	2	0	3
GRO 230	Health, Wellness, and Nutrition	3	2	0	4
HSE 123	Interview Techniques	2	2	0	3
PSY 241	Developmental Psychology	3	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	3
SOC 220	Social Problems	3	0	0	3
<b>TOTAL HOURS</b>		<b>16</b>	<b>6</b>	<b>0</b>	<b>19</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
ENG 112	Writing and Research in the Disciplines	3	0	0	3
HSE 210	Human Services Issues	2	0	0	2
HSE 225	Crisis Intervention	3	0	0	2
HUM XXX	Humanities	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SWK 110	Introduction to Social Work	3	0	0	3
<b>TOTAL HOURS</b>		<b>17</b>	<b>0</b>	<b>0</b>	<b>16</b>

FALL SEMESTER					
Course #	Course Number & Title Course	CL.	LB	CLIN	CR
ACA 122	College Transfer Success	0	2	0	1
BIO 111	General Biology I	3	3	0	4
ENG 111	Writing and Inquiry	3	0	0	3
GRO 120	Gerontology	3	0	0	3
HSE 110	Introduction to Human Services	2	2	0	3
HSE 112	Group Process I	1	2	0	2
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>9</b>	<b>0</b>	<b>19</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN	CR
COM 231	Public Speaking	3	0	0	3
GRO 220	Psychosocial Aspects of Aging	3	0	0	3
GRO 240	Gerontology Care Management	3	0	0	3
HSE 125	Counseling	2	2	0	3
HSE 145	Child Abuse and Neglect	3	0	0	3
SWK 113	Working with Diversity	3	0	0	3
WBL 111	Work-based Learning I	0	0	10	1
WBL 115	Work-based Learning Seminar I	1	0	0	1
<b>TOTAL HOURS</b>		<b>66</b>	<b>2</b>	<b>10</b>	<b>20</b>

<b>Total Semester Hours Required for Degree</b>	<b>66</b>	<b>17</b>	<b>12</b>	<b>74</b>
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### STEPS TO GET STARTED

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 (336) 694-5707





# Industrial Systems Technology

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

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.

Course #	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X		
BPR 111	Print Reading	X	X	X
CIS 110	Intro to Computers	X	X	
COM 120	Intro to Interpersonal Com or	x		
COM 231	Public Speaking (U)	X		
DFT 119	Basic CAD	X		
ELC 112	DC/AC Electricity	X	X	
ELC 113	Residential Wiring	X	X	
ELC 115	Industrial Wiring	X		x
ELC 117	Motors and Controls	X	X	
ELC 128	Intro to PLC	X	X	
ENG 111	Writing and Inquiry	X	X	
HUM	Fine Arts/Humanities Elective	X		
HYD 110	Hydraulics/Pneumatics I	X	X	X
ISC 112	Industrial Safety	X	X	X
ISC 130	Intro to Quality Control	X		
ISC 170	Problem Solving Skills	X	X	X
MAT 143	Quantitative Literacy	X	X	
MEC 111	Machine Processes I	X	X	
MEC 130	Mechanisms	X	X	X
MNT 110	Intro to Maint Procedures	X	X	X
SOC XXX	Social Behavioral Elective	X		
WBL 111	Work Based Learning Seminar I	X		
WBL 115	Work Based Learning Experience I	X		
WLD 112	Basic Welding Processes	X	X	
WLD 121	GMW (MIG) FCAW/Plate OR	X		
WLD 131	GTAW (TIG) Plate	X		

## OUTLOOK FOR EMPLOYMENT

- Mechanical Technicians
- Maintenance Technicians

## CONTACT INFO

### Walter Montgomery

Dean, Technical & Manufacturing Programs

✉ [walter.montgomery@piedmontcc.edu](mailto:walter.montgomery@piedmontcc.edu)

☎ (336) 322-2258

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Administrative Assistant

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☎ (336) 322-2135

📍 I 115 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

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# Suggested Sequence for Full-Time Students

## Industrial Systems Technology

FALL SEMESTER						
Course #	Course Title	CL.	LB	CLIN.	CR.	
ACA 111 or ACA 122	College Student Success College Transfer Success	1 0	0 2	0 0	1 1	
MAT 143	Quantitative Literacy	2	2	0	3	
ENG 111	Writing and Inquiry	3	0	0	3	
MNT-110	Intro. to Maintenance	1	3	0	2	
MEC -111	Machine Processes	1	4	0	3	
HUM	Elective	3	0	0	3	
<b>TOTAL HOURS</b>		<b>10</b>	<b>11</b>	<b>0</b>	<b>15</b>	

SPRING SEMESTER						
Course #	Course Title	CL.	LB	CLIN.	CR.	
WLD 112	Basic Welding	1	3	0	2	
COM 120 or COM 231	Intro to Interpersonal Com Public Speaking	3	0	0	3	
HYD 110	Hydraulics	2	2	0	3	
MEC 130	Mechanisms	2	2	0	3	
CIS 110	Intro. to Computers	2	2	0	3	
<b>TOTAL HOURS</b>		<b>10</b>	<b>9</b>	<b>0</b>	<b>14</b>	

SUMMER SEMESTER						
Course #	Course Title	CL.	LB	CLIN.	CR.	
ELC 117	Motors and Controls	2	6	0	4	
WBL 111	Work Based Learning Seminar 1	0	0	10	1	
WBL 115	Work Based Experience 1	1	0	0	1	
<b>TOTAL HOURS</b>		<b>3</b>	<b>6</b>	<b>10</b>	<b>6</b>	

FALL SEMESTER						
Course #	Course Title	CL.	LB	CLIN.	CR.	
ELC 113	Basic Wiring	2	6	0	4	
ISC 170	Problem Solving Skills	3	0	0	3	
ELC 128	Intro. to PLC	2	3	0	3	
ELC 115	Industrial Wiring	2	6	0	4	
BPR 111	Blueprint Reading	1	2	0	2	
ISC 112	Industrial Safety	2	0	0	2	
<b>TOTAL HOURS</b>		<b>12</b>	<b>17</b>	<b>0</b>	<b>18</b>	

SPRING SEMESTER						
Course #	Course Title	CL.	LB	CLIN.	CR.	
ELC 112	DC/AC Electricity	3	6	0	5	
DFT 119	Basic CAD	1	2	0	2	
WLD 121 or WLD 131	GMAW (MIG) GMAW (TIG)	2	6	0	4	
Soc. Science	Elective	3	0	0	3	
<b>TOTAL HOURS</b>		<b>9</b>	<b>14</b>	<b>0</b>	<b>14</b>	

<b>Total Semester Hours Required for Degree</b>	<b>44-45</b>	<b>55-57</b>	<b>10</b>	<b>67</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
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### IMPORTANT LINKS

Piedmontcc.edu/Apply  
Piedmontcc.edu/Scholarships  
Piedmontcc.edu/Programs

### CAREER COACH

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#### PERSON COUNTY CAMPUS

1715 College Drive  
Roxboro, NC 27574  
(336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
Yanceyville, NC 27379  
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# Information Technology – Business Support

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

PCC’s Information Technology curriculum prepares graduates for employment as designers, testers, support technicians, administrators, developers, or programmers with organizations that use computers to design, process, manage, and communicate information.

Course Number	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X	X	
CIS 110	Introduction to Computers	X	X	1, 2
CIS 115	Intro to Prog & Logic	X	X	
COM 120	Intro to Interpersonal Com or	X		
COM 231	Public Speaking	X		
CTI 110	Web, Pgm, DB Foundation	X	X	1, 2
CTI 120	Network & Security Foundation	X	X	1
CTI 141	Cloud and Storage Concepts	X		2
CTS 115	Info System Business Concepts	X	X	1, 2
CTS 120	Hardware/Software Support	X	X	1
CTS 130	Spreadsheets	X	X	2
CTS 210	Computer Ethics	X	X	
CTS 240	Project Management	X		
DBA 110	Database Concepts	X	X	
DBA 120	Database Programming I	X	X	2
ENG 111	Writing and Inquiry	X	X	
NET 110	Networking Concepts	X	X	
NOS 110	Operating Systems Concepts	X	X	1
NOS 130	Windows Single User	X		2
NOS 230	Windows Admin I	X		2
SEC 110	Security Concepts	X	X	
WBL 111	Work Based Learning	X		
XXX	Humanities/Fine Arts	X		
XXX	NS/Mathematics	X	X	
XXX	Social/Behavioral Sciences	X		

## OUTLOOK FOR EMPLOYMENT

- Government Agencies
- Business Educational Systems

## CONTACT INFO

### Melissa Robbins

*Dean, Business Studies and Emerging Technologies*

✉ [melissa.robbins@piedmontcc.edu](mailto:melissa.robbins@piedmontcc.edu)

☎ (336) 322-2220

📍 E 125 Person County Campus

### Jessica Wilson

*Administrative Assistant*

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## FINANCIAL AID & SCHOLARSHIPS

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# Suggested Sequence for Full-Time Students

## Information Technology – Business Support

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, DB Foundation	2	2	0	3
CTI 120	Network & Security Foundation	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
DBA 110	Database Concepts	2	3	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>11</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course Number	Course Title	CL.	LB	CLIN.	CR.
DBA 120	Database Programming I	2	2	0	3
MAT 121 or MAT 143 or MAT 152 or MAT 171	Algebra/Trigonometry I Quantitative Literacy (U) Statistical Methods I (U) Precalculus Algebra (U)	2 3	2 2	0 0	3 4
NET 110	Networking Concepts	2	2	0	3
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics (U) Prin of Microeconomics (U) Prin of Macroeconomics (U) General Psychology (U) Intro to Sociology (U)	3	0	0	3
CIS 115	Introduction to Prog & Logic	2	3	0	3
NOS 130	Windows Single User	2	2	0	3
<b>TOTAL HOURS</b>		<b>13- 14</b>	<b>11</b>	<b>0</b>	<b>18- 19</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CTS 120	Hardware/Software Support	2	3	0	3
SEC 110	Security Concepts	2	2	0	3
CTS 115	Info System Business Concepts	3	0	0	3
NOS 110	Operating Systems Concepts	2	3	0	3
COM 120 or COM 231	Intro to Interpersonal Com Public Speaking	3	0	0	3
NOS 230	Windows Administration I	2	2	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>10</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CTS 240	Project Management	2	2	0	3
CTS 210	Computer Ethics	3	0	0	3
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	3	0	0	3
CTS 130	Spreadsheets	2	2	0	3
CTI 141	Cloud and Storage Concepts	1	4	0	3
WBL	Work Based Learning	0	0	10	1
<b>TOTAL HOURS</b>		<b>11</b>	<b>8</b>	<b>10</b>	<b>16</b>

<b>Total Semester Hours Required for Degree</b>	<b>49-50</b>	<b>40</b>	<b>10</b>	<b>68-69</b>
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## STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
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## Information Technology – Computer Programming

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                              **X** = Denotes required for degree completion

This curriculum prepares graduates for employment as designers, testers, support technicians, administrators, developers, or programmers with organizations that use computers to design, process, manage, and communicate information.

Course #	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X	X	
CIS 110	Introduction to Computers	X	X	X
CIS 115	Intro to Prog & Logic	X	X	
COM 120	Intro to Interpersonal Com or	X		
COM 231	Public Speaking	X		
CSC 134	C++ Programming or	X		X
CSC 118	Swift Programming I	X		X
CSC 139	Visual BASIC Programming or	X		X
CSC 218	Swift Programming II	X		X
CSC 151	Java Programming	X	X	
CSC 153	C# Programming	X	X	X
CSC 253	Advanced C# Programming	X	X	X
CTI 110	Web, Pgm, DB Foundation	X	X	
CTI 120	Network & Security Foundation	X	X	
CTI 141	Cloud and Storage Concepts	X		X
CTS 115	Info System Business Concepts	X	X	
CTS 120	Hardware/Software Support	X	X	
CTS 210	Computer Ethics	X	X	
CTS 240	Project Management	X		
DBA 120	Database Programming I	X	X	
ENG 111	Writing and Inquiry	X	X	
NOS 110	Operating Systems Concepts	X	X	
SEC 110	Security Concepts	X	X	
WBL 111	Work Based Learning	X		
XXX	Humanities/Fine Arts	X		
XXX	NS/Mathematics	X	X	
XXX	Social/Behavioral Sciences	X		

### OUTLOOK FOR EMPLOYMENT

- Computer Programmers
- Software Developers
- Web Developers
- Computer Network Support

### CONTACT INFO

#### Melissa Robbins

Dean, Business Studies and Emerging Technologies

✉ [melissa.robbins@piedmontcc.edu](mailto:melissa.robbins@piedmontcc.edu)

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Administrative Assistant

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### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

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# Suggested Sequence for Full-Time Students

## Information Technology – Computer Programming

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, DB Foundation	2	2	0	3
CTI 120	Network & Security Foundation	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
CSC 153	C# Programming	2	3	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>11</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
DBA 120	Database Programming I	2	2	0	3
MAT 121 or MAT 143 or MAT 152 or MAT 171	Algebra/Trigonometry I Quantitative Literacy (U) Statistical Methods I (U) Precalculus Algebra (U)	2 3	2 2	0 0	3 4
CSC 151	Java Programming I	2	2	0	3
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics (U) Prin of Microeconomics (U) Prin of Macroeconomics (U) General Psychology (U) Intro to Sociology (U)	3	0	0	3
CIS 115	Introduction to Prog & Logic	2	3	0	3
CSC 253	Advanced C# Programming	2	3	0	3
<b>TOTAL HOURS</b>		<b>13-14</b>	<b>12</b>	<b>0</b>	<b>18-19</b>

FALL SEMESTER					
Course Number	Course Title	CL.	LB	CLIN.	CR.
CTS 120	Hardware/Software Support	2	3	0	3
SEC 110	Security Concepts	2	2	0	3
CTS 115	Info System Business Concepts	3	0	0	3
NOS 110	Operating Systems Concepts	2	3	0	3
COM 120 or COM 231	Intro to Interpersonal Com Public Speaking	3	0	0	3
CSC 134 or CSC 118	C++ Programming Swift Programming I	2	3	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>11</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course Number	Course Title	CL.	LB	CLIN.	CR.
CTS 240	Project Management	2	2	0	3
CTS 210	Computer Ethics	3	0	0	3
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	3	0	0	3
CSC 139 or CSC 218	Visual BASIC Programming Swift Programming II	2	3	0	3
CTI 141	Cloud and Storage Concepts	1	4	0	3
WBL	Work Based Learning	0	0	10	1
<b>TOTAL HOURS</b>		<b>11</b>	<b>9</b>	<b>10</b>	<b>16</b>

<b>Total Semester Hours Required for Degree</b>	<b>49-50</b>	<b>43</b>	<b>10</b>	<b>68-69</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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# Information Technology:

## Gaming and Simulation

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma    **X** = Denotes required for degree completion

This curriculum prepares graduates for employment as designers, testers, support technicians, administrators, developers, or programmers with organizations that use computers to design, process, manage, and communicate information, depending on the technical path selected within this curriculum.

Course Number	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X	X	
CIS 110	Introduction to Computers	X	X	X
CIS 115	Intro to Prog & Logic	X	X	
COM 120	Intro to Interpersonal Com or	X		
COM 231	Public Speaking	X		
CSC 134	C++ Programming	X		X
CSC 151	Java Programming	X	X	
CTI 110	Web, Pgm, DB Foundation	X	X	
CTI 120	Network & Security Foundation	X	X	
CTS 115	Info System Business Concepts	X	X	
CTS 120	Hardware/Software Support	X	X	
CTS 210	Computer Ethics	X	X	
CTS 240	Project Management	X		
DBA 110	Database Concepts	X		X
DBA 120	Database Programming I	X	X	
ENG 111	Writing and Inquiry	X	X	
NOS 110	Operating Systems Concepts	X	X	
SEC 110	Security Concepts	X	X	
SGD 111	Introduction to SGD	X	X	X
SGD 112	SGD Design	X		X
SGD 113	SGD Programming	X	X	X
WBL 111	Work Based Learning	X		
XXX	Humanities/Fine Arts	X		
XXX	NS/Mathematics	X	X	
XXX	Social/Behavioral Sciences	X		

### OUTLOOK FOR EMPLOYMENT

- Computer Programmers
- Software Developers
- Web Developers
- Computer Network Support
- Computer Science Teachers

### CONTACT INFO

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# Suggested Sequence for Full-Time Students

## Information Technology – Gaming and Simulation

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, DB Foundation	2	2	0	3
CTI 120	Network & Security Foundation	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
SGD 111	Introduction to SGD	2	3	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>11</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
DBA 110	Database Concepts	2	2	0	3
MAT 121 or MAT 143 or MAT 152 or MAT 171	Algebra/Trigonometry I Quantitative Literacy (U) Statistical Methods I (U) Precalculus Algebra (U)	2	2	0	3
CSC 151	Java Programming I	3	2	0	4
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics (U) Prin of Microeconomics (U) Prin of Macroeconomics (U) General Psychology (U) Intro to Sociology (U)	2	2	0	3
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics (U) Prin of Microeconomics (U) Prin of Macroeconomics (U) General Psychology (U) Intro to Sociology (U)	3	0	0	3
CIS 115	Introduction to Prog & Logic	2	3	0	3
SGD 112	SGD Design	2	3	0	3
<b>TOTAL HOURS</b>		<b>13-14</b>	<b>12</b>	<b>0</b>	<b>18-19</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CTS 120	Hardware/Software Support	2	3	0	3
SEC 110	Security Concepts	2	2	0	3
CTS 115	Info System Business Concepts	3	0	0	3
NOS 110	Operating Systems Concepts	2	3	0	3
COM 120 or COM 231	Intro to Interpersonal Com Public Speaking	3	0	0	3
CSC 134	C++ Programming	2	3	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>11</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CTS 240	Project Management	2	2	0	3
CTS 210	Computer Ethics	3	0	0	3
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	3	0	0	3
SGD 113	SGD Programming	2	2	0	3
DBA 120	Database Programming I	2	2	0	3
WBL	Work Based Learning	0	0	10	1
<b>TOTAL HOURS</b>		<b>12</b>	<b>6</b>	<b>10</b>	<b>16</b>

<b>Total Semester Hours Required for Degree</b>	<b>50-51</b>	<b>40</b>	<b>10</b>	<b>68-69</b>
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### STEPS TO GET STARTED

- Complete the online application
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# Information Technology – Systems Security

Degree/Diploma/Certificate

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Course #	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X	X	
CCT 110	Introduction to Cyber Crime	X	X	X
CIS 110	Introduction to Computers	X	X	X
CIS 115	Intro to Prog & Logic	X	X	
COM 120	Intro to Interpersonal Com or	X		
COM 231	Public Speaking	X		
CTI 110	Web, Pgm, DB Foundation	X	X	
CTI 120	Network and Security Foundation	X	X	
CTI 141	Cloud and Storage Concepts	X		X
CTS 115	Info System Business Concepts	X	X	
CTS 120	Hardware/Software Support	X	X	
CTS 210	Computer Ethics	X	X	
CTS 240	Project Management	X		
DBA 120	Database Programming I	X	X	
ENG 111	Writing and Inquiry	X	X	
NET 110	Networking Concepts	X	X	
NOS 110	Operating Systems Concepts	X	X	
SEC 110	Security Concepts	X	X	
SEC 150	Secure Communications	X	X	X
SEC 160	Security Administration I	X		X
SEC 175	Perimeter Defense	X		X
WBL 111	Work Based Learning	X		
XXX	Humanities/Fine Arts	X		
XXX	NS/Mathematics	X	X	
XXX	Social/Behavioral Sciences	X		

## OUTLOOK FOR EMPLOYMENT

- Computer Programmers
- Software Developers
- Web Developers
- Computer Network Support
- Computer Science Teachers

## CONTACT INFO

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# Suggested Sequence for Full-Time Students

## Information Technology – Systems Security

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, DB Foundation	2	2	0	3
CTI 120	Network & Security Foundation	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
CCT 110	Introduction to Cyber Crime	3	0	0	3
<b>TOTAL HOURS</b>		<b>12</b>	<b>8</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
DBA 120	Database Programming I	2	2	0	3
MAT 121 or MAT 143 or MAT 152 or MAT 171	Algebra/Trigonometry I Quantitative Literacy (U) Statistical Methods I (U) Precalculus Algebra (U)	2 3	2 2	0 0	3 4
CSC 151	Java Programming I	2	2	0	3
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics (U) Prin of Microeconomics (U) Prin of Macroeconomics (U) General Psychology (U) Intro to Sociology (U)	3	0	0	3
CIS 115	Introduction to Prog & Logic	2	3	0	3
SEC 150	Secure Communications	2	2	0	3
<b>TOTAL HOURS</b>		<b>13-14</b>	<b>11</b>	<b>0</b>	<b>18-19</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CTS 120	Hardware/Software Support	2	3	0	3
SEC 110	Security Concepts	2	2	0	3
CTS 115	Info System Business Concepts	3	0	0	3
NOS 110	Operating Systems Concepts	2	3	0	3
COM 120 or COM 231	Intro to Interpersonal Com Public Speaking	3	0	0	3
SEC 160	Security Administration I	2	2	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>10</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CTS 240	Project Management	2	2	0	3
CTS 210	Computer Ethics	3	0	0	3
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	3	0	0	3
SEC 175	Perimeter Defense	1	4	0	3
CTI 141	Cloud and Storage Concepts	1	4	0	3
WBL	Work Based Learning	0	0	10	1
<b>TOTAL HOURS</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>16</b>

<b>Total Semester Required for Degree</b>	<b>49-50</b>	<b>39</b>	<b>10</b>	<b>68-69</b>
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### STEPS TO GET STARTED

- Complete the online application
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- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
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  - Apply for Scholarships.

