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**IN MOTION**



Pine Technical College  
Academic Catalog  
2014-2015



Welcome to the Pine Technical College Catalog.

What you see in here is a broad offering of technical programs and general education offerings designed to prepare you for a rewarding career in a field of your choosing. You will find details about courses and outcomes, information about career paths, and insight into the possibility of transfer on to more advanced degrees. This gives you a comprehensive look at the Pine Tech of today.

What it does not show you is that Pine Tech is a constantly evolving and changing institution – one that adapts quickly to the introduction of new technologies into the workplace. It won't show you how aggressive Pine Tech is about keeping its programs state-of-the-art and up to industry standards. It will not tell you, for instance, that the College has won almost \$40 million in Federal grants for itself and its partners over the past six years to improve technical programs, add new programs and acquire the latest equipment. It cannot show how dynamic our programs are, as they continuously change to keep pace with changes in technology and the marketplace.

It will also not give you much insight into the College's many strong partnerships – with industry, with other governmental organizations and with other colleges. These partnerships enable us to offer more options to our students, to build relationships that lead to jobs for graduates, and to further economic development for our entire region.

It will also not give you the gut-level feel for the place – the sense of community, the student-centered atmosphere, the support that we all give to each other and our students on our common road to success.

The catalog is a fine thing. But consider it only a starting point in learning about Pine Technical College. Come see us in person, tour our excellent labs and facilities, see the amazing technologies in them, and visit with current students, faculty and staff. Then you will have a deeper understanding of the high quality and great compassion of this fine institution.

Robert L. Musgrove, Ph.D.

President, Pine Technical College

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Pine Technical College  
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## Associate in Arts Degree

*\* Pending approval from the Higher Learning Commission*

An Associate in Arts (A.A.) degree may be awarded upon successful completion of a 60 credit program in the liberal arts and sciences curriculum designed to constitute the first two years of a baccalaureate degree. An A.A. degree requires the completion of at least a 40 credit general education curriculum that fulfills the Minnesota Transfer Curriculum goal areas.

## Associate in Science Degree

An Associate in Science (A.S.) degree may be awarded upon successful completion of a 60 to 64 credit program in a designated field or area which transfers to a baccalaureate major in a related scientific, technological, or other non-liberal arts professional field. An A.S. degree must have one or more articulation agreement(s) between the institution awarding the A.S. degree and the institution awarding a related baccalaureate degree. An A.S. degree shall include a minimum of 30 semester credits in general education selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum. An A.S. degree may also be designed to prepare students for employment.

## Associate in Applied Science Degree

An Associate in Applied Science (A.A.S.) degree may be awarded upon successful completion of a 60 to 72 credit program. An A.A.S. degree is intended to prepare students for employment or may be designed to transfer to a related baccalaureate major. An A.A.S. degree shall include 25 percent of the total semester credits in general education credits. General education courses shall be selected from at least three of the ten goal areas of the Minnesota Transfer Curriculum.

## Diploma

A diploma may be awarded upon successful completion of a 30 to 72 credit program. A diploma is intended to provide students with employment skills.

## Certificate

A certificate may be awarded upon successful completion of a 9 to 30 credit specialized program of study.

# ACADEMIC AND CAREER MAJORS

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# ACADEMIC AND CAREER MAJORS

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LIBERAL ARTS AND SCIENCES



## ASSOCIATE OF ARTS DEGREE\*

### **Math, Science and Liberal Arts Program**

#### **ASSOCIATE OF ARTS DEGREE\***

*(\*pending Higher Learning Commission approval. Pine Technical College is accredited by the Higher Learning Commission, a commission of the North Central Association)*

### **Liberal Arts and Sciences Associate in Arts Degree**

#### **Four-Year College Transfer**

An Associate in Arts Degree earned at Pine Technical College is recommended as the transfer degree that enables a student to transfer to a Minnesota four-year college or university. Through special agreements, the A.A. Degree, in most cases, allows a student to continue with a "junior status" at the selected state university.

Included in the Associate in Arts Degree is the MINNESOTA GENERAL EDUCATION TRANSFER CURRICULUM (MnTC) which contains the minimum number of credits (40) needed to complete general education requirements at all public colleges and universities in the state of Minnesota.

- At least one semester before you plan to graduate, you must officially "Apply to Graduate."
- 20 credits must be earned at Pine Technical College to be eligible for an Associate in Arts Degree.

(Pending the Higher Learning Commission approval), Pine Technical College (PTC) will begin offering the Associate of Arts (A.A.) degree fall 2014. The A.A. is a 60 credit program that includes the 40-credit Minnesota Transfer Curriculum. By taking a variety of courses, students fulfill the core requirements for majors leading to the bachelor's degree or enhance skills such as problem solving, critical thinking, and communication that are key in the work environment. Advisors are available to assist students in selecting courses that best meet students' goals and the requirements of transfer institutions.