### IMPORTANT LINKS

[Piedmontcc.edu/Apply](http://Piedmontcc.edu/Apply)  
[Piedmontcc.edu/Scholarships](http://Piedmontcc.edu/Scholarships)  
[Piedmontcc.edu/Programs](http://Piedmontcc.edu/Programs)

### CAREER COACH

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- Browse career options and related programs of study

#### PERSON COUNTY CAMPUS

1715 College Drive  
 Roxboro, NC 27574  
 (336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
 Yanceyville, NC 27379  
 (336) 694-5707



# Mechatronics Engineering Technology

Degree/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                              **X** = Denotes required for degree completion

PCC's Mechatronics Engineering Technology program strives to meet the demands of the global workforce therefore, students are provided with various levels of course work in the mechanical and electronic field.

Course Number	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X		
ATR 112	Intro to Automation	X	X	X
BPR 111	Blueprint Reading OR	X	X	
BPR 115	ELC/Fluid Power Diagrams	X	X	
CIS 110	Intro to Computers	X	X	
COM 231	Public Speaking	X		
DFT 119	Basic CAD	X		
ELC 112	DC/AC Electricity	X	X	
ELC 115	Industrial Wiring	X		
ELC 117	Motors and Controls	X	X	
ELC 128	Intro to PLC	X	X	
ELC 213	Instrumentation	X	X	X
ELC 113	Residential Wiring OR	X		
ELC 228	PLC Applications	X		
ENG 111	Writing and Inquiry	X	X	
HUM 110	Technology and Society OR	X		
HUM 115	Critical Thinking	X		
HYD 110	Hydraulics/Pneumatics	X	X	X
ISC 112	Industrial Safety	X	X	X
ISC 170	Problem Solving Skills	X	X	X
MAT 121	Algebra/Trigonometry or	X	X	
MAT 171	Pre-Calculus Algebra	X	X	
MEC 130	Mechanisms	X	X	X
MNT 110	Intro to Maintenance	X	X	
PHY 131	Physics-Mechanics OR	X	X	
PHY 151	College Physics I	X	X	
XXX	Social Science Elective	X		
WBL 111	Work Based Learning Seminar I	X		
WBL 115	Work Based Learning Experience I	X		

## OUTLOOK FOR EMPLOYMENT

- Technical service providers
- Materials & technologies testing services
- Process improvement technicians
- Engineering Technicians
- Industrial & technology managers
- Research technicians

## CONTACT INFO

### Walter Montgomery

Dean, Technical & Manufacturing Programs

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☎ (336) 322-2258

📍 E 122 Person County Campus

### Amy R. Harris

Administrative Assistant

✉ [amy.harris@piedmontcc.edu](mailto:amy.harris@piedmontcc.edu)

☎ (336) 322-2212

📍 E 121 Person County Campus

### David L. Wehrenberg

Instructor, Industrial Systems Technology

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☎ (336) 322-2212

📍 E 121 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS You Could Qualify!

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# Suggested Sequence for Full-Time Students

## Mechatronics Engineering Technology

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
MAT 121 or MAT 171	Algebra/Trigonometry Pre-Calculus Algebra	2 3	2 2	0 0	3 4
ENG 111	Writing and Inquiry	3	0	0	3
MNT 110	Intro. to Maintenance	1	3	0	2
ATR 112	Intro to Automation	2	3	0	3
CIS 110	Intro to Computers	2	2	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>13</b>	<b>0</b>	<b>15-16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
PHY 131 or PHY 151	Physics-Mechanics College Physics I	3	2	0	4
COM 231	Public Speaking	3	0	0	3
ELC 112	DC/AC Electricity	3	6	0	5
HYD 110	Hydraulics	2	2	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>10</b>	<b>0</b>	<b>15</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ELC 117	Motors and Controls	2	6	0	4
WBL 111	Work Based Learning Seminar 1	0	0	10	1
WBL 115	Work Based Experience 1	1	0	0	1
<b>TOTAL HOURS</b>		<b>3</b>	<b>6</b>	<b>10</b>	<b>6</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ISC 170	Problem Solving	3	0	0	3
ELC 128	Intro to PLC's	2	3	0	3
ELC 115	Industrial Wiring	2	6	0	4
ELC 213	Instrumentation	3	2	0	4
ISC 112	Industrial Safety	2	0	0	2
BPR 111 or BPR 115	Blueprint Reading ELC/Fluid Power Diagrams	1	2	0	2
<b>TOTAL HOURS</b>		<b>13</b>	<b>13</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
MEC 130	Mechanisms	2	2	0	3
ELC 228 or ELC 113	PLC Apps Residential Wiring	2	6	0	4
DFT 119	Basic CAD	1	2	0	2
XXX	Social Science Elective	3	0	0	3
HUM 110 or HUM 115	Technology and Society Critical Thinking	3	0	0	3
<b>TOTAL HOURS</b>		<b>11</b>	<b>10</b>	<b>0</b>	<b>15</b>

<b>Total Semester Hours Required for Degree</b>	<b>48</b>	<b>52</b>	<b>10</b>	<b>69-70</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
  - Sign-up for the Payment Plan.
  - Apply for Scholarships.

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 Yanceyville, NC 27379  
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## Medical Assisting

Associate in Applied Science/Diploma/Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures in the outpatient medical office setting.

REQUIRED COURSES FOR PROGRAM	AAS	DIP	CER
ACA 111 College Student Success OR ACA 122 College Transfer Success	x	x	
BIO 163 Basic A&P	x	x	
CIS 110 Basic Computers	x	x	x
COM 120 Intro to Interpersonal Communication OR COM 231 Public Speaking	x		
ENG 111 Writing and Inquiry	x	x	
HSC 120 CPR & Emergency Medicine	x		
HUM 115 Critical Thinking	x		
MAT 143 Quantitative Literacy	x		
MED 110 Orientation to Med Assist	x		
MED 118 Medical Law and Ethics	x		x
MED 121 Medical Terminology I	x	x	x
MED 122 Medical Terminology II	x	x	x
MED 130 Admin. Office Procedures I	x	x	x
MED 131 Admin. Office Procedures II	x	x	x
MED 140 Examining Room Procedures I	x	x	
MED 150 Laboratory Procedures I	x	x	
MED 260 MED Clinical Externship	x	x	
MED 264 MED Assisting Overview	x	x	
MED 272 Drug Therapy	x	x	
MED 276 Patient Education	x		
OST 148 Medical Insurance & Billing	x		x
OST 280 Electronic Health Records	x		
PSY 150 General Psychology	x	x	

### OUTLOOK FOR EMPLOYMENT

- Physician's Offices
- Clinics
- Health Departments

### CONTACT INFO

#### Amy Newton

Coordinator/Instructor, Medical Assisting

✉ [amy.newton@piedmontcc.edu](mailto:amy.newton@piedmontcc.edu)

☎ (336) 322-2131

📍 Person County Campus

#### Alisa Montgomery

Dean, Health & Wellness

✉ [alisa.montgomery@piedmontcc.edu](mailto:alisa.montgomery@piedmontcc.edu)

☎ (336) 322-2213

📍 Person County Campus

### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

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## Suggested Sequence for Full-Time Students

### Medical Assisting

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
BIO 163	Basic A&P	4	2	0	5
CIS 110	Basic Computers	2	2	0	3
MED 110	Orientation to Med Assist	1	0	0	1
MED 118	Medical Law and Ethics	2	0	0	2
<b>TOTAL HOURS</b>		<b>9</b>	<b>6</b>	<b>0</b>	<b>12</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
MED 130	Admin. Office Procedures I	1	2	0	2
MED 131	Admin Office Procedures II	1	2	0	2
MED 140	Examining Room Procedures I	3	4	0	5
MAT 143	Quantitative Literacy	2	2	0	3
<b>TOTAL HOURS</b>		<b>13</b>	<b>10</b>	<b>0</b>	<b>18</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
PSY 150	General Psychology	3	0	0	3
ENG 111	Writing Inquiry	3	0	0	3
<b>TOTAL HOURS</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
COM 120	Intro to Interpersonal Communication	3	0	0	3
COM 231	OR COM 231 Public Speaking	3	0	0	3
HSC 120	CPR	0	2	0	1
MED 150	Laboratory Procedures I	3	4	0	5
OST 148	Medical Insurance & Billing	3	0	0	3
OST 280	Electronic Health Records	2	2	0	3
MED 272	Drug Therapy	3	0	0	3
<b>TOTAL HOURS</b>		<b>13</b>	<b>13</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
MED 260	MED Clinical Externship	0	0	15	5
MED 264	MED Assisting Overview	2	0	0	2
MED 276	Patient Education	1	2	0	2
HUM 115	Critical Thinking	3	0	0	12
<b>TOTAL HOURS</b>		<b>6</b>	<b>2</b>	<b>15</b>	<b>12</b>

<b>Total Semester Hours Required for Degree</b>	<b>48</b>	<b>26</b>	<b>15</b>	<b>66</b>
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### STEPS TO GET STARTED

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- Submit your Residency forms
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## Nurse Aide I and II (CNA)

Certificate

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

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.

REQUIRED COURSES FOR PROGRAM	AAS	DIP	CER
NAS 101 Nurse Aide I			X
NAS 102 Nurse Aide II			X

### Suggested Sequence for Full-Time Students

Nurse Aide I and II

FALL/SPRING SEMESTER					
Course #	Course Title	CL	LB	CLIN	CR.
NAS 101	Nurse Aide I	3	4	3	6
NAS 102	Nurse Aide II	3	2	6	6
<b>TOTAL HOURS</b>		<b>6</b>	<b>6</b>	<b>9</b>	<b>12</b>

<b>Total Semester Hours Required for Degree</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>12</b>
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### OUTLOOK FOR EMPLOYMENT

- Home Health Agencies
- Hospitals
- Clinics

### CONTACT INFO

#### Angela Conner

Coordinator/Instructor, Nursing Assistant

✉ [angela.conner@piedmontcc.edu](mailto:angela.conner@piedmontcc.edu)

☎ (336) 322-2235

📍 Person County Campus

#### Alisa Montgomery

Dean, Health & Wellness

✉ [alisa.montgomery@piedmontcc.edu](mailto:alisa.montgomery@piedmontcc.edu)

☎ (336) 322-2213

📍 Person County Campus

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### Nursing I and II

# Office Administration

Degree/Diploma/Certificate

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PCC's Office Administration curriculum prepares individuals for positions in administrative support careers. Don't let the program fool you – skills needed to run an office require the ability respond to the demands of a dynamic computerized workplace.

Course Number	Required Courses for Program	AAS	DIP	CER
ACA 122	College Transfer Success	X	X	
BUS 110	Introduction to Business	X		
BUS 115	Business Law I	X	X	
BUS 121	Business Math	X		
COM 120	Intro to Interpersonal Com or	X	X	
COM 231	Public Speaking	X	X	
CTS 125	Presentation Graphics	X	X	1, 2
CTS 130	Spreadsheets	X	X	1, 2
CIS 110	Introduction to Computers	X	X	1, 2
DBA 110	Database Concepts	X	X	2
ENG 111	Writing and Inquiry	X	X	
OST 131	Keyboarding	X	X	1, 2
OST 134	Text Entry & Formatting	X	X	1
OST 135	Adv. Text Entry & Format	X		
OST 136	Word Processing	X	X	1, 2
OST 153	Office Finance Solutions	X	X	
OST 164	Office Editing	X	X	
OST 181	Office Procedures	X	X	1
OST 184	Records Management	X		
OST 233	Office Publications Design	X		
OST 289	Office Administration Capstone	X		
WBL 111	Work Based Learning I	X		
SPA 111	Elementary Spanish OR	X		
SPA 120	Spanish for the Workplace	X		
XXX	Humanities/Fine Arts	X		
XXX	NS/Mathematics	X		
XXX	Social/Behavioral Sciences	X		

## OUTLOOK FOR EMPLOYMENT

- Executive Secretaries
- Administrative Assistants
- Office Manager
- Secretary
- Computer Science Teachers

## CONTACT INFO

### Melissa Robbins

*Dean, Business Studies and Emerging Technologies*

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✉ (336) 322-2220

📍 E 125 Person County Campus

### Jessica Wilson

*Administrative Assistant*

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✉ (336) 322.2231

📍 E 127 Person County Campus

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# Suggested Sequence for Full-Time Students

## Office Administration

FALL SEMESTER					
Course Number	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
OST 131	Keyboarding	1	2	0	2
OST 181	Office Procedures	2	2	0	3
ART 111 or HUM 110 or HUM 115 or MUS 110	Art Appreciation (U) Technology and Society Critical Thinking Music Appreciation (U)	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>8</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course Number	Course Title	CL.	LB	CLIN.	CR.
BUS 121	Business Math	2	2	0	3
MAT 121 or MAT 143 or MAT 152 or MAT 171	Algebra/Trigonometry I Quantitative Literacy (U) Statistical Methods I (U) Precalculus Algebra (U)	2 3	2 2	0 0	3 4
OST 134	Text Entry & Formatting	2	2	0	3
ECO 151 or ECO 251 or ECO 252 or PSY 150 or SOC 210	Survey of Economics (U) Prin of Microeconomics (U) Prin of Macroeconomics (U) General Psychology (U) Intro to Sociology (U)	3	0	0	3
OST 164	Office Editing	3	0	0	3
CTS 125	Presentation Graphics	2	2	0	3
<b>TOTAL HOURS</b>		<b>14-15</b>	<b>8</b>	<b>0</b>	<b>17-18</b>

FALL SEMESTER					
Course Number	Course Title	CL.	LB	CLIN.	CR.
BUS 115	Business Law I	3	0	0	3
CTS 130	Spreadsheets	2	2	0	3
DBA 110	Database Concepts	2	3	0	3
OST 136	Word Processing	2	2	0	3
OST 184	Records Management	2	2	0	3
COM 120 or COM 231	Intro to Interpersonal Com Public Speaking	3	0	0	3
<b>TOTAL HOURS</b>		<b>14</b>	<b>9</b>	<b>0</b>	<b>18</b>

SPRING SEMESTER					
Course Number	Course Title	CL.	LB	CLIN.	CR.
OST 233	Office Publications Design	2	2	3	3
OST 135	Adv. Text Entry & Format	2	2	0	3
OST 153	Office Finance Solutions	2	0	0	3
SPA 111 or SPA 120	Elementary Spanish Spanish in the Workplace	3	0	0	3
OST 289 or WBL 111	Office Administration Capstone Work-Based Learning I	2 0	2 0	10 0	3 1
<b>TOTAL HOURS</b>		<b>11</b>	<b>6</b>	<b>0-13</b>	<b>13-15</b>
<b>Total Semester Hours Required for Degree</b>		<b>42</b>	<b>58</b>	<b>10</b>	<b>64</b>

### STEPS TO GET STARTED

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## Public Safety Administration

### Correction Services

Associate in Applied Science

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma    **X** = Denotes required for degree completion

Piedmont Community College's new Associate in Applied Science (A.A.S.) degree in Public Safety Administration (PSA) is designed to provide students, as well as public safety practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public service sectors.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	X		
CIS 110 Introduction to Computers	X		
CJC 141 Corrections	X		
CJC 170 Critical Incident Mgmt Public Safety	X		
CJC 225 Crisis Intervention	X		
CJC 233 Civil Liability or CJC 233 Correctional Law	X		
CJC 240 Law Enforcement Mgt. & Supervision	X		
COM 120 Intro to Interpersonal Communication or COM 231 Public Speaking	X		
ENG 111 Writing and Inquiry	X		
HUM 110 Technology and Society or HUM 115 Critical Thinking or HUM 120 Cultural Studies or HUM 121 The Nature of America	X		
MAT 143 Quantitative Literacy or MAT 152 Statistical Methods	X		
PAD 151 Intro to Public Administration	X		
PAD 152 Ethics in Government	X		
PAD 251 Public Finance & Budgeting	X		
PAD 252 Public Policy Analysis	X		
PAD 254 Grant Writing	X		
POL 120 American Government or PSY 150 General Psychology	X		
XXX 6 General Electives (BUS, CJC, ECO, EMS, ENG, FIP, PST, PSY, SOC, SPA)	X		

## OUTLOOK FOR EMPLOYMENT

- Law Enforcement Administrator
- Government Agency Administrator
- Private Law Enforcement or Security Administrator

## CONTACT INFO

### Roy E. Allen

Dean, Public Safety and Human Services

✉ [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)

☎ (336) 322-2194

📍 P 101 Caswell County Campus

### Martha Pruitt

Administrative Assistant

✉ [martha.pruitt@piedmontcc.edu](mailto:martha.pruitt@piedmontcc.edu)

☎ (336) 694-8060

📍 P 103 Caswell County Campus

## FINANCIAL AID & SCHOLARSHIPS

### You Could Qualify!

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# Suggested Sequence for Full-Time Students

## Public Safety Administration: Corrections Services

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Intro to Computers	3	0	0	3
CJC 141	Corrections	3	0	0	3
CJC 170	Critical Incident Mgmt Pub Safety	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
PAD 151	Intro to Public Administration	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 232	Civil Liability or	3	0	0	3
CJC 233	Correctional Law	3	0	0	3
COM 120	Intro to Interpersonal Communication or	3	0	0	3
COM 231	Public Speaking	3	0	0	3
PAD 152	Ethics in Government	3	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	3
POL 120	American Government or	3	0	0	3
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 240	Law Enforcement Mgt. & Sup.	3	0	0	3
MAT 143	Quantitative Literacy or	2	2	0	3
MAT 152	Statistical Methods I	3	2	0	4
CJC 240	Law Enforcement Mgt. & Sup.	3	0	0	3
<b>TOTAL HOURS</b>		<b>5/6</b>	<b>2</b>	<b>0</b>	<b>6/7</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
HUM 110	Technology and Society or	3	0	0	3
HUM 115	Critical Thinking or	3	0	0	3
HUM 120	Cultural Studies or	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
PAD 252	Public Policy Analysis	3	0	0	3
PAD 254	Grant Writing	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 225	Crisis Intervention	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>Total Semester Hours Required for Degree</b>		<b>65/66</b>	<b>4</b>	<b>0</b>	<b>67/68</b>

### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
  - Sign-up for the Payment Plan.
  - Apply for Scholarships.

### IMPORTANT LINKS

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[Piedmontcc.edu/Scholarships](http://Piedmontcc.edu/Scholarships)  
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### CAREER COACH

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#### PERSON COUNTY CAMPUS

1715 College Drive  
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 (336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
 Yanceyville, NC 27379  
 (336) 694-5707





# Public Safety Administration

## Emergency & Fire Management Services

Associate in Applied Science

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

Piedmont Community College’s new Associate in Applied Science (A.A.S.) degree in Public Safety Administration (PSA) is designed to provide students, as well as public safety practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public service sectors.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	x		
CIS 110 Introduction to Computers	x		
CJC 170 Critical Incident Mgmt Public Safety	x		
CJC 240 Law Enforcement Mgt. & Supervision	x		
COM 120 Intro to Interpersonal Communication or COM 231 Public Speaking	x		
ENG 111 Writing and Inquiry	x		
EMS 110 EMT	x		
FIP 120 Intro to Fire Protection	x		
HUM 110 Technology and Society or HUM 115 Critical Thinking or HUM 120 Cultural Studies or HUM 121 The Nature of America	x		
MAT 143 Quantitative Literacy or MAT 152 Statistical Methods	x		
PAD 151 Intro to Public Administration	x		
PAD 152 Ethics in Government	x		
PAD 251 Public Finance & Budgeting	x		
PAD 252 Public Policy Analysis	x		
PAD 254 Grant Writing	x		
POL 120 American Government or PSY 150 General Psychology	x		
XXX 6 General Electives (BUS, CJC, ECO, EMS, ENG, FIP, PST, PSY, SOC, SPA)	x		

### OUTLOOK FOR EMPLOYMENT

- Law Enforcement Administrator
- Government Agency Administrator
- Private Law Enforcement or Security Administrator

### CONTACT INFO

**Roy E. Allen**

*Dean, Public Safety and Human Services*

✉ [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)

✉ (336) 322-2194

📍 P 101 Caswell County Campus

**Martha Pruitt**

*Administrative Assistant*

✉ [martha.pruitt@piedmontcc.edu](mailto:martha.pruitt@piedmontcc.edu)

✉ (336) 694-8060

📍 P 103 Caswell County Campus

### FINANCIAL AID & SCHOLARSHIPS

**You Could Qualify!**

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Learn more at

[piedmontcc.edu/Scholarships](http://piedmontcc.edu/Scholarships)

# Suggested Sequence for Full-Time Students

Public Safety Administration: Emergency & Fire Management Services

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Intro to Computers	3	0	0	3
CJC 170	Critical Incident Mgmt Pub Safety	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
PAD 151	Intro to Public Administration	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
FIP 120	Intro to Fire Protection	3	0	0	3
PAD 152	Ethics in Government	3	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	3
POL 120	American Government or	3	0	0	3
PSY 150	General Psychology	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 240	Law Enforcement Mgt. & Sup.	3	0	0	3
MAT 143	Quantitative Literacy or	2	2	0	3
MAT 152	Statistical Methods I	3	2	0	4
CJC 240	Law Enforcement Mgt. & Sup.	3	0	0	3
<b>TOTAL HOURS</b>		<b>5/6</b>	<b>2</b>	<b>0</b>	<b>6/7</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
COM 120	Intro to Interpersonal Communication	3	0	0	3
COM 231	or Public Speaking	3	0	0	3
HUM 110	Technology and Society or	3	0	0	3
HUM 115	Critical Thinking or	3	0	0	3
HUM 120	Cultural Studies or	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
PAD 252	Public Policy Analysis	3	0	0	3
PAD 254	Grant Writing	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
EMS 110	EMT	6	6	3	9
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>6</b>	<b>3</b>	<b>18</b>

<b>Total Semester Hours Required for Degree</b>	<b>65/66</b>	<b>10</b>	<b>4</b>	<b>70/71</b>
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## STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
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  - Pay online or in-person.
  - Sign-up for the Payment Plan.
  - Apply for Scholarships.

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 Yanceyville, NC 27379  
 (336) 694-5707





## Public Safety Administration: Law Enforcement Degree/Diploma

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**DIP** = Diploma    **X** = Denotes required for degree completion

PCC's new Associate in Applied Science (A.A.S.) degree in Public Safety Administration (PSA) is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public service sectors.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	x		
CIS 110 Introduction to Computers	x		
CJC 131 Criminal Law	x		
CJC 132 Court Procedure and Evidence	x		
CJC 170 Critical Incident Mgmt Public Safety	x		
CJC 221 Investigative Principles	x		
CJC 225 Crisis Intervention	x		
CJC 231 Constitutional Law	x		
CJC 240 Law Enforcement Mgt. & Supervision	x		
COM 120 Intro to Interpersonal Communication or COM 231 Public Speaking	x		
ENG 111 Writing and Inquiry	x		
HUM 110 Technology and Society or HUM 115 Critical Thinking or HUM 120 Cultural Studies or HUM 121 The Nature of America	x		
MAT 143 Quantitative Literacy or MAT 152 Statistical Methods	x		
PAD 151 Intro to Public Administration	x		
PAD 152 Ethics in Government	x		
PAD 251 Public Finance & Budgeting	x		
PAD 252 Public Policy Analysis	x		
PAD 254 Grant Writing	x		
POL 120 American Government or PSY 150 General Psychology	x		
XXX 5 General Electives (BUS, CJC, ECO, EMS, ENG, FIP, PST, PSY, SOC, SPA)	x		

### OUTLOOK FOR EMPLOYMENT

- Law Enforcement Administrator
- Government Agency Administrator
- Private Law Enforcement or Security Administrator

### CONTACT INFO

#### Roy E. Allen

Dean, Public Safety and Human Services

✉ [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)

☎ (336) 322-2194

📍 P 101 Caswell County Campus

#### Martha Pruitt

Administrative Assistant

✉ [martha.pruitt@piedmontcc.edu](mailto:martha.pruitt@piedmontcc.edu)

☎ (336) 694-8060

📍 P 103 Caswell County Campus

### FINANCIAL AID & SCHOLARSHIPS

#### You Could Qualify!

Complete the Free Application for Federal Student Aid (FAFSA) form each year to see if you qualify for financial aid or the Pacer Promise Program. Other scholarships are also available.

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# Suggested Sequence for Full-Time Students

Public Safety Administration: Law Enforcement

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Intro to Computers	3	0	0	3
CJC 170	Critical Incident Mgmt Pub Safety	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
PAD 151	Intro to Public Administration	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 221	Investigative Principles	3	2	0	4
CJC 231	Constitutional Law	3	0	0	3
PAD 152	Ethics in Government	3	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	3
POL 120	American Government or	3	0	0	3
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 240	Law Enforcement Mgt. & Sup.	3	0	0	3
MAT 143	Quantitative Literacy or	2	2	0	3
MAT 152	Statistical Methods I	3	2	0	4
CJC 240	Law Enforcement Mgt. & Sup.	3	0	0	3
<b>TOTAL HOURS</b>		<b>5/6</b>	<b>2</b>	<b>0</b>	<b>6/7</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 132	Court Procedure and Evidence	3	0	0	3
COM 120	Intro to Interpersonal Communication or	3	0	0	3
COM 231	Public Speaking	3	0	0	3
HUM 110	Technology and Society or	3	0	0	3
HUM 115	Critical Thinking or	3	0	0	3
HUM 120	Cultural Studies or	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
PAD 252	Public Policy Analysis	3	0	0	3
PAD 254	Grant Writing	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 131	Criminal Law	3	0	0	3
CJC 225	Crisis Intervention	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	XXX General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>17</b>	<b>0</b>	<b>0</b>	<b>17</b>

<b>Total Semester Hours Required for Degree</b>	<b>67/68</b>	<b>6</b>	<b>0</b>	<b>70/71</b>
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## STEPS TO GET STARTED

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 Yanceyville, NC 27379  
 (336) 694-5707



# Public Safety Administration

## Security and Loss Prevention

Associate in Applied Science

**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma    **X** = Denotes required for degree completion

Piedmont Community College’s new Associate in Applied Science (A.A.S.) degree in Public Safety Administration (PSA) is designed to provide students, as well as public safety practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public service sectors.

Required Courses for Program	AAS	DIP	CER
ACA 122 College Transfer Success	x		
CIS 110 Introduction to Computers	x		
CJC 151 Intro to Loss Prevention	x		
CJC 152 Intro to Sec/Protect Services	x		
CJC 153 Private Security Operations	x		
CJC 154 Private Security Business	x		
CJC 170 Critical Incident Mgmt Public Safety	x		
CJC 240 Law Enforcement Mgt. & Supervision	x		
COM 120 Intro to Interpersonal Communication or COM 231 Public Speaking	x		
ENG 111 Writing and Inquiry	x		
HUM 110 Technology and Society or HUM 115 Critical Thinking or HUM 120 Cultural Studies or HUM 121 The Nature of America	x		
MAT 143 Quantitative Literacy or MAT 152 Statistical Methods	x		
PAD 151 Intro to Public Administration	x		
PAD 152 Ethics in Government	x		
PAD 251 Public Finance & Budgeting	x		
PAD 252 Public Policy Analysis	x		
PAD 254 Grant Writing	x		
POL 120 American Government or PSY 150 General Psychology	x		
XXX 6 General Electives (BUS, CJC, ECO, EMS, ENG, FIP, PST, PSY, SOC, SPA)	x		

### OUTLOOK FOR EMPLOYMENT

- Law Enforcement Administrator
- Government Agency Administrator
- Private Law Enforcement or Security Administrator

### CONTACT INFO

#### Roy E. Allen

*Dean, Public Safety and Human Services*

✉ [roy.allen@piedmontcc.edu](mailto:roy.allen@piedmontcc.edu)

☎ (336) 322-2194

📍 P 101 Caswell County Campus

#### Martha Pruitt

*Administrative Assistant*

✉ [martha.pruitt@piedmontcc.edu](mailto:martha.pruitt@piedmontcc.edu)

☎ (336) 694-8060

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### FINANCIAL AID & SCHOLARSHIPS

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# Suggested Sequence for Full-Time Students

Public Safety Administration: Law Enforcement

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Intro to Computers	3	0	0	3
CJC 152	Intro to Sec/Protect Service	3	0	0	3
CJC 170	Critical Incident Mgmt Pub Safety	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
PAD 151	Intro to Public Administration	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 151	Intro to Loss Prevention	3	0	0	3
CJC 153	Private Security Operations	3	0	0	3
COM 120	Intro to Interpersonal Communication or	3	0	0	3
COM 231	Public Speaking	3	0	0	3
PAD 152	Ethics in Government	3	0	0	3
PAD 251	Public Finance & Budgeting	3	0	0	3
POL 120	American Government or	3	0	0	3
PSY 150	General Psychology	3	0	0	3
<b>TOTAL HOURS</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>

SUMMER SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 240	Law Enforcement Mgt. & Sup.	3	0	0	3
MAT 143	Quantitative Literacy or	2	2	0	3
MAT 152	Statistical Methods I	3	2	0	4
<b>TOTAL HOURS</b>		<b>5/6</b>	<b>2</b>	<b>0</b>	<b>6/7</b>

FALL SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
HUM 110	Technology and Society or	3	0	0	3
HUM 115	Critical Thinking or	3	0	0	3
HUM 120	Cultural Studies or	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
PAD 252	Public Policy Analysis	3	0	0	3
PAD 254	Grant Writing	3	0	0	3
XXX	General Elective	3	0	0	3
XXX	General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

SPRING SEMESTER					
Course #	Course Title	CL.	LB	CLIN.	CR.
CJC 131	CJC 154 Private Security Business	3	0	0	3
CJC 225	XXX General Elective	3	0	0	3
XXX	XXX General Elective	3	0	0	3
XXX	XXX General Elective	3	0	0	3
XXX	XXX General Elective	3	0	0	3
<b>TOTAL HOURS</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

<b>Total Semester Hours Required for Degree</b>	<b>68/69</b>	<b>4</b>	<b>0</b>	<b>70/71</b>
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## STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
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- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
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331 Piedmont Drive

Yanceyville, NC 27379

(336) 694-5707





# Welding Technology

Diploma/Certificate

## LOOK FOR EMPLOYMENT

- Welders
- Solderers
- Cutters
- Brazers
- Machine Setters

## CONTACT INFO

### Walter Montgomery

Dean, Technical & Manufacturing Programs

✉ [walter.montgomery@piedmontcc.edu](mailto:walter.montgomery@piedmontcc.edu)

☎ (336) 322-2258

✉ E 122 Person County Campus

### Amy R. Harris

Administrative Assistant

✉ [amy.harris@piedmontcc.edu](mailto:amy.harris@piedmontcc.edu)

☎ (336) 322-2212

• E 121 Person County Campus

### J. Scott, III Tatum

Instructor, Welding Technology

✉ [scott.tatum@piedmontcc.edu](mailto:scott.tatum@piedmontcc.edu)

☎ (336) 322-2173

📍 E 101 Person County Campus

## FINANCIAL AID & SCHOLARSHIPS

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**AAS** = Associate in Applied Science    **CER** = Certificate  
**DIP** = Diploma                                **X** = Denotes required for degree completion

Love working with your hands, creating unique products, making a great living? PCC's Welding program could be exactly what you're looking for as your next step! With flexible class schedules (day and night), you'll have a lot of options for success! The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Course Number	Required Courses for Program	DIP	C1	C2
ACA 122	College Transfer Success	X		
ENG 111	Writing and Inquiry	X		
MAT 110	Math Calculations and Literacy	X		
WLD 110	Cutting Processes	X	X	
WLD 111	Oxy-Fuel Welding	X		
WLD 112	Basic Welding Processes	X	X	
WLD 115	SMAW (Stick) Plate	X	X	
WLD 116	SMAW (Stick) Plate/Pipe	X		
WLD 121	GMAW (MIG) FCAW/Plate	X		X
WLD 122	GMAW (MIG) Plate/Pipe**	X		
WLD 131	GTAW (TIG) Plate	X		X
WLD 132	GTAW (TIG) Plate/Pipe**	X		
WLD 141	Symbol and Specifications	X	X	
WLD 151	Fabrication I**	X		X
WLD 261	Certification Practices	X		

## Suggested Sequence for Full-Time Students

### Welding Technology

Course Number	Course Title	CL.	LB	CLIN.	CR.
ACA 122	College Transfer Success	0	2	0	1
ENG 111	Writing and Inquiry	3	0	0	3
WLD 110	Cutting Processes	1	3	0	2
WLD 112	Basic Welding Processes	1	3	0	2
WLD 141	Symbol and Specifications	2	2	0	3
<b>TOTAL HOURS</b>		<b>7</b>	<b>10</b>	<b>0</b>	<b>11</b>

#### SPRING SEMESTER

Course Number	Course Title	CL.	LB	CLIN.	CR.
MAT 110	Math Calculations and Literacy	2	2	0	3
WLD 115	SMAW (Stick) Plate	2	9	0	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	4
WLD 131	GTAW (TIG) Plate	2	6	0	4
<b>TOTAL HOURS</b>		<b>8</b>	<b>23</b>	<b>0</b>	<b>16</b>

#### SUMMER SEMESTER

Course Number	Course Title	CL.	LB	CLIN.	CR.
WLD 151	Fabrication I OR	2	6	0	4
WLD 132	GTAW (TIG) Plate/Pipe	1	6	0	3
<b>TOTAL HOURS</b>		<b>1-2</b>	<b>6</b>	<b>0</b>	<b>3-4</b>

#### FALL SEMESTER

Course Number	Course Title	CL.	LB	CLIN.	CR.
WLD 111	Oxy-Fuel Welding	1	3	0	2
WLD 116	SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 122	GMAW (MIG) Plate/Pipe	1	6	0	3
WLD 261	Certification Practices	1	3	0	2
<b>TOTAL HOURS</b>		<b>4</b>	<b>21</b>	<b>0</b>	<b>11</b>

<b>Total Semester Hours Required for Degree</b>	<b>20-21</b>	<b>60</b>	<b>0</b>	<b>41-42</b>
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### STEPS TO GET STARTED

- Complete the online application
- Submit your Residency forms
- Apply for Financial Aid
- Register for classes
  - New Students: Come to Student Development (Building E: Person County Campus or Building K, Room 122: Caswell County Campus).
  - Returning Students: Visit your Faculty Advisor or use the Student Portal
- Pay for classes.
  - Pay online or in-person.
  - Sign-up for the Payment Plan.
  - Apply for Scholarships.

### IMPORTANT LINKS

[Piedmontcc.edu/Apply](http://Piedmontcc.edu/Apply)

[Piedmontcc.edu/Scholarships](http://Piedmontcc.edu/Scholarships)

[Piedmontcc.edu/Programs](http://Piedmontcc.edu/Programs)

### CAREER COACH

Need help selecting a program? Visit PCC's FREE Career Coach to:

- Take a career assessment.
- Browse career options and related programs of study

#### PERSON COUNTY CAMPUS

1715 College Drive  
Roxboro, NC 27574  
(336) 599-1181

#### CASWELL COUNTY CAMPUS

331 Piedmont Drive  
Yanceyville, NC 27379  
(336) 694-5707

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

Course Descriptions

The following course descriptions provide brief synopses of courses offered in PCC programs of study. CL denotes class hours, whereas LB and CLINIC represent lab and clinical hours respectively. The total number of credit hours for each course is designated by CR.