Associate of Arts Degree / Graduation requirements

Complete a total of 60 semester credits numbered 1000 and above as described below:

- Minimum of 40 general education credits completing the Minnesota Transfer Curriculum
- 2 credits First Year Experience Course or have taken a First Year Experience course at another accredited college
- 1-3 credits--Job Seeking , MOS Office Basics, Career Management, or Career Development
- 15-17 college level elective credits (general education or technical)
- Earn a cumulative GPA of 2.0 or higher

### **Pine Technical College (PTC) 2014-15 Minnesota Transfer Curriculum**

Pine Technical College's version of the Minnesota General Education Transfer Curriculum is a 40-credit course cluster designed to transfer by formal agreement to all Minnesota public colleges and universities where it will meet all lower division general education requirements. A 2.0 MnTC GPA is required for recognition of a student's completion of the entire Minnesota Transfer Curriculum. It is certified by the faculty of PTC as meeting the goals and student competencies for general education agreed to by the faculties and official administrative representatives of all Minnesota public higher education systems.

PTC's transfer curriculum, like similar curricula in all public colleges and universities in the State of Minnesota, is designed to provide students with a broad liberal arts and sciences foundation integrated with communications and thinking skills, and a study of contemporary concerns – all essential to serving an individual student's lifetime personal, social, and career needs. This curriculum recognizes that knowledge of the liberal arts and sciences, by its universality and timelessness, equips students to transcend

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individual differences and the inevitable changes affecting life in the 21st century.

This curriculum identifies the knowledge and skills people need to participate successfully in a complex and changing world. Its courses emphasize our common membership in the human community; our personal need for intellectual fulfillment achieved through lifelong learning, and our daily involvement in a diverse world. Courses emphasize diverse ways of knowing, factual content, theories and models, and the creative modes of a broad spectrum of disciplines and interdisciplinary fields. Emphasized equally are the basic skills of discovery, integration, application, and communication.

### **Goal Area 1 - Communication (3 courses: 2 English composition courses, 1 speech/communication course)**

To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Students will be able to:

- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.

Employ syntax and usage appropriate to academic disciplines and the professional world.

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

ENGL 1276	College Composition (required).....	(4 credits) (Goal 1)
ENGL 1277	Technical Communication	(4 credits) (Goal 1)
ENGL 2200	Advanced Composition ..	(3 credits) (Goal 1)
SPCH 1250	Intercultural Communications .....	(3 credits) (Goal 1, 7)
SPCH 1270	Introduction to Speech	(3 credits) (Goal 1, 2)

### **Goal Area 2 - Critical Thinking (Fulfilled when all 10 goal areas (40 credits) are complete)**

To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Students will be able to:

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect deci-

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sions, interpretations, analyses, and evaluations made by ourselves and others.

BIOL 1250	General Biology I	..... (4 credits) (Goal 2, 3)
BIOL 1251	General Biology II	..... (4 credits) (Goal 2, 3)
BIOL 1255	Microbiology	..... (3 credits) (Goal 2, 3)
BIOL 1260	Human Anatomy and Physiology I	..... (4 credits) (Goal 2, 3)
BIOL 1270	Human Anatomy and Physiology II	..... (4 credits) (Goal 2, 3)
CHEM 1250	Principles of Chemistry I	(4 credits) (Goal 2, 3)
CHEM 1251	Principles of Chemistry II	(4 credits) (Goal 2, 3)
FYEX 1010	First year Experience: Focus on College	..... (2 credits) (Goal 2)
PHYS 1250	College Physics I	..... (4 credits) (Goal 2, 3)
PHYS 2250	College Physics II	..... (4 credits) (Goal 2, 3)
SPCH 1270	Introduction to Speech	(3 credits) (Goal 1, 2)
PHIL 1271	Critical Thinking in Modern Society	..... (3 credits) (Goal 2, 9)

### Goal Area 3 - Natural Sciences (2 courses from two different disciplines)

To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

Students will be able to:

- Demonstrate understanding of scientific theories.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing.
- Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.

BIOL 1240	Health and Disease in the Human Body	..... (4 credits) (Goal 3, 9)
BIOL 1250	General Biology I	..... (4 credits) (Goal 2, 3)
BIOL 1251	General Biology II	..... (4 credits) (Goal 2, 3)
BIOL 1255	Microbiology	(3 credits) (Goal 2, 3)
BIOL 1260	Human Anatomy and Physiology I	..... (4 credits) (Goal 2, 3)
BIOL 1262	Biology of Humans	..... (4 credits) (Goal 3, 9)
BIOL 1263	Critical Issues in Human Biology	..... (4 credits) (Goal 3, 9)
BIOL 1270	Human Anatomy and Physiology II	..... (4 credits) (Goal 2, 3)
CHEM 1250	Principles of Chemistry I	(4 credits) (Goal 2, 3)
CHEM 1251	Principles of Chemistry II	(4 credits) (Goal 2, 3)
ENSC 1250	Introduction to Environmental Science	..... (4 credits) (Goal 3, 10)
PHYS 1250	College Physics I	..... (4 credits) (Goal 2, 3)
PHYS 2250	College Physics II	..... (4 credits) (Goal 2, 3)

### Goal Area 4 - Mathematical/Logical Reasoning (1 course)

To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Students will be able to:

- Illustrate historical and contemporary applications of mathematics/logical systems.
- Clearly express mathematical/logical ideas in writing.
- Explain what constitutes a valid mathe-

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mathematical/logical argument (proof).