<b>ACA 122</b>	<b>College Transfer Success</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
Prerequisites:	None				
Corequisites:	None				

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

<b>ACC 120</b>	<b>Prin of Financial Acct</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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 to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

<b>ACC 121</b>	<b>Prin of Managerial Acct</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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 to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>ACC 122</b>	<b>Prin of Financial Acct II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>ACC 129</b>	<b>Individual Income Taxes</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.					
<b>ACC 140</b>	<b>Payroll Accounting</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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.					
<b>ACC 150</b>	<b>Acct Software Appl</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: ACC 115 or ACC 120					
Corequisites: None					
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.					
<b>ACC 220</b>	<b>Intermediate Accounting I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: ACC 120					
Corequisites: None					
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.					

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>ACC 221</b>	<b>Intermediate Acct II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: ACC 220					
Corequisites: None					
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.					
<b>AGR 111</b>	<b>Basic Farm Maintenance</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course covers fundamentals of maintenance and repair of farm facilities and equipment. Topics include safe use of hand tools and farm machinery, carpentry, concrete, painting, wiring, welding, plumbing, and calculating costs and materials needed. Upon completion, students should be able to answer theoretical questions on topics covered and assist with maintenance and repair of farm facilities and equipment.					
<b>AGR 121</b>	<b>Biological Pest Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insects and diseases.					
<b>AGR 130</b>	<b>Alternative Ag Production</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers the latest nontraditional enterprises in agriculture. Topics include animal production, aquaculture, and plant production. Upon completion, students should be able to identify selected enterprises and describe basic production practices.					
<b>AGR 139</b>	<b>Intro to Sustainable Ag</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic,					

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
	environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices. Competencies				
<b>AGR 140</b>	<b>Agricultural Chemicals</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
	This course covers all aspects of agricultural chemicals. Topics include safety, environmental effects, federal and state laws, pesticide classification, sprayer calibration, and licensing. Upon completion, students should be able to calibrate a sprayer, give proper pesticide recommendations (using integrated pest management), and demonstrate safe handling of pesticides.				
<b>AGR 160</b>	<b>Plant Science</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Corequisites:	None				
	This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.				
<b>AGR 170</b>	<b>Soil Science</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
	This course covers the basic principles of soil management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and the impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices. Competencies				
<b>AGR 212</b>	<b>Farm Business Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
	This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget.				
<b>AGR 213</b>	<b>Ag Law &amp; Finance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
	Corequisites: None				
	This course covers the basic laws and financial aspects affecting agriculture. Topics include environmental laws, labor laws, contractual business operations, assets, liabilities, net worth, and funding sources. Upon completion, students should be able to complete loan application procedures and explain basic laws affecting the agricultural industry.				
<b>AGR 214</b>	<b>Agricultural Marketing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product.				
<b>AGR 220</b>	<b>Ag Mechanization</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course is a study of farm machinery and agricultural equipment. Topics include selection and operation of tractors, materials handling equipment, tillage and harvesting equipment, and irrigation systems. Upon completion, students should be able to identify equipment parts and explain the basic principles of machinery operation and management.				
<b>AGR 226</b>	<b>Maint &amp; Serv of Prod Faci</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course provides a detailed look at maintaining and servicing of production facilities. Emphasis is placed on maintaining electrical equipment, plumbing systems, mechanical equipment, and basic welding and cutting practices. Upon completion, students should be able to troubleshoot and repair ventilation equipment, pumps and plumbing, feed lines, curtain controls, and basic electrical controls.				
<b>AGR 262</b>	<b>Weed ID &amp; Control</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course introduces the annual and perennial weeds of economic importance in the southeast. Topics include the life cycles, flowering habits, identification, and control of various weeds in the Southeast. Upon completion, students should be able to identify selected weeds and recommend methods of control.				
<b>AGR 263</b>	<b>Vegetable Production</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

<b>Prefix No. Course</b>	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<p style="margin-left: 40px;">None</p> <p>Corequisites: None</p> <p>This course includes a study of vegetable crop production practices. Topics include variety selection, production methods, fertility management, insect and disease control, and harvesting. Upon completion, students should be able to demonstrate a knowledge of vegetable crop production.</p>				
<p><b>ANS 110      Animal Science</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.</p> <p>Competencies</p> <p>Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Describe the importance of animal production and explain the major issues related to the production of livestock on an international, national, and state level.</li> <li>2. Explain the relationship of science and animal production through the studies of biotechnology, technology, genetics, physiology, nutrition, and health.</li> <li>3. Describe the basic physiology and terminology of the animal industries.</li> <li>4. Describe the production (including sustainable production) methodologies of the swine, beef, dairy, sheep and horse industries.</li> <li>5. Recognize the requirements of production animals, and the benefits of proper care, nutrition, genetics, and environment to the animal’s productivity levels.</li> </ol>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>ART 111      Art Appreciation</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p>				
<p><b>ART 114      Art History Survey I</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
	This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.				
<b>ART 115</b>	<b>Art History Survey II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
	This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.				
<b>ART 121</b>	<b>Two-Dimensional Design</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
	This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.				
<b>ART 122</b>	<b>Three-Dimensional Design</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	ART 121				
Corequisites:	None				
	This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts.				
<b>ART 131</b>	<b>Drawing I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
	This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.				
<b>ART 132</b>	<b>Drawing II</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	ART 131				
Corequisites:	None				
	This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques.				
<b>ART 240      Painting I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:      None				
Corequisites:      None				
This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.				
<b>ART 241      Painting II</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:      ART 240				
Corequisites:      None				
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety.				
<b>ART 264      Digital Photography I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:      None				
Corequisites:      None				
This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition.				
<b>ART 265      Digital Photography II</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:      ART 264				
Corequisites:      None				
This course provides exploration of the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Upon completion, students should be able to produce well-executed images using a variety of photographic and photo manipulative approaches.				
<b>ART 281      Sculpture I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:      ART 122				
Corequisites:      None				
This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches.				
<b>ART 282</b>	<b>Sculpture II</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	ART 281				
Corequisites:	None				
This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture.					
<b>ART 283</b>	<b>Ceramics I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression.					
<b>ART 284</b>	<b>Ceramics II</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	ART 283				
Corequisites:	None				
This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness.					
<b>ART 288</b>	<b>Studio</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques.					
<b>ATR 112 Into to Automation</b>		<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
Prerequisites:	Corequisites:				
This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon					

**Prefix No. Course**

Title Hours Per Week  
**CL LB CLINIC CR**

completion, students should be able to understand the basic concepts of automation and robotic systems.

<b>BIO 111</b>	<b>General Biology I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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Prerequisites:

Corequisites:           None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>BIO 112</b>	<b>General Biology II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: BIO 111					
Corequisites: None					
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.					
<b>BIO 163</b>	<b>Basic Anat &amp; Physiology</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>5</b>
Prerequisites:					
Corequisites: None					
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.					
<b>BIO 168</b>	<b>Anatomy and Physiology I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites:					
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.					
<b>BIO 169</b>	<b>Anatomy and Physiology II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites:					
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.					
<b>BIO 175</b>	<b>General Microbiology</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: Take one: BIO 111, BIO 163, 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					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques.

<b>BIO 275</b>	<b>Microbiology</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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Prerequisites: Take One: BIO 111, BIO 163, or BIO 168

Corequisites: None

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms.

<b>BPR 111</b>	<b>Print Reading</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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Prerequisites: None

Corequisites: None

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

<b>BPR 115</b>	<b>Elc/Fluid Power Diagrams</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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Prerequisites: None

Corequisites: None

This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry.

<b>BPR 130</b>	<b>Print Reading-Construction</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

<b>BUS 110</b>	<b>Introduction to Business</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
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 premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.				
<b>BUS 115 Business Law I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.				
<b>BUS 116 Business Law II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: BUS 115				
Corequisites: None				
This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.				
<b>BUS 121 Business Math</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				
This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.				
<b>BUS 125 Personal Finance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>BUS 137</b>	<b>Principles of Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.					
<b>BUS 153</b>	<b>Human Resource Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.					
<b>BUS 225</b>	<b>Business Finance</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: ACC 120					
Corequisites: None					
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.					
<b>BUS 230</b>	<b>Small Business Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
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.					
<b>BUS 260</b>	<b>Business Communication</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111					
Corequisites: None					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

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 workplace.

<b>CHM 131</b>	<b>Introduction to Chemistry</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>CHM 131A</b>	<b>Introduction to Chemistry Lab</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
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Prerequisites: None

Corequisites: CHM 131

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131.

<b>CHM 151</b>	<b>General Chemistry I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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Prerequisites: None

Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

<b>CHM 152</b>	<b>General Chemistry II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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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.

<b>CIS 110</b>	<b>Introduction to Computers</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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<b>Prefix No. Course</b>	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<p>Prerequisites: CIS 070                      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 in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).</p>				
<b>CIS 115</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p><b>Intro to Prog &amp; Logic</b>                      Prerequisites: Take One Set:                      Set 1: DMA-010, DMA-020, DMA-030, and DMA-040                      Set 2: MAT-121                      Set 3: MAT-171                      Corequisites: None                      This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).</p>				
<b>CJC 111</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>Intro to Criminal Justice</b>                      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. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.</p>				
<b>CJC 112</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>Criminology</b>                      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</p>				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

<b>CJC 113</b>	<b>Juvenile Justice</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>CJC 114</b>	<b>Investigative Photography</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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Prerequisites: None

Corequisites: None

This course covers the operation of digital photographic equipment and its application to criminal justice. Topics include the use of digital cameras, storage of digital images, the retrieval of digital images and preparation of digital images as evidence. Upon completion, students should be able to demonstrate and explain the role and use of digital photography, image storage and retrieval in criminal investigations.

<b>CJC 121</b>	<b>Law Enforcement Operations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

<b>CJC 131</b>	<b>Criminal Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>CJC 132</b>	<b>Court Procedure &amp; Evidence</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>CJC 141</b>	<b>Corrections</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.					
<b>CJC 151</b>	<b>Intro to Loss Prevention</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.					
<b>CJC 152</b>	<b>Intro to Sec/Protect Service</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the various components, processes, and operational characteristics associated with private security and loss prevention services. Topics include armed/unarmed security guard/officer hiring criteria including licensing, job responsibilities, career pathways, professional conduct and communication, public relations, emergency procedures, law, first aide, legal issues and liability, workplace violence, patrol techniques, and the security industry. Upon completion, students should be able to evaluate career options					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

and define and describe the major system components, processes, and operational characteristics associated with the private security industry.

<b>CJC 153</b>	<b>Private Security Operations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces the various operations associated with private security and loss prevention services. Topics include strategies for protecting individuals and company assets, report writing, interview techniques, crime and accident prevention, courtroom procedures, observation techniques, traffic direction, surveillance, substance abuse, law enforcement relationships, and emergency procedures. Upon completion, students should be able to demonstrate an understanding of the various operational characteristics common to the private security industry.

<b>CJC 154</b>	<b>Private Security Business</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces the business and managerial aspects specific to private security and loss prevention services. Topics include profitability, personnel management, finances, rules, policies, and law, organizational structure, sales management, and issues specific to private security and loss prevention services. Upon completion, students should be able to explain the basic characteristics required of an effective private security and loss prevention services business.

<b>CJC 170</b>	<b>Critical Incident Mgmt. Pub Safety</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence. Upon completion, the student should be able to identify and discuss managerial techniques legal issues, and response procedures to critical incidents.

<b>CJC 212</b>	<b>Ethics &amp; Comm Relations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
	involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.				
<b>CJC 213</b>	<b>Substance Abuse</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.				
<b>CJC 214</b>	<b>Victimology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.				
<b>CJC 221</b>	<b>Investigative Principles</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
	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.				
<b>CJC 222</b>	<b>Criminalistics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.				

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>CJC 225</b>	<b>Crisis Intervention</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.					
<b>CJC 231</b>	<b>Constitutional Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>CJC 232</b>	<b>Civil Liability</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.					
<b>CJC 233</b>	<b>Correctional Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel					
<b>CJC 240</b>	<b>Law Enforce Mgt. &amp; Supervision</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course provides a study of the best known methods and practices of police leadership and management. Topics include the role of the manager in law enforcement, communications, time-management in law enforcement, managing problems, training and law enforcement productivity. Upon completion, students should be able to identify and discuss methods and practices capable of moving law enforcement agencies forward into the twenty-first century.

<b>CJC 241</b>	<b>Community-Based Corrections</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.

<b>COM 120</b>	<b>Intro Interpersonal Com</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>COM 140</b>	<b>Intro Intercultural Com</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces techniques of cultural research, definitions, functions, characteristics, and impacts of cultural differences in public address. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and experiences determine how one sends and receives messages. Upon completion, students should be able to demonstrate an understanding of the principles and skills needed to become effective in communicating outside one's primary culture.

<b>COM 231</b>	<b>Public Speaking</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	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.				
<b>COS 111</b>	<b>Cosmetology Concepts I</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
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.				
<b>COS 112</b>	<b>Salon I</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>
Prerequisites:	None				
Corequisites:	COS 111				
	This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.				
<b>COS 113</b>	<b>Cosmetology Concepts II</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
Prerequisites:	Take All: COS-111 and COS-112=				
Corequisites:	None				
	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.				
<b>COS 114</b>	<b>Salon II</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>
Prerequisites:	COS-111 and COS-112				
Corequisites:	None				
	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.				
<b>COS 115</b>	<b>Cosmetology Concepts III</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
Prerequisites:	COS-111 and COS-112				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

Corequisites: None

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.

<b>COS 116</b>	<b>Salon III</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>4</b>
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Prerequisites: COS-111 and COS-112

Corequisites: None

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.

<b>COS 117</b>	<b>Cosmetology Concepts IV</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
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Prerequisites: COS-111 and COS-112

Corequisites: None

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.

<b>COS 118</b>	<b>Salon IV</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
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Prerequisites: COS-111 and COS-112

Corequisites: None

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

<b>COS 121</b>	<b>Manicure/Nail Technology I</b>	<b>6</b>		<b>4</b>	<b>6</b>
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Prerequisites: COS-111 and COS-112

Corequisites: None

This course covers techniques of nail technology, hand and arm surface manipulation, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, surface manipulation, and other related topics.

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, surface manipulations, decorating and artificial applications in a salon setting.				
<b>COS 222</b>	<b>Manicure/Nail Tech. II</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
	Prerequisites: COS-111 and COS-11				
	Corequisites: None				
	This course covers advanced techniques of nail technology and hand and arm surface manipulation. Topics include OSHA/ safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.				
<b>COS 223</b>	<b>Contemp Hair Coloring</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
	Prerequisites: COS 111 and COS 112				
	Corequisites: None				
	This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client’s color needs and safely and competently perform color applications and correct problems.				
<b>COS 224</b>	<b>Trichology &amp; Chemistry</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
	Prerequisites: None				
	Corequisites: None				
	This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.				
<b>COS 240</b>	<b>Contemporary Design</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
	Prerequisites: COS 111 and COS 112				
	Corequisites: None				
	This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.				
<b>COS 271</b>	<b>Instructor Concepts I</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
	Prerequisites: None				
	Corequisites: COS 272				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

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

<b>COS 272</b>	<b>Instructor Practicum I</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
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Prerequisites: None

Corequisites: COS 271

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

<b>COS 273</b>	<b>Instructor Concepts II</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
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Prerequisites: COS 271 and COS 272

Corequisites: COS 274

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

<b>COS 274</b>	<b>Instructor Practicum II</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
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Prerequisites: COS 271 and COS 272 COS

Corequisites: 273

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements.

<b>CSC 139</b>	<b>Visual BASIC Prog</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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Prerequisites: CIS 115 or CTI 110

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

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
	completion, students should be able to design, code, test and debug at a beginning level. This course is also available through the Virtual Learning Community (VLC). This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.				
<b>CSC 151</b>	<b>JAVA Programming</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 115 or CTI 110					
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, student should be able to design, code, test and debug JAVA programs. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.					
<b>CSC 153</b>	<b>C# Programming</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 115 or CTI 110 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, debug, and implement objects using the appropriate environment at the beginning level.					
<b>CSC 239</b>	<b>Adv Visual BASIC Prog</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: CSC 139					
Corequisites: None					
This course is a continuation of CSC 139 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, debug, and implement objects using the appropriate environment. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.					
<b>CSC 251</b>	<b>Advanced JAVA Programming</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
Prerequisites: CSC 151					
Corequisites: None					
This course is a continuation of CSC 151 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, and implement objects using the appropriate environment.					
<b>CTI 110</b>	<b>Web, Pgm. &amp; Db Foundation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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.					
<b>CTI 120</b>	<b>Network &amp; Sec Foundation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
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.					
<b>CTS 115</b>	<b>Info Systems Business Concepts</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course prepares the information systems professional to communicate with corporate personnel from management to end-users. Topics include information systems cost justification tools, awareness of personal hierarchy of needs, addressing these needs, and discussing technical issues with non-technical personnel. Upon completion, students should be able to communicate information systems issues to technical and non-technical personnel. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.					
<b>CTS 120</b>	<b>Hardware/Software Support</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<p>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.</p>				
<b>CTS 125      Presentation Graphics</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>Prerequisites: None                      Corequisites: None                      This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation.</p>				
<b>CTS 130      Spreadsheet</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>Prerequisites: CIS 110 or CIS 111 or OST 137                      Corequisites: None                      This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.</p>				
<b>CTS 210      Computer Ethics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>Prerequisites: Take One: NET-110, CIS-110, CIS-111, or TNE-111                      Corequisites: None                      This course introduces the student to current legal and ethical issues in the computer/engineering field. Topics include moral reasoning, ethical standards, intellectual property, social issues, encryption, software piracy, constitutional issues, and public policy in related matters. Upon completion, students should be able to demonstrate an understanding of the moral and social responsibilities and public policy issues facing an industry.</p>				
<b>CTS 240      Project Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>Prerequisites: CIS 110 or CIS 111                      Corequisites: None</p>				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course is a continuation of CSC 142 using the Visual COBOL programming language with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, subprograms, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug and document programming solutions.

<b>DBA 110</b>	<b>Database Concepts</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

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.

<b>DBA 120</b>	<b>Database Programming I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course covers database administration issues and distributed database concepts. Topics include database administrator (DBA) goals and functions, backup and recovery, standards and procedures, training, and database security and performance evaluations. Upon completion, students should be able to produce functional DBA documentation and administer a database.

<b>DEA 111</b>	<b>Introduction to DEAT</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course is an overview of the digital effects and animation technology field from the simplest processes to the most complex. Topics covered include digitizing existing images, creating digital images, manipulation of images and various forms of computer animation. Upon completion, students should be able to demonstrate a vocabulary of the digital effects and animation field and knowledge of outstanding examples of work in the field.

<b>DEA 112</b>	<b>2D Design &amp; Animation I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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Prerequisites: DEA 111

Corequisites: None

This course covers the process of creating still graphics and 2D animations for use in video, film or web applications. Topics include multilayering, color correction, alpha channel creation, masking, and keyframing. Upon completion, students should be able to demonstrate basic knowledge of 2D animation and add simple special effects and flying text to video, film or web applications.

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>DEA 212</b>	<b>2D Design &amp; Animation II</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: DEA 112					
Corequisites: None					
This course covers relatively complex applications of 2D design and animation for use in video, film or web applications. Topics will include designing animation that is true to the physics of movement, realism in the movements of animals and people, and combining elements of animation. Upon completion, students should be able to produce short professional level project in 2D animation.					
<b>DEA 213</b>	<b>3D Design &amp; Animation I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: DEA 111					
Corequisites: None					
This course provides in-depth demonstration and practice in modeling and texturing in a 3D environment of use in film, video and web applications. Emphasis is placed on understanding the process and various steps involved in the creation of 3Dmodels and text elements for use in 3D animations. Upon completion, students should be able to create, import and manipulate objects in order to demonstrate an understanding of the basics in 3D animation.					
<b>DEA 214</b>	<b>3D Design&amp; Animation II</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: DEA 213					
Corequisites: None					
This course covers animation techniques, morphing and special effects used to complete 3D animation for use in film, video and web application. Emphasis is placed on the knowledge, appropriate use, and application of the animation industry’s latest tools for 3D animation. Upon completion, students should have rendered an entire 3D scene using models and animations created in 3D Animation I.					
<b>DEA 220</b>	<b>DEAT Compositing</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: DEA 112					
Corequisites: DEA 212 and DEA 213					
This course covers the process of combining digital elements to create or enhance scenes. Topics include keying techniques, rotoscoping, motion tracking and the use of alpha channels. Upon completion, students should have an understanding and experience in combining elements from bother 2D and 3D applications into one scene.					
<b>DEA 221</b>	<b>DEAT Modeling</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course covers the principle and skills involved in the synthetic creation of objects and environments with computers. Topics will include initial form creation, constructing wire models, model interaction and environmental modes. Upon completion, students should be able to create synthetic objects and environments using surface, solids and other popular modeling techniques.

<b>DEA 230</b>	<b>Implementation Project I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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Prerequisites: DEA 112

Corequisites: DEA 212

This course provides an opportunity to complete a significant implementation project involving skills and knowledge gained to this point in the DEAT curriculum. Topics include hardware and software systems, digital creation and manipulation of images, editing, multimedia production, animatin and the creation of a demo reel. Upon completion, students should be able to create scenes with computer generated images in order to demonstrate mastery of materials covered in previous and concurrent course work.

<b>DEA 231</b>	<b>Implementation Project II</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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Prerequisites: DEA 230

Corequisites: DEA 214 and DEA 221

This course provides and opportunity to complete a significant culmination project involving skills and knowledge gained to this point in the DEAT curriculum. Topics include hardware and software systems, digital creation and manipulation of images, editing, multimedia production, 2D animation, 3D animation, online postproduction, and postproduction audio. Upon completion, students should be able to use this project in creating a demonstration reel should be able to use this project in creating a demonstration reel on tape and a compact disk of works completed during the program.

<b>DEA 240</b>	<b>DEAT Portfolio Review</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
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Prerequisites: DEA 230

Corequisites: DEA 221 and DEA 231

This course provides the opportunity to review and refine selected examples of work for the creation of a digital effects and animation portfolio. Topics include video levels, importing and exporting media, creating and manipulating images, editing techniques, and outputting. Upon completion, students should have a videotape and compact disk of their animations, digital effects, and edited projects to show to potential employers.

<b>DFT 111</b>	<b>Engineering Graphics</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion,

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

students should be able to demonstrate an understanding of basic engineering graphics principles and practices. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

<b>DRA 111</b>	<b>Theatre Appreciation</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

<b>ECO 151</b>	<b>Survey of Economics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a general education core requirement in social/behavioral sciences.

<b>ECO 251</b>	<b>Prin of Microeconomics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

<b>ECO 252</b>	<b>Prin of Macroeconomics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
<p>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 for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.</p>					
<b>EDU 119</b>	<b>Intro to Early Childhood Education</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
Prerequisites:		None			
Corequisites:		None			
<p>This course introduces the foundations of culturally responsive, equitable and inclusive early childhood education, planning intentional developmentally appropriate experiences, learning activities, and teaching strategies for indoor and outdoor environments for all young children, guidance techniques, and professionalism. 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, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and ability diverse children and their families in inclusive settings, and design a personal career/professional development plan.</p>					
<b>EDU 131</b>	<b>Child, Family, &amp; Community</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:		None			
Corequisites:		None			
<p>This course covers the development of partnerships among 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 and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.</p>					
<b>EDU 144</b>	<b>Child Development I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:		None			
Corequisites:		None			

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

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.

<b>EDU 145</b>	<b>Child Development II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

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.

<b>EDU 146</b>	<b>Child Guidance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

<b>EDU 151</b>	<b>Creative Activities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse,

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>

learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

<b>EDU 153</b>	<b>Health, Safety, &amp; Nutrition</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>EDU 187</b>	<b>Teaching and Learning for All</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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Prerequisites: None

Corequisites: None

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>EDU 216</b>	<b>Foundations of Education</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
<p>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 classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.</p>					
<b>EDU 221</b>	<b>Children with Exceptionalities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: EDU 144 and EDU 145					
Corequisites: None					
<p>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.</p>					
<b>EDU 234</b>	<b>Infants, Toddlers, and Twos</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: EDU 119					
Corequisites: None					
<p>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.</p>					

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>EDU 250</b>	<b>Teacher Licensure Preparation</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111 and MAT 143, 152, or 171					
Corequisites: None					
<p>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.</p>					
<b>EDU 251</b>	<b>Exploration Activities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
<p>This course covers fundamental concepts in the content areas of science, technology, engineering, math, and social studies through investigative experiences aligned with NC Foundations for Early Learning and Development. Emphasis is placed on exploring fundamental concepts, scope and sequence, and teaching strategies to engage each child through play and open-ended discovery in indoor/outdoor environments. Upon completion, students should be able to understand major concepts in each content area and implement developmentally appropriate, culturally responsive, equitable, and inclusive experiences for all young children.</p>					
<b>EDU 259</b>	<b>Curriculum Planning</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: EDU 119					
Corequisites: None					
<p>This course is designed to focus on using content knowledge to build effective developmentally appropriate approaches that are culturally responsive, equitable, and ability diverse for young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences and indoor/outdoor environments aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use developmentally appropriate curriculum to plan for the individual/group needs of young children.</p>					
<b>EDU 261</b>	<b>Early Childhood Admin I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: EDU 119					
<p>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,</p>					

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.				
<b>EDU 262      Early Childhood Admin II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:      EDU 119 and 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.				
<b>EDU 271      Educational Technology</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:      None				
Corequisites:      None				
This course introduces the appropriate and ethical use of technology that is inclusive of digital and analog materials/tools to enhance teaching and learning in all educational settings. Emphasis is placed on the developmentally appropriate use of technology with children, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication with families. Upon completion, student should be able to demonstrate professional and ethical implementation of various modes of technology in culturally responsive and equitable ways to support diverse children, families and communities.				
<b>EDU 279      Literacy Develop and Instruct</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites:      None				
Corequisites:      None				
This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>EDU 280</b> <b>Language &amp; Literacy Exp</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.				
<b>EDU 284</b> <b>Early Child Capstone Prac</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>4</b>
Prerequisites:      EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151				
Corequisites:      None				
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.				
<b>ELC 112</b> <b>DC/AC Electricity</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>
Prerequisites: MAT 060				
Corequisites: None				
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.				
<b>ELC 113</b> <b>Residential Wiring</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
Prerequisites:      None				
Corequisites:      None				
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.				

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>ELC 115</b>	<b>Industrial Wiring</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
Prerequisites: None					
Corequisites: None					
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.					
<b>ELC 117</b>	<b>Motors and Controls</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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.					
<b>ELC 118</b>	<b>National Electrical Code</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.					
<b>ELC 128</b>	<b>Intro to PLC</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.					
<b>ELC 213</b>	<b>Instrumentation</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: BPR 115 and ELC 112					
Corequisites: None					
This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.					
<b>ELC 228</b>	<b>PLC Applications</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
Prerequisites: ELC 128					

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
	Corequisites: None				
	This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.				
<b>ELN 131</b>	<b>Analog Electronics I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
	Prerequisites: ELC 112				
	Corequisites: None				
	This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.				
<b>ELN 133</b>	<b>Digital Electronics</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
	Prerequisites: ELC 112				
	Corequisites: None				
	This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.				
<b>ELN 135</b>	<b>Electronic Circuits</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
	Prerequisites: ELC 112 and ELN 131				
	Corequisites: None				
	This course covers discrete component amplifiers, power supplies, wave-shaping, oscillators, and special purpose ICs. Topics include feedback, analog arithmetic circuits, current and voltage sources, amplifiers, timers, filters, regulators, and other related circuits. Upon completion, students should be able to determine, by the configuration, the function of common analog circuits and troubleshoot circuits based on applications.				
<b>EMS-110</b>	<b>EMT</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>EMS-122</b>	<b>EMS Clinical Practicum I</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: EMS-110					
Corequisites: None					
This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competency with fundamental paramedic level skills.					
<b>EMS-130</b>	<b>Pharmacology</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: EMS-110					
Corequisites: None					
This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.					
<b>EMS-131</b>	<b>Advanced Airway Management</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: EMS-110					
Corequisites: None					
This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.					
<b>EMS-160</b>	<b>Cardiology I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: EMS-110					
Corequisites: None					
This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms.					
<b>EMS-220</b>	<b>Cardiology II</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: EMS-122, EMS-130, and EMS-16					
Corequisites: None					
This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient.					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>EMS-221</b>	<b>Clinical Practicum II</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>
Prerequisites: EMS-121 or EMS-122					
Corequisites: None					
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.					
<b>EMS-231</b>	<b>Clinical Practicum III</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>
Prerequisites: EMS-221					
Corequisites: None					
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.					
<b>EMS-240</b>	<b>Patients W/ Special Challenges</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
Prerequisites: EMS-122 and EMS-130					
Corequisites: None					
This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.					
<b>EMS-241</b>	<b>EMS Clinical Practicum IV</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>
Prerequisites: EMS-231					
Corequisites: None					
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.					
<b>EMS-250</b>	<b>Medical Emergencies</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: EMS-122 and EMS-130					
Corequisites: None					
This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	for disorders/diseases/ injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.				
<b>EMS-260</b>	<b>Trauma Emergencies</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
	Prerequisites: EMS-122 and EMS-130 Corequisites: None This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.				
<b>EMS-270</b>	<b>Life Span Emergencies</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
	Prerequisites: EMS-122 and EMS-130 Corequisites: None This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.				
<b>EMS-285</b>	<b>Capstone</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>
	Prerequisites: EMS-220, EMS-250, and EMS-260 Corequisites: None This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS related events.				
<b>ENG 002</b>	<b>Transition English</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
	Prerequisites: None Corequisites: None This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies,				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.				
<b>ENG 011 Writing and Inquiry Support</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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.				
<b>ENG 111 Writing and Inquiry</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.				
<b>ENG 112 Writing/Research in the Disc</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.				
<b>ENG 125 Creative Writing I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others.

<b>ENG 126</b>	<b>Creative Writing II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: ENG 125

Corequisites: None

This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication.

<b>ENG 231</b>	<b>American Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: ENG 112

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

<b>ENG 232</b>	<b>American Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

<b>ENG 241</b>	<b>British Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: ENG 112

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.

<b>ENG 242</b>	<b>British Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: ENG 112

Corequisites: None

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

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.

<b>ENG 273</b>	<b>African American Literature</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: ENG 112

Corequisites: None

This course provides a survey of the development of African American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts.

<b>EPP 110</b>	<b>Intro to Power Plant Oper</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
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Prerequisites: None

Corequisites: None

This course provides a general overview of power generation theory and the methods and equipment employed in the electrical power industry. Topics include power plant procedures, power plant terminology, professional behavior, communication and safety. Upon completion, students will have a basic knowledge of power generation, power plant operations, the role of an operator, and working conditions in the field.

<b>EPP 112</b>	<b>Fuels and Combustion</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course covers fossil fuels and combustion as they relate to the electrical power production field. Topics include the study of fossil fuels, characteristics of fuel and combustion, fuel/air ratios, and fuel handling equipment. Upon completion, students should have an understanding of fossil fuels and combustion as they occur in a typical power plant.

<b>EPP 210</b>	<b>Power Plant Systems</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: EPP 110 and EPP 112

Corequisites: None

This course covers the general operations and function of major mechanical, electrical, and emissions control systems employed in fossil-fueled, electrical power generating plants. Topics include the function and interaction of major power plant systems including operation of pumps, heat exchangers, valves, compressors, and electrical switchgear. Upon completion, students should be able to describe the function of major plant systems, interpret schematic diagrams, and describe general operational considerations.

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>EPP 212</b>	<b>Steam &amp; Combustion TG</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: EPP 110 and EPP 112					
Corequisites: None					
This course covers operational and maintenance considerations, general design features of steam and combustion turbines, and associated support systems. Topics include general information on power plant operation, operational consideration, component configuration, control, protective systems, mechanical and electrical support systems, and efficiency considerations. Upon completion, students should be able to demonstrate understanding of steam and combustion turbine generator components and support systems, and describe general operational and maintenance considerations.					
<b>EPP 214</b>	<b>Power Plant Environ Mgt</b>	<b>2</b>	<b>2</b>		
Prerequisites: EPP 110 and EPP 112					
Corequisites: None					
This course provides an overview of state and federal environmental regulations as they apply to water, air, and hazardous waste generation. Topics include current and proposed environmental regulations, power plant effluent and waste streams, and basic environmental control systems and equipment. Upon completion, students should be able to demonstrate knowledge of power plant waste streams, environmental impacts, environmental regulations, and system/processes/equipment used for control.					
<b>FIP 120</b>	<b>Introduction to Fire Protection</b>	<b>2</b>	<b>2</b>		
Prerequisites: EPP 110 and EPP 112					
Corequisites: None					
This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.					
<b>FIP 229</b>	<b>Fire Dynamics and Combustion</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: EPP 110 and EPP 112					
Corequisites: None					
This course covers the theories and fundamentals of how and why fires start and spread, and how they are safely controlled referenced in NFPA standard 1001. Topics include components of fire, fire sources, fire behavior, properties of combustible solids, classification of hazards, and the use of fire extinguishing agents. Upon completion, students should be able to describe the properties of matter and dynamics of fire, identify fuel sources, and compare suppressants and extinguishment techniques.					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>FVP 220</b>	<b>Editing I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course covers film and video editing from traditional methods to digital non-linear systems and basic film lab and transfer facility procedures. Topics include terminology, technologies, aesthetics, basic picture-only editing skills; and the editor's role augmented by hands-on experience. Upon completion, students should be able to use editing equipment and basic digitizing, logging, and picture-only editing skills.					
<b>GEL 111</b>	<b>Geology</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: None					
Corequisites: None					
This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth.					
<b>GRA 151</b>	<b>Computer Graphics</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.					
<b>GRO 120</b>	<b>Gerontology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>GRO 220</b>	<b>Psychological &amp; Social Aspects of Aging</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the individual and social aspects of the aging process. Topics include psychological and social factors of aging; roles of older adults within families, work, and community; and adjustments to aging and retirement.					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>GRO 230</b>	<b>Health, Wellness, &amp; Nutrition</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: None					
Corequisites: None					
This course covers basic concepts of health, wellness, and nutrition related to aging. Emphasis is placed on nutrition and diet, physical activity and exercise, and maintenance of well-being. Upon completion, students should be able to identify health, wellness, and nutrition concepts related to aging.					
<b>GRO 240</b>	<b>Gerontology Care Managing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers community resources; discusses care management, including assessment, care-planning, evaluation, issues of family, high-risk and self-care. Topics include funding, eligibility for community and health resources, care management protocols, care plan development, identification of major resources and barriers to self-care. Upon completion, students will be able to develop a care plan for older adults at various levels of needs, including community and health resources.					
<b>GSM 101</b>	<b>Gunsmithing I</b>	<b>5</b>	<b>21</b>	<b>0</b>	<b>12</b>
Prerequisites: None					
Corequisites: None					
This course introduces hand tools, blueprints, and basic machines. Emphasis placed on the completion of simple gauges and tools used in the gunsmithing trade. Upon completion, students should be able to produce from blueprints, tools, and fixtures for use in gunsmithing, using hand tools and basic machine set ups. This is a diploma level course.					
<b>GSM 102</b>	<b>Gunsmithing II</b>	<b>5</b>	<b>21</b>	<b>0</b>	<b>12</b>
Prerequisites: GSM 101					
Corequisites: None					
This course covers sophisticated machine tool operations, basic oxygen-acetylene welding, and basic metal polishing. Emphasis is placed on completing projects from blueprints using advanced machine operations, oxygen-acetylene welding, and metal refinishing. Upon completion, students should be able to perform complex machine tool operations, read blueprints, use an oxygen-acetylene torch, and do basic metal polishing and finishing. This is a diploma level course.					
<b>GSM 103</b>	<b>Gunsmithing III</b>	<b>5</b>	<b>21</b>	<b>0</b>	<b>12</b>
Prerequisites: GSM 102					
Corequisites: None					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course covers advanced metal finishing, chamber work, stock work, and basic repair work. Topics include caustic and rust blueing, threading, chambering, head spacing, simple repair work, and basic one-piece stock layout and building. Upon completion, students should be able to do various types of metal finishing and basic chambering, stock work, and repair work.

**GSM 204      Gunsmithing IV      5      21      12**

Prerequisites: GSM 103

Corequisites: None

This course covers advanced threading, chambering, and stock work. Emphasis is placed on completed projects such as barrel recesses, extractor slots, and two-piece stocks. Upon completion, students should be able to do advanced chambering and stock work. This is a diploma level course.

**GSM 205      Gunsmithing V      5      21      0      12**

Prerequisites: GSM 204

Corequisites: None

This course covers complex stock work, diagnosing repairs, basic checkering, ballistics, and reloading. Emphasis is placed on completing projects of tru-bolt and sidelock two-piece stocks, diagnosis and repair, layout and cutting of checkering, and reloading. Upon completion, students should be able to do advanced stock layout and work, diagnose problems, and perform sophisticated repairs, stock checkering, and reloading. This is a diploma level course.