- Apply higher-order problem-solving and/or modeling strategies.

MATH 1256	Mathematical Thinking ..	(3 credits)	(Goal 4)
MATH 1258	Applied Geometry .....	(3 credits)	(Goal 4)
MATH 1260	College Algebra .....	(3 credits)	(Goal 4)
MATH 1265	Elementary Statistics .....	(3 credits)	(Goal 4)
MATH 2255	Trigonometry .....	(2 credits)	(Goal 4)
MATH 2260	Trigonometry .....	(3 credits)	(Goal 4)
MATH 1262	Calculus I .....	(5 credits)	(Goal 4)

### Goal Area 5 - History and the Social and Behavioral Sciences (3 courses from three different disciplines)

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

AMST 1205	Significance of Environment in American History .....	(3 credits)	(Goal 5, 10)
ANTH 1200	Intro to Anthropology ..	(3 credits)	(Goal 5, 8)
ECON 1230	Principles of Macroeconomics .....	(3 credits)	(Goal 5, 9)
ECON 1250	Principles of Microeconomics .....	(3 credits)	(Goal 5, 8)
HIST 1200	United States History Since 1877 .....	(3 credits)	(Goal 5, 7)
HIST 1600	Minnesota History .....	(3 credits)	(Goal 5, 10)
POLS 1205	American Government and Politics .....	(3 credits)	(Goal 5, 9)
POLS 1210	Environmental Politics .....	(3 credits)	(Goal 5, 10)
PSYC 1200	Introduction to Psychology ..	(3 credits)	(Goal 5)
PSYC 1250	Lifespan Development ..	(3 credits)	(Goal 5, 7)
PSYC 1220	Environmental Psychology .....	(3 credits)	(Goal 5, 10)

PSYC 1225	Health Psychology .....	(3 credits)	(Goal 5, 7)
SOCI 1200	Introduction to Sociology ..	(3 credits)	(Goal 5, 7)
SOCI 1205	Drugs and Society .....	(3 credits)	(Goal 5, 9)
SOCI 1220	Family, Marriage, & Relationships .....	(3 credits)	(Goal 5, 7)
SOCI 1225	Human Diversity .....	(3 credits)	(Goal 5, 7)

### Goal Area 6 - Humanities and Fine Arts (3 courses from three different disciplines)

To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.
- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within an historical and social context.

AMST 1200	Popular Culture & American Social Dynamics .....	(3 credits)	(Goal 6, 7)
ARTS 1229	Introduction to Visual Arts ..	(3 credits)	(Goal 6)
ENGL 2276	Multicultural Literature ..	(3 credits)	(Goal 6, 7)
ENGL 1280	Introduction to Literature ..	(3 credits)	(Goal 6)
ENGL 2280	Introduction to Creative Writing .....	(3 credits)	(Goal 6)
MUSC 1200	Music Appreciation .....	(3 credits)	(Goal 6)
PHIL 1210	Foundations of Philosophy ..	(3 credits)	(Goal 6)
PHIL 1220	Human Ethics .....	(3 credits)	(Goal 6, 9)
PHIL 1230	Philosophy of Religion ..	(3 credits)	(Goal 6, 8)

### Goal Area 7 - Human Diversity (1 course)

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To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States.

Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

AMST 1200	Popular Culture & American Social Dynamics	(3 credits) (Goal 6, 7)
ENGL 2276	Multicultural Literature 3	(3 credits) (Goal 6, 7)
HIST 1200	United States History Since 1877	(3 credits) (Goal 5, 7)
PSYC 1250	Lifespan Development	(3 credits) (Goal 5, 7)
PSYC 1225	Health Psychology	(3 credits) (Goal 5, 7)
SOCI 1200	Introduction to Sociology	(3 credits) (Goal 5, 7)
SOCI 1220	Family, Marriage, & Relationships	(3 credits) (Goal 5, 7)
SOCI 1225	Human Diversity	(3 credits) (Goal 5, 7)
SPCH 1250	Intercultural Communications	(3 credits) (Goal 1, 7)

## Goal Area 8 - Global Perspective (1 course)

To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural

social, economic and political experiences.

Students will be able to:

- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

ANTH 1200	Intro to Anthropology	(3 credits) (Goal 5, 8)
ECON 1250	Principles of Microeconomics	(3 credits) (Goal 5, 8)
LASL 1205	American Sign Language I	(3 credits) (Goal 8)
LASL 1265	American Sign Language II	(3 credits) (Goal 8)
LASL 2270	American Sign Language III	(3 credits) (Goal 8)
LASL 2275	American Sign Language IV	(3 credits) (Goal 8)
LATN 2200	Intermediate Latin I	(4 credits) (Goal 8)
LATN 2250	Intermediate Latin II	(4 credits) (Goal 8)
PHIL 1230	Philosophy of Religion	(3 credits) (Goal 6, 8)
SPAN 2200	Intermediate Spanish Language & Culture I	(3 credits) (Goal 8)
SPAN 2250	Intermediate Spanish Language & Culture II	(3 credits) (Goal 8)

## Goal Area 9 - Ethical & Civic Responsibility (1 course)

To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and other's positions, be part of the free exchange of ideas, and function as public-minded citizens.

Students will be able to:

- Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.

# MINNESOTA TRANSFER CURRICULUM

- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of citizenship.
- Examine, articulate, and apply their own ethical views.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.

BIOL 1240	Health and Disease in the Human Body	.....	(4 credits) (Goal 3, 9)
BIOL 1262	Biology of Humans	.....	(4 credits) (Goal 3, 9)
BIOL 1263	Critical Issues in Biology	.....	(4 credits) (Goal 3, 9)
ECON 1230	Principles of Macroeconomics	.....	(3 credits) (Goal 5, 9)
PHIL 1220	Human Ethics	.....	(3 credits) (Goal 6, 9)
PHIL 1271	Critical Thinking in Modern Society	.....	(3 credits) (Goal 2, 9)
POLS 1205	American Government and Politics	.....	(3 credits) (Goal 5, 9)
SOCI 1205	Drugs and Society	.....	(4 credits) (Goal 5, 9)

## Goal Area 10 - People and the Environment (1 course)

To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and sociocultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.
- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource chal-

lenges.

- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, eco-systems, and institutions. Propose and assess alternative solutions to environmental problems.

AMST 1205	Significance of Environment in American History	.....	(3 credits) (Goal 5, 10)
BIOL 1217	Nutrition and Wellness	..	(3 credits) (Goal 10)
ENSC 1250	Introduction to Environmental Science	.....	(4 credits) (Goal 3, 10)
HIST 1600	Minnesota History	.....	(3 credits) (Goal 5, 10)
POLS 1210	Environmental Politics	.....	(3 credits) (Goal 5, 10)
PSYC 1220	Environmental Psychology	.....	(3 credits) (Goal 5, 10)

# AMERICAN SIGN LANGUAGE



## Program Information

The American Sign Language (ASL) Certificate is designed for the student who wishes to learn ASL and about Deaf culture. The program is appropriate for students who are planning to enter, or are currently employed in all areas of customer relations, including but not limited to: business, education, criminal justice, or the medical field. Practitioners in these fields who have knowledge of ASL and Deaf culture will be more marketable and competitive for employers who strive for diversity in the workplace.

Overall, the Certificate program will provide students with a high degree of proficiency in ASL, an understanding of the linguistic structure of ASL as a visual/gestural language, and an understanding of important issues in Deaf culture and education. The program is not intended to prepare students to become interpreters, but rather to learn the basics of the language and culture of the Deaf. Graduates will be in a position to communicate with colleagues or customers/clients who are ASL users.

The Certificate is complementary with many of PTC's programs; specifically, it is well-paired and recommended for those pursuing the A.A.S. and/or A.S. in Early Childhood Development, as well as for those pursuing the Practical Nursing Diploma and/or A.S. Degree in Nursing.

Additionally, the ASL program meets "Goal Area 8," "Global Perspectives," within the Minnesota Transfer Curriculum.

## Program Learning Outcomes

Students will be able to:

- Produce basic expressive/receptive sign language communicative skills
- Demonstrate appropriate ASL linguistic and grammatical structure in signing
- Demonstrate functional language aptitude in American Sign Language
- Produce basic expressive/receptive signing of number systems – functional and abstract
- Demonstrate basic fluency in receptive and expressive pragmatics and production of fingerspelling in ASL

# AMERICAN SIGN LANGUAGE

- Demonstrate basic knowledge of Deaf Culture

## Transfer Opportunities

The Certificate is complementary with many of PTC's programs; specifically, it is well-paired and recommended for those pursuing the A.A.S. and/or A.S. in Early Childhood Development, as well as for those pursuing the Practical Nursing Diploma and/or A.S. Degree in Nursing.

## Employment Opportunities

Graduates will be prepared and/or meet prerequisites for an Interpreter program; have sign language skills to work and communicate with deaf and hard of hearing people; meet World Language requirements at the high school and college/university level; and, meet entrance requirements for undergraduate or graduate programs in ASL Studies.