**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.

**HIS 111      World Civilizations I      3      0      0      3**

Prerequisites: DRE 098

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 course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>HIS 112</b>	<b>World Civilizations II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: DRE 098					
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 course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.					
<b>HIS 131</b>	<b>American History I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: DRE 098					
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 course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.					
<b>HIS 132</b>	<b>American History II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: DRE 098					
Corequisites: None					
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.					
<b>HMT 110</b>	<b>Introduction to Healthcare Management</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: DRE 098					
Corequisites: None					
This course introduces the functions, practices, organizational structures, and professional issues in healthcare management. Emphasis is placed on planning, controlling, directing, and communicating within					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	health and human services organizations. Upon completion, students should be able to apply the concepts of management within a healthcare service environment.				
<b>HMT 211</b>	<b>Long-Term Care Administration</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
	Prerequisites: DRE 098				
	Corequisites: None				
	This course introduces the administration of long-term care facilities and services. Emphasis is placed on nursing home care, home health care, hospice, skilled nursing facilities, and other long-term care services. Upon completion, students should be able to administer state and national standards and regulations as they apply to long-term care.				
<b>HMT 212</b>	<b>Management of Healthcare Organizations 1</b>		<b>3</b>		<b>2</b>
	Prerequisites: DRE 098				
	Corequisites: None				
	This course examines current issues affecting the management of healthcare delivery systems. Topics include current problems, changes, and challenges in the healthcare environment. Upon completion, students should be able to identify current health care issues and their impact on healthcare management.				
<b>HOR 118</b>	<b>Equipment Op &amp; Maint</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
	Prerequisites: DRE 098				
	Corequisites: None				
	This course covers the proper operation and maintenance of selected equipment used in horticulture. Emphasis is placed on the maintenance, minor repairs, safety devices, and actual operation of selected equipment. Upon completion, students should be able to design a maintenance schedule, service equipment, and demonstrate safe operation of selected equipment.				
<b>HSC 110</b>	<b>Orientation to Health Careers</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
	Prerequisites: None				
	Corequisites: None				
	This course is a survey of health care 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.				
<b>HSC 120</b>	<b>CPR</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
	Prerequisites: None				
	Corequisites: None				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course covers the basic knowledge and skills for the performance of infant, child, and adult CPR and the management of foreign body airway obstruction. Emphasis is placed on recognition, assessment, and proper management of emergency care. Upon completion, students should be able to perform infant, child, and adult CPR and manage foreign body airway obstructions.

<b>HSE 110</b>	<b>Intro to Human Services</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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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.

<b>HSE 112</b>	<b>Group Process I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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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.

<b>HSE 123</b>	<b>Interviewing Techniques</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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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 of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

<b>HSE 125</b>	<b>Counseling</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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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.

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>HSE 145</b>	<b>Child Abuse &amp; Neglect</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course explores the abused and neglected child, including the nature and dimension of the problem. Emphasis is placed on various types of abuse and neglect, their causes, proper treatment, and reporting laws and procedures. Upon completion, students should be able to identify family intervention and counseling techniques to help parents effectively cope in parent/child conflicts.					
<b>HSE 210</b>	<b>Human Services Issues</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
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.					
<b>HSE 220</b>	<b>Case Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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.					
<b>HSE 225</b>	<b>Crisis Intervention</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>HUM 110</b>	<b>Technology and Society</b>	<b>3</b>	<b>0</b>		<b>3</b>
Prerequisites: None					
Corequisites: None					
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

<b>HUM 115</b>	<b>Critical Thinking</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: DRE 098

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 ICAA as a general education course in Humanities/ Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

<b>HUM 120</b>	<b>Cultural Studies</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

<b>HUM 121</b>	<b>The Nature of America</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

<b>HUM 150</b>	<b>American Women's Studies</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

<b>HUM 160</b>	<b>Introduction to Film</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

<b>HYD 110</b>	<b>Hydraulics/Pneumatics I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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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.

<b>HYD 121</b>	<b>Hydraulics/Pneumatics II</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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Prerequisites: HYD 110

Corequisites: None

This course is a continuation of HYD 110 and provides further investigation into fluid power systems. Topics include advanced system components, troubleshooting, and other related topics. Upon completion, students should be able to demonstrate an understanding of the installation, application, operation, and maintenance of fluid power components and systems.

<b>INT 180</b>	<b>Travel Study Abroad</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course is designed to apply language and theoretical skills in an appropriate international business setting in a foreign country. Emphasis is placed on strengthening foreign language skills, performing with

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<p>greater competence and confidence in the international workplace, and completing objectives outlined in training plan. Upon completion, students should be able to understand and utilize cultural patterns and business practices in the region of study.</p>				
<p><b>ISC 112 Industrial Safety</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.</p>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<p><b>ISC 115 Construction Safety</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the basic concepts of construction site safety. Topics include ladders, lifting, lock-out/tag-out, personal protective devices, scaffolds, and above/below ground work based on OSHA regulations. Upon completion, students should be able to demonstrate knowledge of applicable safety regulations and safely participate in construction projects.</p>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<p><b>ISC 130 Intro to Quality Control</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course introduces the philosophies, principles, and techniques of managing quality. Topics include the functions, responsibilities, structures, costs, reports, personnel, and vendor-customer relationships associated with quality control and management. Upon completion, students should be able to demonstrate an understanding of quality control and management.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>ISC 170 Problem-Solving Skills</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>This course covers basic concepts of interpersonal and problem-solving skills. Topics include leadership development, constructive feedback, building relationships, and winning support from others. Upon completion, students should be able to use interpersonal skills effectively and lead others.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>JOU 110 Intro to Journalism</b></p> <p>Prerequisites: None</p> <p>Corequisites: None</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

<b>JOU 216</b>	<b>Writing for Mass Media</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course is an introduction to news writing for newspapers and other print media including the techniques of news gathering, reporting, and interviewing. Emphasis is placed on basic methods of gathering information, conducting interviews, organizing a story, writing leads, writing clear, concise copy, and upon developing research skills. Upon completion, students should be able to write clear, concise, accurate, complete, balanced and readable news stories according to guidelines set by industry standards. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

<b>JOU 217</b>	<b>Feature/Editorial Writing</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: ENG 111

Corequisites: None

This course covers the basics of persuasive writing for community newspapers and other print media. Emphasis is placed on writing features, reviews, and editorials including audience analysis, appropriate language, effective supporting details, completeness, and accuracy. Upon completion, students should be able to write effective feature stories, reviews, and editorials. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

<b>MAT 003</b>	<b>Transition Math</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
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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.

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>MAT 010</b>	<b>Math Measurement &amp; Literacy Support</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
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.					
<b>MAT 043</b>	<b>Quantitative Literacy Support</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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.					
<b>MAT 052</b>	<b>Statistical Methods I Support</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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.					
<b>MAT 071</b>	<b>Precalculus Algebra Support</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>
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.					

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>MAT 110 Mathematical Measurement &amp; Literacy</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 003				
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.				
<b>MAT 143 Quantitative Literacy</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 003, ENG 002				
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.				
<b>MAT 152 Statistical Methods I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: MAT 003, ENG 002				
Corequisites: MAT 052				
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.				
<b>MAT 171 Precalculus Algebra</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: MAT 003				
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				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>

completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

<b>MAT 172</b>	<b>Precalculus Trigonometry</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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Prerequisites: MAT 171

Corequisites: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

<b>MAT 263</b>	<b>Brief Calculus</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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Prerequisites: MAT 171

Corequisites: None

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.

<b>MAT 271</b>	<b>Calculus I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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Prerequisites: MAT 172

Corequisites: None

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

<b>MAT 272</b>	<b>Calculus II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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Prerequisites: MAT 271

Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and 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.

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>MAT 272</b>	<b>Calculus III</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites:	MAT 272				
Corequisites:	None				
<p>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.</p>					
<b>MEC 111</b>	<b>Machine Processes I</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.</p>					
<b>MEC 130</b>	<b>Mechanisms</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.</p>					
<b>MED 110</b>	<b>Orientation to Med Assist</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.</p>					
<b>MED 118</b>	<b>Medical Law and Ethics</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on</p>					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.				
<b>MED 121</b>	<b>Medical Terminology I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.				
<b>MED 122</b>	<b>Medical Terminology II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	MED 121				
Corequisites:	None				
	This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.				
<b>MED 130</b>	<b>Admin Office Proc I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
	This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.				
<b>MED 131</b>	<b>Admin Office Proc II</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
	This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.				
<b>MED 140</b>	<b>Exam Room Procedures I</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
Prerequisites: None				
Corequisites: None				
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.				
<b>MED 150 Laboratory Procedures I</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
Prerequisites: None				
Corequisites: None				
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.				
<b>MED 260 MED Clinical Practicum</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>5</b>
Prerequisites: None				
Corequisites: None				
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.				
<b>MED 264 Med Assisting Overview</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				
This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.				
<b>MED 272 Drug Therapy</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.				

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>MED 276</b>	<b>Patient Education</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.</p>					
<b>MKT 120</b>	<b>Principles of Marketing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
<p>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.</p>					
<b>MKT 123</b>	<b>Fundamentals of Selling</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.</p>					
<b>MKT 220</b>	<b>Advertising and Sales Promotion</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.</p>					
<b>MNT 110</b>	<b>Intro to Maint Procedures</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon</p>					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

<b>MNT 230</b>	<b>Pumps &amp; Piping Systems</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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Prerequisites: None

Corequisites: None

This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

<b>MUS 110</b>	<b>Music Appreciation</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

<b>MUS 112</b>	<b>Introduction to Jazz</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

<b>NAS 101</b>	<b>Nursing Assistant I</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>6</b>
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Prerequisites: None

Corequisites: None

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

<b>NAS 102</b>	<b>Nursing Assistant II</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>6</b>
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Prerequisites: None

Corequisites: None

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing.

<b>NOS 110</b>	<b>Operating System Concepts</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

<b>NOS 130</b>	<b>Windows Single User</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: NOS 110

Corequisites: None

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

<b>NOS 230</b>	<b>Windows Administration I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

<b>NUR 111</b>	<b>Intro to Health Concepts</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>8</b>
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Prerequisites: None

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.

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>NUR 112</b>	<b>Health Illness Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
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.					
<b>NUR 113</b>	<b>Family Health Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
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.					
<b>NUR 114</b>	<b>Holistic Health Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
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.					
<b>NUR 211</b>	<b>Health Care Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
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.					
<b>NUR 212</b>	<b>Health Systems Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
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.					
<b>NUR 213</b>	<b>Complex Health Concepts</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>10</b>
Prerequisites: NUR 111					
Corequisites: NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212					
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.					
<b>OST 131</b>	<b>Keyboarding</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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.					
<b>OST 134</b>	<b>Text Entry &amp; Formatting</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
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.					
<b>OST 135</b>	<b>Adv Text Entry &amp; Format</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: OST 134 Corequisites:					
None					
This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production with increased speed and accuracy. Upon					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	completion, students should be able to make independent decisions regarding planning, style, and method of presentation.				
<b>OST 136</b>	<b>Word Processing</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
	This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.				
<b>OST 148</b>	<b>Medical Insurance and Billing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG 090 or DRE 098 or ENG 111				
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.				
<b>OST 153</b>	<b>Office Finance Solutions</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG-090 or DRE-098 or ENG-11				
Corequisites:	None				
	This course introduces basic bookkeeping concepts. Topics include entering data in accounts payable and receivable, keeping petty cash records, maintaining inventory, reconciling bank statements, running payroll, and generating simple financial reports. Upon completion, students should be able to demonstrate competence in the entry and manipulation of data to provide financial solutions for the office.				
<b>OST 164</b>	<b>Office Editing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG-090 or DRE-098 or ENG-111				
Corequisites:	None				
	This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.				
<b>OST 181</b>	<b>Office Procedures</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				

<b>Prefix No.</b>	<b>Course</b>	<b>Title Hours Per Week</b>			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
	This course introduces the skills and procedures needed in today's office. Topics include effectively interacting with coworkers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.				
<b>OST 184</b>	<b>Records Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: None				
	Corequisites: None				
	This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.				
<b>OST 241</b>	<b>Medical Office Transcription I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: MED 121 or OST 141				
	Corequisites: None				
	This course introduces current transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, editing and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable medical documents in the covered specialties.				
<b>OST 243</b>	<b>Med Office Simulation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: OST 148				
	Corequisites: None				
	This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.				
<b>OST 244</b>	<b>Med Document Processing</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: OST-134 or OST-136				
	Corequisites: None				
	This course provides a hands-on approach in processing medical documents. Emphasis is placed on creating and editing medical documents. Upon completion, students should be able to prepare accurately formatted medical documents.				
<b>OST 247</b>	<b>Procedure Coding</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: MED 121 or OST 141				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
	Corequisites: None				
	This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.				
<b>OST 248</b>	<b>Diagnostic Coding</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: MED 121 or OST 141				
	Corequisites: None				
	This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.				
<b>OST 249</b>	<b>Med Coding Certification Prep</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
	Prerequisites: OST 247 and OST 248				
	Corequisites: None				
	This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams.				
<b>OST 250</b>	<b>Long-term Care Coding</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: MED-121 or OST-141				
	Corequisites: None				
	This course covers diagnostic coding as it applies to long-term care facilities and home care. Topics include diagnostic coding and reimbursement in long-term care facilities and home care. Upon completion, students should be able to properly code conditions for long-term care and home care services.				
<b>OST 280</b>	<b>Electronic Health Records</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: CIS-110 or CIS-111 or OST-137				
	Corequisites: None				
	This course focuses on the use of electronic health records in medical documentation and patient management. Emphasis is placed on creating and maintaining patient medical information, scheduling patient appointments, documenting patient encounters, and billing/insurance claim processing. Upon completion, students should be able to perform the required software tasks following a patient visit from start to finish.				
<b>OST 288</b>	<b>Medical Office Admin Capstone</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
	Prerequisites: OST-148 or HMT-210				
	Corequisites: None				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This course is designed to be a capstone course for the medical office professional and provides a working knowledge of medical office procedures. Emphasis is placed on written and oral communication skills, practice management, electronic health records, medical office procedures, ethics, and professional

development. Upon completion, students should be able to demonstrate the skills necessary to manage a medical office.

<b>OST 289</b>	<b>Office Administration Capstone</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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Prerequisites: Take One Set: Set 1: OST-134 and OST-164 or Set 2: OST-136 and OST-16

Corequisites: None

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

<b>PAD 151</b>	<b>Intro to Public Administration</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.

Competencies

Student Learning Outcomes

1. Describe public personnel administration and management.
2. Explain decision making in public administration.
3. Explain the functions of government in society and in the lives of people composing that society.
4. Discuss ethics in public administration.

<b>PAD 152</b>	<b>Ethics in Government</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator's role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making.

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

Competencies

Student Learning Outcomes

1. Analyze ethical dilemmas and conflicts of interest that arise from individual, organizational and systemic approaches to ethical behavior.
2. Define the role of the public administrator in ethical decision making.
3. Apply the design approach to define the key ethical issues most often encountered in public administration.
4. Identify the important ethical principles for today's society.

<b>PAD 251</b>	<b>Public Finance &amp; Budgeting</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing governmental policy.

Competencies

Student Learning Outcomes

1. Define budgetary process theories and techniques.
2. Describe the impacts of government revenue and expenditure policies.
3. Describe the relation of government finance to the economy.
4. Explain the role of budgeting in executing government policy.

<b>PAD 252</b>	<b>Public Policy Analysis</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.

Competencies

Student Learning Outcomes

1. Describe the relationship between public and private sectors.
2. Define the concepts of ecology and environmental impact.
3. Analyze the effectiveness of public programs.

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
4. Discuss the use of informal groups and information networks.					
<b>PAD 254</b>	<b>Grant Writing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
This course covers the basic techniques of successful grant writing. Topics include concept development, funding sources research, and writing skills relevant to the grants process. Upon completion, students should be able to demonstrate a basic understanding of the grants process.					
<b>PED 110</b>	<b>Fit and Well for Life</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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.					
<b>PHI 215</b>	<b>Philosophical Issues</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG 111				
Corequisites:	None				
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue.					
<b>PHI 240</b>	<b>Introduction to Ethics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG 111				
Corequisites:	None				
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.					
<b>PHY 131</b>	<b>Physics-Mechanics</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites:	MAT 121 or 171				
Corequisites:	None				

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

<b>PHY 151</b>	<b>College Physics I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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Prerequisites: MAT 121 or 171

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

<b>PHY 152</b>	<b>College Physics II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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Prerequisites: PHY 151

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

<b>PHY 251</b>	<b>General Physics I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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Prerequisites: MAT 271

Corequisites: MAT 272

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.

<b>PHY 252</b>	<b>General Physics II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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Prerequisites: MAT 272 and PHY 251

Corequisites: None

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
<p>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.</p>					
<b>POL 120</b>	<b>American Government</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
<p>This course is a study of the origins, development, structure, and functions of American 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 process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.</p>					
<b>PST 169</b>	<b>NC OSFM Training</b>	<b>2</b>	<b>21</b>	<b>0</b>	<b>9</b>
Prerequisites: DRE 098					
Corequisites: None					
<p>This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *368 Hours Minimum Documented Training Required.</p>					
<b>PSY 150</b>	<b>General Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
<p>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.</p>					
<b>PSY 241</b>	<b>Developmental Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150					
Corequisites: None					
<p>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</p>					

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.				
<b>PSY 281</b> <b>Abnormal Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.				
<b>REL 110</b> <b>World Religions</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:        None				
Corequisites:        None				
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.				
<b>REL 211</b> <b>Intro to Old Testament</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:        None				
Corequisites:        None				
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature.				
<b>REL 212</b> <b>Intro to New Testament</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:        None				
Corequisites:        None				
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature.				
<b>SAB 110</b> <b>Substance Abuse Overview</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:        None				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
Corequisites:      None					
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.					
<b>SEC 110</b>	<b>Security Concepts</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:      None					
Corequisites:      None					
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.					
<b>SGD-111</b>	<b>Introduction to SGD</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:      None					
Corequisites:      None					
This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, core mechanics, game genres, AI, the psychology of game design and professionalism. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation and game design and development. This course is active withing the CCL.					
<b>SGD-112</b>	<b>SGD Designs I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:      None					
Corequisites:      None					
This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulation and games. Upon completion, students should be able to design simple simulations and/or games. - This course is active within the CCL					
<b>SGD-113</b>	<b>SGD Programming I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:      None					
Corequisites:      None					
This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

simulations and games. Upon completion, students should be able to program simple games and/or simulations. - This course is active within the CCL.

<b>SOC 210</b>	<b>Introduction to Sociology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>SOC 213</b>	<b>Sociology of the Family</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change.

<b>SOC 220</b>	<b>Social Problems</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>SOC 225</b>	<b>Social Diversity</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance.