## Certificate Curriculum

### General Education Courses Credits

SPCH 1270 Introduction to Speech.....3

### Required Technical Courses

\*LASL 1205 American Sign Language 1.....3

\*LASL 1265 American Sign Language 2.....3

\*LASL 2270 American Sign Language 3.....3

\*LASL 2275 American Sign Language 4.....3

\*LASL 1210 Fingerspelling & Numbers .....3

**Certificate Total Credits .....18**





CAREER PROGRAMS



# ACCOUNTING



## Program Information

Using a hands-on learning approach, this program teaches the skills and procedures used in measuring, recording, analyzing and communicating financial information. The accounting program — including the certificate and A.A.S. degree — provides the foundation for a wide variety of professional business opportunities. The program can lead to a highly respected and rewarding career; graduates will be prepared for a variety of accounting careers in industry, government, not-for-profit organizations, and professional services.

Options include a certificate and an A.A.S. degree. PTC works with business and industry leaders to design programs that produce graduates who meet their needs. PTC provides students not only with communication and teamwork skills, but also valuable computer application skills that today's employers seek.

## Program Learning Outcomes

- Students will analyze and apply accounting theory to service and merchandising organizations.
- Students will prepare financial statements according to Generally Accepted Accounting Principles.
- Students will prepare financial statement analysis to measure liquidity, solvency, and profitability.
- Students will integrate basic business law concepts to the practice of entry-level accounting.
- Students will prepare and process payroll records and reports in compliance with state and federal requirements.
- Students will demonstrate application of business software programs, including integrated accounting software, tax preparation software and spreadsheet programs.
- Students will interpret the Internal Revenue Code for individuals and partnership returns.
- Students will demonstrate effective written and oral business communication skills.

# ACCOUNTING

## Certifications

This program prepares students to sit for a certification test given by the Accreditation Council for Accountancy and Taxation (ACAT). If students pass and complete the required one year work experience, they will qualify as an Accredited Business Accountant/Advisor (ABA).

## Transfer Opportunities

Articulation agreements to facilitate transfer are in place with the Southwest Minnesota State University, University of Minnesota – Crookston, and Rasmussen.

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept in transfer any A.A.S. degree into their Bachelor of Arts Individualized Studies program.

## Employment Outlook

Accountants and auditors are expected to experience much faster-than-average employment growth now through 2018; employment is expected to grow by 22 percent through 2018 — much faster than the average for all occupations. During this time-frame, the industry will see a very large number of new jobs arise (about 279,400). An increase in the number of businesses, changing financial laws, changing regulations, and increased accountability for protecting an organization's stakeholders will drive job growth, and accountants and auditors with some level of higher education and/or formal training will have the best prospects. More employers are demanding a college accounting degree from prospective job candidates to fill staff accounting positions and office accounting roles. Both the certificate and A.A.S. degree from Pine Technical College provide solid bases in accounting as well as computer accounting skills critical to employers.

## Curriculum

### Accounting Certificate (30 credits)

#### General Education Courses

ENGL 1277 Technical Communication  
or  
ENGL 1276 College Composition ..... 4 (cr)

#### Required Technical Courses

ACCP 1210 Principles of Accounting I ..... 4 (cr)  
ACCP 1216 Payroll Accounting ..... 3 (cr)  
ACCP 1231 Business Math ..... 3 (cr)  
ACCP 1252 Principles of Accounting II ..... 4 (cr)  
ACCP 1258 Computerized Spreadsheets ..... 2 (cr)  
ACCP 1260 Computerized Accounting ..... 3 (cr)  
ACCP 2260 Cost Accounting I ..... 4 (cr)  
COCP 1201 Microsoft Office Basics ..... 2 (cr)  
PTCG 1225 Job Seeking ..... 1 (cr)  
**Total Certificate Credits .....30**

### Associate in Applied Science Degree

#### (30 additional credits)

#### General Education Courses

PHIL 1271 Critical Thinking in Modern Society ..... 3 (cr)  
SPCH 1270 Introduction to Speech ..... 3 (cr)  
General Education (MN Transfer)  
Area 4 – Mathematical / Logical Reasoning ..... 3 (cr)  
General Education Elective ..... 2 (cr)

#### Required Technical Courses

ACCP 1201 Business Law ..... 3 (cr)  
ACCP 2250 Intermediate Accounting I ..... 4 (cr)  
ACCP 2265 Income Taxes ..... 3 (cr)  
ACCP 2290 Accounting Comprehensive Review ... 3 (cr)  
MGMT 1200 Principles of Management ..... 3 (cr)  
MGMT 1205 Introduction to Business ..... 3 (cr)  
**Total A.A.S. Credits .....60**

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. A student must attain a final cumulative GPA of 2.0 or higher to graduate. The requirements of this program are subject to change without notice.*



### **Program Information**

Business Administration is a dynamic field in which managers play a crucial role. Business administrators or practitioners are trained to perform a wide range of duties to ensure their organizations function effectively and efficiently; they are trained to develop organizational plans, set goals and deadlines, hire and supervise employees, and coordinate and oversee services. When you pursue the Business Administration program at PTC, you will gain the high-level skills needed to become an effective business practitioner. The program includes instruction in management theory, economics, marketing, business decision-making, accounting, and several general education goal areas. This program is designed to transfer to a four-year college or university.