<b>Prefix No.</b>	<b>Course</b>	Title Hours Per Week			
		<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>SOC 230</b>	<b>Race and Ethnic Relations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:       None					
Corequisites:       None					
<p>This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society.</p>					
<b>SOC 240</b>	<b>Social Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:       None					
Corequisites:       None					
<p>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.</p>					
<b>SPA 111</b>	<b>Elementary Spanish I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:       None					
Corequisites:       None					
<p>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.</p>					
<b>SPA 112</b>	<b>Elementary Spanish II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:       SPA 111					
Corequisites:       None					
<p>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.</p>					

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
<b>SPA 120</b> <b>Spanish for the Workplace</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:      None				
Corequisites:      None				
This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.				
<b>SPA 211</b> <b>Intermediate Spanish I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:      SPA 112				
Corequisites:      None				
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.				
<b>SPA 212</b> <b>Intermediate Spanish II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites:      SPA 211				
Corequisites:      None				
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.				
<b>SWK 110</b> <b>Intro to Social Work</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.				
<b>SWK 113</b> <b>Working with Diversity</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>			
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>
services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.				
<b>WAT 120      Intro to Water Treatment</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
Prerequisites:    None				
Corequisites:    None				
This course covers the basic concepts and theory of the operation of water treatment facilities. Topics include conventional treatment processes, laboratory procedures, maintenance techniques, and regulatory requirements. Upon completion, students should be able to identify the major processes used in water treatment, perform basic laboratory analyses, and maintain treatment plant equipment.				
<b>WBL 111      Work-Based Learning I</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>1</b>
Prerequisites:    None				
Corequisites:    None				
This course provides a work-based learning experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.				
<b>WBL 112      Work-Based Learning I</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
Prerequisites:    None				
Corequisites:    None				
This course provides a work-based learning experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.				
<b>WBL 115      Work-Based Learning II</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites:    None				
Corequisites:    WBL 111, WBL 112, WBL 113, or WBL 114				
This seminar course provides a means of assessing the student’s work-based learning experiences (WBL 111) in terms of achievement of work experience objectives. The goal of this course is to monitor work-based learning experience progress on an ongoing basis and provide guidance to achieve successful student work-based learning outcomes.				
<b>WEB 111      Intro to Web Graphics</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:    None				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
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.					
<b>WEB 115</b>	<b>Web Markup and Scripting</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.					
<b>WEB 120</b>	<b>Intro Internet Multimedia</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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.					
<b>WEB 125</b>	<b>Mobile Web Design</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: WEB 110					
Corequisites: None					
This course introduces students to web design for mobile devices. Topics include planning an effective mobile Web site, industry standard Mobile Markup Language, CSS3, multimedia, m-commerce, social media, testing and publishing. Upon completion, students should be able to plan, develop, test, and publish Web content designed for mobile devices.					
<b>WEB 140</b>	<b>Web Development Tools</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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.					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR
<b>WEB 210</b>	<b>Web Design</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites.</p>					
<b>WLD 110</b>	<b>Cutting Processes</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
<p>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.</p>					
<b>WLD 111</b>	<b>Oxy-Fuel Welding</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
<p>This course introduces the oxy-fuel welding process. Topics include safety, proper equipment setup, and operation of oxyfuel welding equipment with emphasis on bead application, profile, and discontinuities. Upon completion, students should be able to oxy-fuel weld fillets and grooves on plate and pipe in various positions.</p>					
<b>WLD 112</b>	<b>Basic Welding Processes</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites:	None				
Corequisites:	None				
<p>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.</p>					
<b>WLD 115</b>	<b>SMAW (Stick) Plate</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>5</b>
Prerequisites:	None				
Corequisites:	None				

<b>Prefix No. Course</b>	<b>Title Hours Per Week</b>				
	<b>CL</b>	<b>LB</b>	<b>CLINIC</b>	<b>CR</b>	
<p>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.</p>					
<b>WLD 116</b>	<b>SMAW (Stick) Plate/Pipe</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>4</b>
<p>Prerequisites: WLD 115 Corequisites: None</p>					
<p>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.</p>					
<b>WLD 121</b>	<b>GMAW (MIG) FCAW/Plate</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
<p>Prerequisites: None Corequisites: None</p>					
<p>This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.</p>					
<b>WLD 122</b>	<b>GMAW (MIG) Plate/Pipe</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<p>Prerequisites: WLD 121 Corequisites: None</p>					
<p>This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.</p>					
<b>WLD 131</b>	<b>GTAW (TIG) Plate</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
<p>Prerequisites: None Corequisites: None</p>					
<p>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.</p>					
<b>WLD 132</b>	<b>GTAW (TIG) Plate/Pipe</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<p>Prerequisites: WLD 131 Corequisites: None</p>					

Prefix No.	Course	Title Hours Per Week			
		CL	LB	CLINIC	CR

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.

<b>WLD 141</b>	<b>Symbols &amp; Specifications</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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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.

<b>WLD 151</b>	<b>Fabrication I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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Prerequisites: WLD 110, WLD 115, WLD 116, and WLD 131

Corequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, 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.

<b>WLD 261</b>	<b>Certification Practices</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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Prerequisites: WLD 115, WLD 121, and WLD 131

Corequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

## **Full-Time Personnel Listing**

***View our most updated list at [www.piedmontcc.edu](http://www.piedmontcc.edu)***

*(Year indicates start of full-time association with PCC)*

### **Alghali, Patricia (2019)**

Student Success Counselor

*B.S. - North Carolina A&T State University*

*M.S. - North Carolina A&T State University*

*Ed.D. - Texas Southern University*

*LCMHCA*

### **Allen, Roy E. (2017)**

Dean, Public Safety and Human Services

*A.A.S - Alpena Community College*

*B.A. - The University of North Carolina at Chapel Hill*

*M.J.A. - Methodist University*

### **Ashley, Alicia E. (2004)**

Executive Administrative Coordinator to the Vice President, of Instruction & CEO

*A.A.S. - Piedmont Community College*

### **Ashworth, Hunter (2019)**

Student Services Data/Outcome Analyst

*B.S. - Averett University*

### **Bailey, Bernadette (2022)**

### **Barbee, Bret (2019)**

Information Technology Network Technician

*A.A.S. - Piedmont Community College*

### **Barham, Sarah (2021)**

Graphic Designer/Website Editor

*A.A.S - Wake Technical Community College*

*B.F.A. - East Carolina University*

### **Barnette, Iris C. (2010)**

Instructor, Cosmetology

*Diploma - Dickerson Beauty Academy*

*A.A.S. - Piedmont Community College*

*B.S. - Averett University*

*Licensed Cosmetology Instructor, State of North Carolina*

### **Bartlett, Mary Jo (2003)**

Executive Administrative Assistant to the Vice President, Student Development  
*A.A.S. - Piedmont Community College*

**Bass, Vanessa L. (2001)**

Coordinator of Library Services

*B.A. - Meredith College*

*M.L.S. - North Carolina Central University*

*M.Ed. - University of Phoenix*

**Bernard, Lucas B. (2014)**

Instructor, Agribusiness

*A.A.S. - Wake Technical Community College*

**Blue, Dinetta**

Manager, Pacer Café

**Bottoms, Janet R. (2012)**

Instructor, Web Technologies

*A.A. - Palm Beach State College*

*Bachelor - Lima University*

*M.S. - NOVA Southeastern University*

*Certified Internet Web Professional*

*Administration of Information Security*

**Bowen, Tom (2020)**

**Brandon, Tracey P. (1994)**

Accountability and Compliance Officer

*A.A.S.-Piedmont Community College*

**Brooks, Amy M. (2022)**

Academic Outreach Consultant

*B.A. – Meredith College*

*M.A.T - Meredith College*

**Brown, Edna H. (2003)**

Director, Student Development-Caswell County Campus

*A.A.S. - Alamance Community College*

*A.A.S. - Piedmont Community College*

*B.A.S. - Averett University*

*Master CIW Designer*

*Microsoft Office User Specialist in Excel (MOUS)*

*Cisco Certified Network Associate (CCNA) Network+ Certification i-Net+ Certification*

*A+ Certification*

*Microsoft Certified Systems Administrator on MS Windows 2000 Microsoft Certified Professional*

**Buchanan, Barbara (2018)**

Vice President, Instruction/Chief Academic Officer

*B.A. - Stephen F. Austin University*

*M.A. - Stephen F. Austin University*

*Ph.D. - Texas A&M University*

**Buchanan, Emily (2019)**

Director, Caswell County Campus Operations

*B.A. - Elon University*

*M. Ed. - High Point University*

**Bullock, Angela H. (2013)**

Academic Outreach Consultant, Educational Opportunity Center/TRiO

*B.A. - North Carolina Central University*

**Calderon, Susana (2021)**

Instructor, Chemistry

*B.S. – University of California, Merced*

*M.S. – Virginia Polytechnic Institute and State University*

**Carter, Michael (2020)**

Maintenance Technician

*Diploma - Bartlett Yancey High School*

**Clayton, Laurie (2021)**

Controller

*B.S. – University of Phoenix*

*M.S.M. – Troy State University*

*M.S.HRM. – Troy State University*

**Clayton, Sherrie (2021)**

Student Records Technician

*B.S. – University of Mount Olive*

**Conner, Angela A. (2007)**

Instructor/Coordinator, Nursing Assistant

*A.A.S. - National Business College*

*Diploma - Memorial Hospital School of Nursing*

*R.N. - Registered Nurse, State of North Carolina*

**Cooley, Lisa K. (1991)**

Assistant to the President/Instructor, Mathematics  
*B.S. - Virginia Polytechnic Institute and State University*  
*M.S. - Virginia Polytechnic Institute and State University*

**Cross, Rosalind M. (2021)**

Director, Federal Programs  
*A.A.S. - Central Carolina Community College*  
*B.S. – Franklin University*  
*M.B.A. – Franklin University*

**Davis, Chris (2022)**

Instructor, Information Technology  
*B.S. – American Intercontinental University*  
*M.S. – Western Governor’s University*

**DeSimone, Stephen D. (2000)**

Instructor, Biology  
*B.A. - Quinnipiac College*  
*M.S. - North Carolina State University*  
*Clinical Laboratory Science Certificate - Duke University*

**Dixon, Cynthia (2018)**

Instructor, Cosmetology  
*A.A.S. - Piedmont Community College*  
*B.A. - North Carolina Central University*  
*Instructor Training Certificate - Dudley Cosmetology University*  
*Diploma - Dudley Cosmetology University*

**Duncan, April P. (1999)**

Lead Teacher, Child Development Center  
*Diploma - Piedmont Community College*  
*A.A.S. - Piedmont Community College*

**Duncan, Jeannette J. (2008)**

Administrative Assistant, Title III  
*A.A. - Piedmont Community College*

**Duncan, Kathy M. (2006)**

Instructor, Associate Degree Nursing Program  
*B.S.N. - East Carolina University*  
*R.N. - Registered Nurse, State of North Carolina*

**Duncan, Tammy W. (2013)**

Foundation Gifts Coordinator A.A.S. -  
*Piedmont Community College*  
*B.B.A. - American Public University*

**Dunkley, Nadine C. (2008)**

Assistant Teacher, Child Development Center  
*A.A.S. - Piedmont Community College*

**Eubanks, Paula L. (2013)**

Instructor, Medical Coding/Coordinator, Healthcare Management Technology  
*Certificate - George C. Wallace State Community College*  
*B.A. - Alabama State University*  
*M.H.A. - Capella University*

**Evans, Michelle P. (2011)**

Custodian  
*Diploma - Durham High School*

**Ferguson, James (2021)**

Instructor, Industrial Maintenance  
*A.A.S. – Piedmont Community College*

**Flowers, Deborah R. (2022)**

Coordinator, Transition Center  
*A.S.- Guilford Technical Community College*  
*B.S.- North Carolina Agricultural and Technical State University*  
*M.S.- North Carolina Agricultural and Technical State University*

**Franklin, Heather R. (2017)**

Director/Instructor, EMS  
*A.A - American Intercontinental University*  
*B.S. - American Intercontinental University*  
*M.A. – American Intercontinental University*  
*Paramedic, State of North Carolina*  
*Level II – Paramedic Instructor*

**Freeman, Charity (2021)**

**Fry, Chandler (2021)**

Instructor, English  
*B.A. – The University of North Carolina at Chapel Hill*  
*M.A. – Duke University*  
*Ph.D. – Duke University*

**Harris, Amy R. (2008)**

Administrative Assistant to the Dean, Business Studies & Emerging Technologies  
*A.A.S. - Piedmont Community College*

**Harris, John (2020)**

Instructor, Welding  
*A.A.S. - Piedmont Community College*

**Harris, Kimberly (2018)**

Director, Child Development Center  
*B.A. - Greensboro College*  
*NC Division of Child Care and Early Education: Level 3 Administrator Qualification Early Childhood Credentials 1 & 2: Early Childhood Administration 1 & 2*

**Hatchett, William H. (2001)**

Instructor, Business Administration  
*B.S. - The University of North Carolina at Chapel Hill*  
*M.B.A. - Elon College*  
*M.Acc - Gardner-Webb University*  
*Graduate Certificate Applied Economics - East Carolina University*

**Hawkins, Elijah (2022)**

Instructor, Gaming & Design Simulation

**Hayes, Bob (2018)**

Maintenance/Environmental Technician  
*Diploma - Orange High School*

**Hester, Katharine H. (2010)**

Instructor, Biology  
*B.S. - The University of North Carolina at Greensboro*  
*M.S. - North Carolina Central University*

**Hill, Erin G. (2012)**

Director/Instructor, Cultural Arts Program  
*B.A. - Carson-Newman College*  
*M.F.A. - Florida State University*  
*M.A. - The University of Westminster*

**Hines, Allen (2021)**

Instructor, HRD

**Holder, Marvin**

**Holloway, Ryan D. (2018)**

Coordinator, Tutoring Services

A.A. – Piedmont Community College

*B.A. - Ashford University*

**Holt, Felicia (2018)**

Executive Assistant to the President & Board of Trustees

*B.S. - Liberty University*

*Notary Public, State of North Carolina*

**Holt, Tammy S. (2009)**

Receptionist/Switchboard Operator

*A.A.S. - Piedmont Community College*

**Howell, S. Drake (2018)**

Administrative Assistant to the Dean, University Transfer and General Education

*A.A.S. - Piedmont Community College*

**Hurt, Tamantha (2022)**

Director, Customized Industry & Contract Training

*A.A.S. - Southside Virginia Community College*

*B.S. – Liberty University*

*M.Ed. – Liberty University*

*Ed.D. – Liberty University*

**Irby, Adam W. (2015)**

Director, College Safety/Title IX Investigator

*B.L.E.T. - Durham Technical Community College*

*A.A.S. - Piedmont Community College*

**James, Gina (2021)**

Instructor, Cosmetology

**Jeffers, Howard**

**Johnson, Rachel E. (2003)**

Director, Financial Aid & Veterans Affairs

*A.A.S. - Piedmont Community College*

*B.B.A. - North Carolina Central University*

**Jones, Lisa S. (2006)**

Coordinator, Tutoring Services

*B.S. - Virginia Polytechnic & Institute and State University*

**Jones, Wanda**

Instructor, Nurse Aide

**Keen, Scott J. (2019)**

Director, Small Business Center

*B.A. - Ozark Christian College*

*M.B.A. - Oklahoma State University*

**Lawrence, Tina R. (2018)**

HR Business Analyst

*B.S. - Tarleton State University*

**Lea, Payton**

Director, Administrative Assistant

*B.S. from the University of North Carolina at Charlotte Notary Public, State of North Carolina*

**Lennon, Kelli E. (2012)**

Instructor, Associate Degree Nursing Program

*B.S.N. - The University of North Carolina at Greensboro*

*R.N. - Registered Nurse, State of North Carolina* **Levine,**

**Lunsford, Anita**

Administrative Services Technician

**Mathis, Michele W. (2019)**

Director, Research and Institutional Effectiveness *B.A.*

*- The University of North Carolina at Wilmington*

*M.A. - The University of North Carolina at Wilmington*

**Melton, T. Cory (2003)**

Director, Buildings and Grounds

*Certified Electrical Contracting License - State of North Carolina*

**Melton, Tracey P. (1994)** Administrative Services Technician

*A.A.S. - Alamance Community College*

**Miller, Don (2019)**

Dean, Learning Commons

*B.A. - University of Alabama*

*M.A. - California State University, Fresno*

*M.F.A. - University of North Carolina at Greensboro*

*Ed.D. - Wingate University*

**Mocarsky, Teri (2020)**

Administrative Assistant to the Dean, Learning Commons  
A.A.S. – Danville Community College

**Montgomery, Alisa L. (2003)**

Dean, Health & Wellness

*A.A.S. - Piedmont Community College*

*B.S.N. - The University of North Carolina at Greensboro*

*M.S.N. - East Carolina University*

*R.N. - Registered Nurse, State of North Carolina*

*Certified Nurse Educator (CNE)*

**Montgomery, Walter C. (2012)**

Dean, Technical & Advanced Manufacturing Programs

*B.S. - North Carolina State University*

*M.Ed. - North Carolina Central University*

**Moore, A. Lennie (2007)**

Instructor, Gunsmithing

*Diploma - Piedmont Community College*

**Morrah, Jr. J. Edward (2016)**

Director, Facility Services

*Diploma - Alamance Community College*

*B.S. - Clemson University*

**Murphy, Beverly J. (1989)**

Vice President, Administrative Services/CFO

*B.S. - The University of North Carolina at Greensboro*

**Murray-Papp, Melanie (2021)**

Instructor, Nursing

**Neely, Lisa W. (2017)**

Academic Consultant Assistant, Educational Opportunity Center

*A.A.S. - Durham Technical Community College*

*A.A.S. - Piedmont Community College*

**Newton, Amy (2020)**

Program Coordinator, Medical Assisting

*B.S. – Purdue University*

*M.S. – Purdue University Registered*

*Medical Assistant (RMA)*

*Certified Phlebotomy Technician (CPT)*

*Certified Clinical Medical Assistant (CCMA)*

*Certified Allied Health Instructor (AHI-C)*

**Newsom, Stan**

Maintenance/Environmental Technician

**Nwanguma, Steve (2021)**

Instructor, ADN

M.P.H – Southern Illinois University

B.S.N. – North Carolina Central University

R.N. – Registered Nurse, State of North Carolina CBIS

– Academy of Brain Injury Specialists

**Oakley, Kathleen**

Instructor/Coordinator Human Services

*B.A. – University of North Carolina at Chapel Hill*

*M.S. – University of North Carolina at Chapel Hill*

**Oakley, Kailey (2022)**

Career Coach, Person County

*B.A. – The University of North Carolina at Chapel Hill*

**Oliver, William R. (2013)**

System Administrator

*A.A.S. - Roanoke-Chowan Community College*

*CompTIA A+ Certified Professional*

*Microsoft Certified Professional*

*Microsoft Technology Associate-Windows Server Administration, Security, and Networking Fundamentals*

*Microsoft Certified Technology Specialist-Windows 7, Configuration*

**Palmer, Lisa M. (1999)**

Director, Admissions and Recruitment

*A.G.E. - Piedmont Community College*

*B.B.A. - North Carolina Central University*

**Parker, Sandy (2020)**

Administrative Assistant, Advancement & Communications

**Perry, Christina (2016)**

Counselor/Advisor *B.A. -*

*Middlebury College*

*M.Ed. - Harvard University*

**Peterson, Karen D. (2017)**

Case Manager and Instructor, GLOW Grant *B.A. -*

*The University of North Carolina at Charlotte*

*M.Ed. - The University of North Carolina at Chapel Hill*

**Pruitt, Martha A. (2006)**

Campus Coordinator, Caswell County Campus  
*A.A. - National College of Business and Technology*

**Pulliam, Shonda J (2022)**

Academic Outreach Consultant Durham County  
*A.A.S. -Piedmont Community College/Vance Granville Community College*  
*B.S. – Ashford University*  
*M.B.S. – University of Phoenix*

**Riggan, Spencer**

Instructor, Gunsmithing

**Robbins, Melissa G. (2019)**

Dean, Business Studies & Emerging Technologies  
*A.A.S. - Southside Virginia Community College*  
*B.S. - Old Dominion University*  
*M.A. - Liberty University*

**Rogers, Angel (2019)**

Instructor, ADN  
*A.A.S.-Piedmont Community College*  
*B.S.N.-Western Governors University*  
*R.N.-Registered Nurse, State of North Carolina*

**Rollins, Leia M. Gaskin-Sadiku (2016)**

Coordinator, College High School Programs  
*B.A. - Guilford College*

**Ruffin, Bryan (2021)**

Instructor, Education/Articulation Coordinator  
*B.A. – The University of North Carolina at Chapel Hill*  
*M.Ed. – University of Phoenix*  
*M.S. – Elizabeth City State University*  
*Ed.D. – East Carolina University*

**Sanders, Joey (2019)**

Reference Librarian  
*B.A. - University of North Carolina at Chapel Hill*  
*M.S.L.S. - University of North Carolina at Chapel Hill*

**Senegal, Pamela G. (2017)**

President  
*B.A. - North Carolina State University*  
*M.P.A. - North Carolina State University*

*Ed.D. - North Carolina State University*

**Skouby, Tiffany (2021)**

Director, Student Engagement

*M.Ed. – Western Governors University*

*B.A. – University of North Carolina Greensboro*

*A.G.E. – Durham Technical Community College*

**Smith, Ryan (2021) Instructor,**

English

*B.Ed. – East Carolina University*

*M.A. – East Carolina University*

*Graduate Certificate, Teaching English at the Two-Year College, East Carolina University*

**Snead, Mona (2021)**

Financial Aid Specialist

*A.A.S. -Danville Community College*

*B.S. -Capella University*

**Soderlund, Robert**

Senior Server/Network Administrator

**Statum, Daniel (2021)**

Communication Specialist

*A.A. – Lenoir Community College*

*B.S. – Appalachian State University*

**Stone, Shelly T. (2001)**

Vice President, Student Development/Title IX Coordinator

*B.A. - The University of North Carolina at Asheville*

*M.S.W. - Boston University*

*Ph.D. – Wingate University*

**Tagliareni, James (2021)**

Chief Information Officer

**Tatum, J. Scott, III (1997)**

Instructor, Welding Technology

*Diploma - Piedmont Community College*

*A.A.S. - Piedmont Community College*

*Certified Welding Inspector - American Welding Society (AWS)*

*Certified Welder - American Welding Society (AWS)*

**Terry, Lisa D. (2013)**

Instructor, Medical Assisting

*A.A.S. - Alamance Community College*

**Thibault, Lisa**

Executive Administrative Assistant to the Vice President, Administrative Services/CFO

*B.A. – The University of Vermont*

**Thomas, Catherine**

**Thomas, Surkeithus A. (1996)**

Accounts Receivable Technician/Cashier

*A.A.S. - Piedmont Community College Notary*

*Public, State of North Carolina*

**Towell, Mary K. (2018)**

NC Pre-K Teacher

*B.S. - East Carolina University*

**Townsend, David (2021)**

Dean, University Transfer and General Education

*B.A. – The University of North Carolina at Pembroke*

*M.A. - The University of North Carolina at Pembroke*

*Ed.D. – North Carolina State University*

**Townsend, Elizabeth M. (2006)**

Vice President, Advancement & Communications

*B.S. - Elon University*

*M.A. - Framingham State University*

*Certificate of Non-Profit Management - Duke University*

**Turner, Shannon H. (2015)**

Instructor, Mathematics

*B.S. - Averett College*

*M.A.T. - Averett University*

*QM Teaching Online Certificate*

**Wall, Janine B. (2005)** Instructor, Associate Degree Nursing Program

*A.A.S. - Rockingham Community College*

*B.M. - Meredith College*

*B.S.N. - The University of North Carolina at Greensboro*

*M.S.N. - East Carolina University*

*R.N. - Registered Nurse, State of North Carolina*

**Ward, Lynwood A. (1990)**

Instructor, English/History/Humanities

*Certificate - Piedmont Community College*

*B.A. - The University of North Carolina at Wilmington*

*M.A. - East Carolina University*

*Certified NRA Basic Pistol Instructor; NCJA Certified Concealed Weapons Instructor*

**Watkins, Princess M. (2017)**

Instructor, Public Speaking/English

*B.A. - Lynchburg College*

*M.A. - Morehead State University*

*Certified Strengths Coach, Gallup Incorporated*

**Watlington, Kin (2018)**

Instructor/Program Coordinator, Agribusiness

*B.S. - North Carolina State University*

*M.S.A. - North Carolina State University*

*M.S. - North Carolina State University National Board Certified*

**Watlington, Lori L. (2006)**

Director, Health & Wellness

*A.A.S. - Danville Community College*

*B.B.A. - Averett University*

*Notary Public, State of North Carolina*

**Watts, Nancy H. (1996)**

Administrative Assistant to the Dean, Health Sciences and Human Services

*A.A.S.-Piedmont Community College*

*Notary Public, State of North Carolina*

**Wehrenberg, David L. (1998)**

Instructor, Advanced Manufacturing

*B.S. - Virginia Polytechnic Institute and State University*

*Manufacturing Certification Trainer, North Carolina Community College System*

*P.E. - Professional Engineer*

**Wencel, Mark A. (1993)**

Instructor, Business/Accounting/Economics

*B.S. - University of Pittsburgh*

*M.A. - University of Pittsburgh*

*M.ACC. - Gardner-Webb University*

*Certified Management Accountant (CMA)*

*Certified in Financial Management (CFM)*

**White, Hillary (2021)**

Instructor, Criminal Justice

*B.A. – University of North Carolina Wilmington*

*M.A. – University of North Carolina Wilmington*

**Whitlow, Donna M. (1991)**

Distance Education Instructional Design Specialist

*A.B. - Elon College*

*M.S. - Fort Hays State University*

**Wiley, Lisa**

Information Technology Help Desk Technician

*A.S. – Piedmont Community College*

**Wilkins, Michael (2021)** Instructor,  
Welding

**Williams, Aubree**

**Williams, Paulita N. (1998)**

Dean, Enrollment Services

*A.A.S. - Piedmont Community College*

*B.S. - North Carolina Central University*

*MAC - Gardner-Webb University*

**Williams, Vennesa (2020)**

Educational Opportunity Center Program Coordinator/Data Manager

*A.A.S. - Monroe College*

*B.A. - The College of New Rochelle*

**Willis, Jonathan**

Coordinator, Continuing Education Programs

**Wilson, Jessica**

Administrative Assistant, Dean, Business Studies & Emerging Technologies

**Woods, Darrick (2019)** Director,

Associate Degree Nursing

*A.A.S. – Piedmont Community College*

*B.A. – The University of North Carolina at Chapel Hill*

*M.S.N. - University of Phoenix*

*R.N. - Registered Nurse, State of North Carolina*

*C.P.L.C. – Certified Professional Life Coach*

**Winstead, Brittany**

Accounts Payable/Payroll Technician

*B.S. – The University of North Carolina, Greensboro*

**Young, Samuel D. (2017)**

Instructor, Mathematics

*B.S. -Elizabeth City State University*

*M.S. - Elizabeth City State University*

## Directions to Person County Campus: 1715 College Drive Roxboro

### FROM DURHAM:

Follow U.S. 501 North to Roxboro. Stay on U.S. 501 (which becomes Madison Boulevard) until you get to Carver Drive. Turn left onto Carver Drive and continue on Carver Drive until you get to Northern Middle School (approximately 1 mile). Turn right onto Memorial Drive and then take the next left onto College Drive. All these turns are marked with Piedmont Community College signs.

### FROM GREENSBORO-BURLINGTON (I-85):

Take Exit 150 at Roxboro/Alamance Community College/Haw River to N.C. 49 North. Follow N.C. 49 to Roxboro. Turn left on U.S. 501 North Bypass (Madison Boulevard) and continue north to Carver Drive. Turn left onto Carver Drive and continue until you get to Northern Middle School (approximately 1 mile). Turn right onto Memorial Drive and then take the next left onto College Drive. All these turns are marked with Piedmont Community College signs.

### FROM SOUTH BOSTON, VA. AREAS:

Follow U.S. 501 South from South Boston, Va. to Roxboro. Turn right onto Memorial Drive, and right onto College Drive.

### FROM DANVILLE, VA. AREAS:

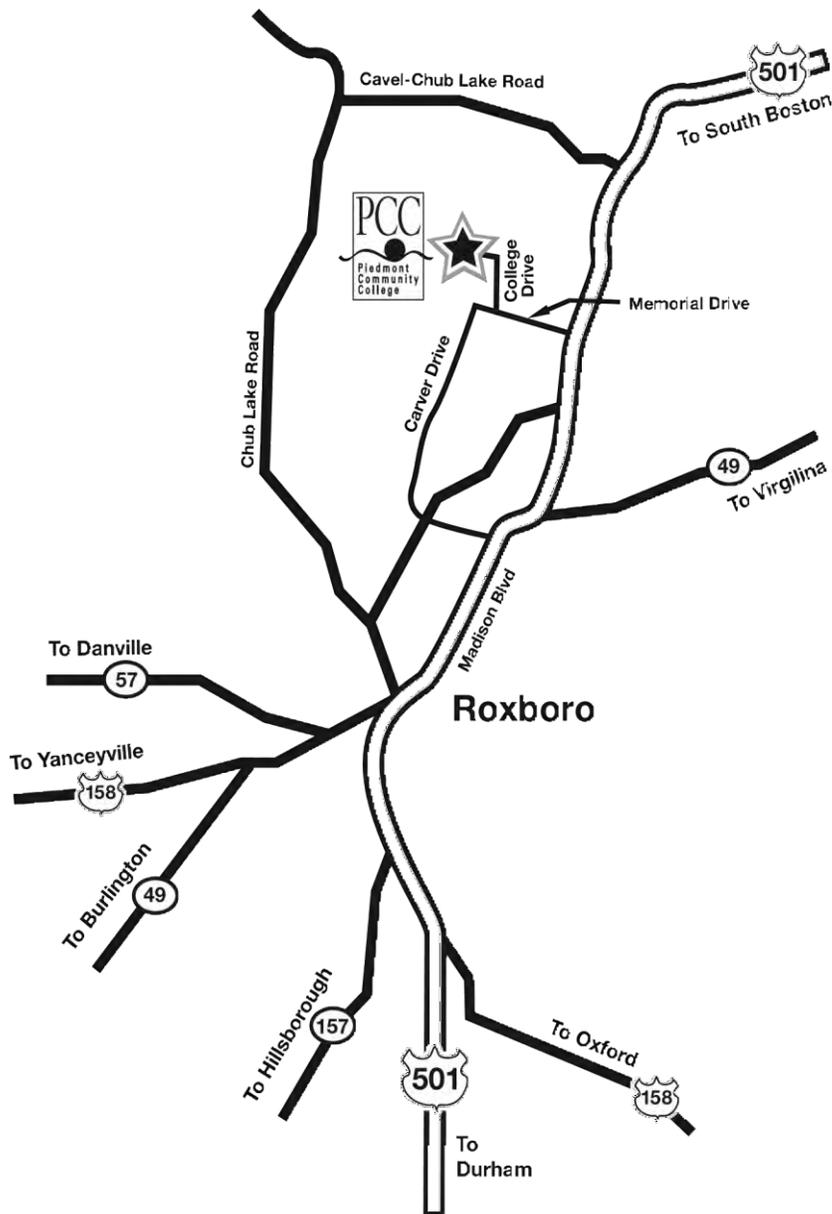
Take N.C. 57 to Roxboro. In Roxboro, turn left on N.C. 49 North (Morgan Street) and travel to U.S. 501 North (Madison Boulevard). Turn left onto U.S. 501 until you get to Carver Drive.

Turn left onto Carver Drive and continue until you get to Northern Middle School (approximately 1 mile). Turn right onto Memorial Drive and then take the next left onto College Drive. All these turns are marked with Piedmont Community College signs.

### FROM CASWELL COUNTY CAMPUS:

Exit campus and turn right onto NC 62. Turn right onto Main Street. Take U.S. 158 East to Roxboro (you will need to turn left onto U.S. 158 East a short distance out of Yanceyville). In Roxboro, turn left onto N.C. 49 North (at stoplight) and continue to intersection with U.S. 501 (Madison Boulevard). Turn left onto Madison Boulevard and left onto Carver Drive. Continue until you get to Northern Middle School (approximately 1 mile). Turn right onto Memorial Drive and then take the next left onto College Drive.

Parking at the Person County Campus





is located at the top of the steps on the right. Offices located in Building A include those of the President, Vice Presidents, Personnel, Cashier, and Public Information.

Two other parking lots are located on the main campus, Parking Lot 2 is convenient for visitors and students who are going to the Student Information Center, Admissions, Financial Aid, Counseling, Adult Basic Skills, and the PCC Bookstore, all located in Building E. It is also convenient to many classrooms, the Timberlake Art Gallery, the Barnette Auditorium, and the PCC Foundation, all in Building D.

Parking Lot 3 is located at the back of the campus, providing convenient parking for several classroom buildings, the Gordon P. Allen Learning Commons, the Cosmetology Program, the Student Success Center, and the Child Development Center.

Handicapped parking is available in Parking Lots 2 and 3.

## Directions to Caswell County Campus: 331 Piedmont Drive, Yanceyville

### **FROM DURHAM:**

Take I-85 South to U.S. 70 West. In Hillsborough, take N.C. 86 North to Yanceyville. Go straight onto Main Street; take a left onto U.S. 62 South. Go about one-fourth mile and turn left onto campus (Piedmont Drive).

### **FROM BURLINGTON:**

Take U.S. 62 North. The entrance to campus is on the right (Piedmont Drive), just before the intersection with Main Street, Yanceyville.

### **FROM DANVILLE, VA.:**

Take U.S. 86 South to Yanceyville. At Main Street, take right, then next left onto U.S. 62 South. The campus entrance (Piedmont Drive) is one-fourth mile on the left.

### **FROM GREENSBORO:**

Take U.S. 29 North to N.C. 150 North. Follow N.C. 150 to U.S. 158 East. In Yanceyville, take right onto Main Street; then go right on N.C. 62 South. The campus entrance (Piedmont Drive) is one-fourth mile on the left.

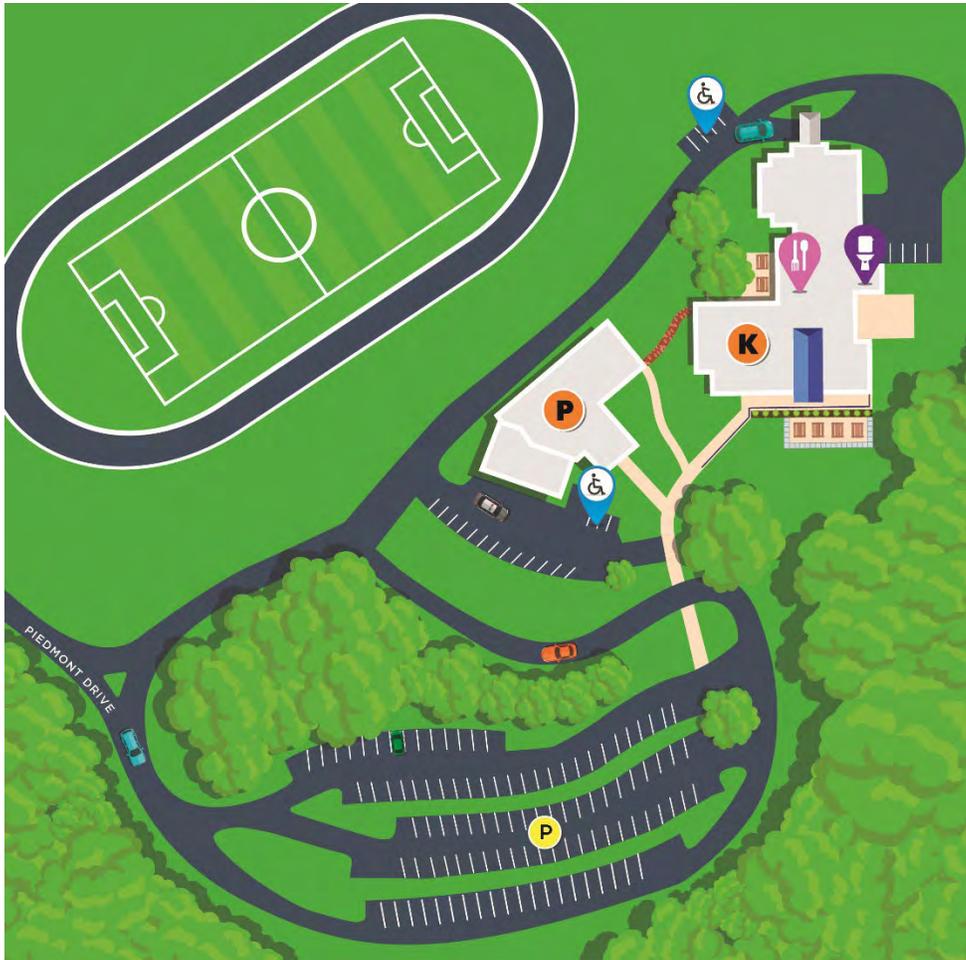
### **FROM REIDSVILLE:**

Take U.S. 158 East. In Yanceyville, take right onto Main Street; then go right onto N.C. 62 South. The campus is one-fourth mile on the left (Piedmont Drive).

### **FROM ROXBORO/PERSON COUNTY CAMPUS:**

Exit Person County Campus and turn right onto Memorial Drive, then left onto Carver Drive, and right onto U.S. 501 South (Madison Boulevard). Turn right on N.C. 49 South (Morgan Street). Turn right onto U.S. 158 West (Leasburg Road) and follow to Yanceyville. In Yanceyville, follow Main Street to N.C. 62 at Bartlett Yancey High School. Turn left at the high school and then left onto Piedmont Drive into campus.

Parking at the Caswell County Campus



**Building Key:**

K: Administration, Adult Basic Skills, Classrooms, Cosmetology, Faculty Offices, Human Resources Development, JobLink Career Center, Labs, Learning Commons, Computer Lab, Snack Bar, Student Services, Student Success Center

P: Public Safety Training

PCC has ample parking for its visitors, students, faculty and staff on both campuses. Motorists are asked to park only in designated parking space.

Visitors to PCC’s Caswell County Campus may park in the small lot in front of Building P. Two large parking lots for students, faculty, and staff are also located on the front side of the building on the lower level.

A limited number of parking spaces designated for Cosmetology patrons, JobLink® Careers Center visitors and other visitors are located behind Building K.

Handicapped parking is available in all PCC lots.