### **Program Learning Outcomes**

Students will:

- Identify the basic theories, principles and practices related to each functional area of business – accounting, finance, management and marketing.
- Explain how the concept of supply and demand affect the economics of a firm - how prices and output are determined.
- Explain the process and function of management including the essentials of planning; organizing as it relates to job design, organizational structure and human resources management; and the concept of control in keeping performance in line with expectations.
- Use the marketing planning process to work within the marketing environment to develop effective tactics, strategies, and plans – including selection of appropriate target markets and development of detailed product, price, and place mixes which satisfy target customer needs and organizational objectives.
- Develop and apply problem solving skills to business problems.
- Apply written and verbal communication skills, including teamwork activities and delivering formal and informal presentations.

# BUSINESS ADMINISTRATION

## Transfer Opportunities

An articulation agreement is in place with Southwest Minnesota State University to facilitate transfer.

An articulation agreement is in place with the College of Individualized Studies at Metropolitan State University accepting in transfer any of our A.S. degrees into their Bachelor of Arts Individualized Studies program.

## Employment Outlook

Overall employment of business practitioners is expected to increase by 13 percent through 2018. Job growth will be spurred by competition for a growing number of goods and services, both foreign and domestic, and the need to make one's product or service stand out. Also, as the influence of traditional advertising in newspapers, radio, and television wanes, business professionals are being asked to develop new ways to advertise and promote products and services. Business practitioner jobs are highly coveted and often sought by experienced professionals, resulting in keen competition. College graduates with related experience, a high level of creativity, and strong communication and computer skills will have the best opportunities.

Business Administration careers are found in many different sectors including education, government, retail, and private business. Common work titles include: Administrative Executive, Advertising Specialist, Consultant, Controller, Human Resource Manager, Marketing Manager, Public Relations Specialist, Sales Manager, and more.

## Curriculum

### Business Administration Program

#### Associate of Science Degree (60 credits)

##### General Education Courses

ECON 1250	Micro Economics	3 (cr)
ENGL 1276	College Composition	4 (cr)
MATH 1260	College Algebra	3 (cr)
MATH 1265	Elementary Statistics	3 (cr)
PHIL 1220	Human Ethics	3 (cr)
PHIL 1271	Critical Thinking in Modern Society	3 (cr)
PSYC 1200	Introduction to Psychology	3 (cr)
SPCH 1270	Introduction to Speech	3 (cr)
General Education Electives*		5 (cr)

Must include general education courses from the following goal areas:

- Area 3 - Natural Sciences
- Area 7 - Human Diversity
- Area 8 - Global Perspective
- Area 10 - People and the Environment

##### Required Technical Courses

ACCP 1201	Business Law	3 (cr)
ACCP 1210	Principles of Accounting I	4 (cr)
ACCP 1252	Principles of Accounting II	4 (cr)
ACCP 1258	Computerized Spreadsheets	2 (cr)
COCP 1201	Microsoft Office Basics	2 (cr)
MGMT 1200	Introduction to Principles of Management	3 (cr)
MGMT 1205	Introduction to Business	3 (cr)
MKTG 1200	Introduction to Principles of Marketing	3 (cr)
Technical Electives**		6 (cr)
May be chosen from the following subject areas - ACCP, ASCP or COCP number 1000 or higher.		

**Total A.S. Degree Credits** ..... **60**

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

# BUSINESS TECHNOLOGY & OFFICE TECHNOLOGY



## Program Information

The Office Technology Certificate and more comprehensive Business Technology A.A.S. Degree prepare students for positions such as Administrative Assistants, Customer Service Specialists, Executive Assistants, Client Relations Specialist positions, and more. Coursework develops office skills, knowledge, and attitudes employers seek, and students receive training in a variety of office management functions including those in communications and marketing, management, and information resources and software applications, as well as other office-related technology. As a result, graduates are prepared to manage nearly all functions in an office environment. Once on the job, typical work will include using various computer applications, preparing and editing business documents, filing and managing records, using electronic calendars, handling telephone calls, scheduling meetings, making travel arrangements, greeting visitors, processing mail, supervising or training subordinates, taking meeting minutes, presenting data, and more. After completion of the program, students will be proficient

with oral and written communications, as well as possess developed decision-making and problem-solving skills. The program is recommended for experienced office professionals as well as entry-level administrative professionals who seek to increase their potential for promotion.

## Program Learning Outcomes

Program outcomes for students completing the Office Technology Specialist Certificate:

### Professionalism

- Demonstrate professional workplace habits including punctuality, etiquette, dress, attitude, and manners appropriate for their position

### Computer Literacy

- Utilize appropriate computer software efficiently and accurately to perform office tasks required in a business setting

### Business Functions

- Apply organizational skills to the management of projects, daily schedules, work priorities, and multiple tasks

# BUSINESS TECHNOLOGY & OFFICE TECHNOLOGY

## Communication

- Demonstrate effective written and oral business communication skills

Additional outcomes for students completing the Business Technology AAS Program

## Professionalism

- Demonstrate professional workplace habits including punctuality, etiquette, dress, attitude, and manners appropriate for their position
- Demonstrate professional customer service

## Computer Literacy

- Utilize appropriate computer software efficiently and accurately to perform office tasks required in a business setting
- Identify the major steps that are necessary for installing end-user computer systems, including tasks dealing with user training, user documentation, and site management

## Communication

- Demonstrate effective written and oral business communication skills
- Demonstrate interpersonal skills through effective listening, written and oral communications in diverse situations

## Critical Thinking

- Demonstrate critical-thinking and problem solving skills independently or within team situations

## Business Functions

- Apply organizational skills to the management of projects, daily schedules, work priorities, and multiple tasks
- Record and analyze business transactions and financial documents related to the accounting cycle

## Transfer Opportunities

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept in transfer any A.A.S. degree into their Bachelor of Arts Individualized Studies program.

## Employment Outlook

Office Technology and Business Technology graduates locate career opportunities in a variety of fields, such as engineering, agriculture, education, government, manufacturing, banking, law-related offices, and medical facilities. Pine Technical College graduates are hired because of their excellent computer application skills, professionalism, customer relations, and communication skills.

## Curriculum

### Office Technology Specialist Certificate (17 credits)

#### General Education Courses

ENGL 1277 Technical Communications ..... 4 (cr)

#### Required Technical Courses

ACCP 1258 Computerized Spreadsheets ..... 2 (cr)

BTEC 1201 Microcomputer Word Processing ..... 3 (cr)

BTEC 1202 Presentation Technologies ..... 3 (cr)

COCP 1201 MS Office Basics ..... 2 (cr)

COCP 1220 Microcomputer Database ..... 3 (cr)

**Total Certificate Credits .....17**

### Associate in Applied Science Degree (43 additional credits)

#### General Education Courses

General Education (MN Transfer) ..... 12 (cr)

Must include general education electives from at least two different areas in MnTC Goals 2-10

#### Required Technical Courses

ACCP 1210 Principles of Accounting I ..... 4 (cr)

ACCP 1216 Payroll Accounting ..... 3 (cr)

ACCP 1231 Business Math ..... 3 (cr)

ACCP 1260 Computerized Accounting ..... 3 (cr)

BTEC 1203 Office Networking ..... 3 (cr)

COCP 1231 Web Development ..... 3 (cr)

MGMT 1200 Principles of Management ..... 3 (cr)

MGMT 1205 Intro to Business ..... 3 (Cr)

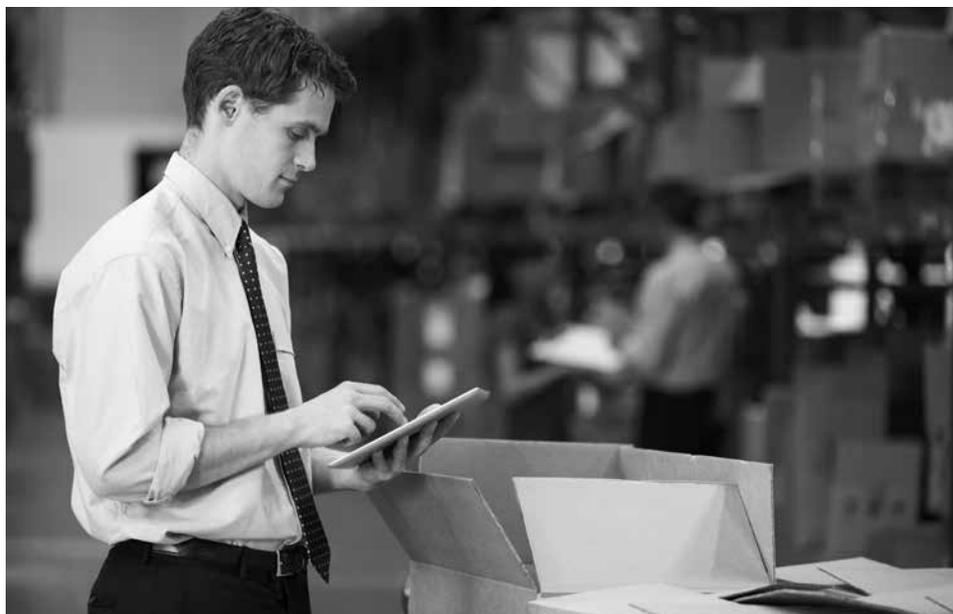
MGMT 2201 Career Management ..... 3 (cr)

MKTG 1200 Intro to Principles of Marketing ..... 3 (cr)

**Total A.A.S. Degree Credits .....60**

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

# ENTREPRENEURSHIP



## Program Information

The Entrepreneurship Certificate prepares individuals to perform development, marketing and management functions associated with owning and operating a business. Coursework covers business planning, management essentials, marketing, accounting, and more. Designed for entrepreneurs, small business owners, and professionals who have not formally studied business administration or business management, the program emphasizes the application of classroom concepts to practical decision-making in the workplace.

The certificate is also designed with flexibility in mind; the program is complementary to all majors and is upward compatible with the A.S. Degree, Business Administration; A.A.S. Degree, Accounting; and the A.A.S. Degree, Business Technology.

## Program Learning Outcomes

Pine Technical College's Entrepreneurship program provides students with excellent entry-level career opportunities to prepare students for careers in a variety of small business ownership and/or fields.

Students completing the Entrepreneurship Program will be prepared for entry-level business/office career, along with providing them the basis for transfer to other degree-seeking business programs.

Students will:

- Be able to identify aspects involved in starting a new business, demonstrate knowledge of the American economic system and the language of business.
- Be able to analyze and record basic business transactions and prepare the resulting financial statements for both a service and merchandising business.
- Be able to prepare and process payroll records and reports in compliance with state and federal requirements.
- Be able to explain the basic management concepts and principles and their application to modern organizations.
- Integrate basic business law concepts to a business environment.
- Be able to explain the theories and practices of marketing and how marketing in-

# ENTREPRENEURSHIP

teracts with the entire business process.

- Demonstrate application of business software programs including integrated accounting software, word processing and spreadsheet programs.
- Demonstrate effective written and oral business communication skills required in business.

## Employment Outlook

Entrepreneurship plays a vital role in the growth of the U.S. economy; the number of new business establishments (establishments that are less than one year old in any given year) tends to rise and fall with the business cycle of the overall economy.

Through the Entrepreneurship Certificate curriculum, students will learn to analyze markets for business opportunities, determine the best location for a business, build their unique brand and sell to a chosen market. Students in the program typically enter the program with an idea of the type of business they plan to establish and pursue.

## Curriculum

### Entrepreneurship Certificate (25 credits)

#### General Education Courses

ENGL 1277 Technical Communications ..... 4 (cr)

#### Required Technical Courses

ACCP 1210 Principles of Accounting 1 ..... 4 (cr)

ACCP 1216 Payroll Accounting ..... 3 (cr)

ACCP 1260 Computerized Accounting..... 3 (cr)

COCP 1201 MS Office Basics ..... 2 (cr)

MGMT 1205 Introduction to Business ..... 3 (cr)

MGMT 1200 Principles of Management ..... 3 (cr)

MKTG 1200 Introduction to Principles of Marketing 3 (cr)

**Total Certificate Credits .....25**

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

## COMPUTER PROGRAMMING



*Computer Programming upcoming revisions pending AASC and MnSCU approval*

*\* New emphases in Programming Mobile Devices and Web Development coming soon.*

### **Program Information**

The Computer Programming curriculum blends the theoretical with the practical and is designed to prepare students for employment as computer programmers. The program emphasizes common computer languages used in businesses today, as well as a focus on the writing and implementation of generic and customized programs to drive operating systems. The program includes instruction in software design; low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects of operating systems and networks. Students have the benefit of classroom instruction, plus the use of specialized lab facilities. Graduates will be able to design and code production software applications; analyze complex organizational problems and create design specifications to address these problems; and, graduates will have

the ability to use industry standard database management systems to support their applications.

### **Program Learning Outcomes**

Students will:

- Be able to describe the software development process and various roles in computer science
- Write algorithms and data structures in several programming languages
- Create object-oriented design documents and generate object-oriented programs from them
- Create databases and Web sites and demonstrate the interactions between the two fields
- Understand the moral and ethical issues as related to the computer science industry
- Develop a strong base on which to form life-long learning skills

# COMPUTER PROGRAMMING

## Transfer Opportunities

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept in transfer any A.A.S. degree into their Bachelor of Arts Individualized Studies program.

## Employment Outlook

Computer programmers can be found in a wide range of industries; about 32 percent are employed in computer systems design and related services. Graduates find excellent opportunities as computer programmers in business, manufacturing, government and education. Jobs for computer programmers for all types of computer systems are found throughout the country with opportunities for excellent earning and rapid advancement. Job titles may include: Programmer, Database Project Specialist, Applications Programmer, Technical Programmer, Systems Analyst, MIS Coordinator, Software Developer, Junior Programmer-Analyst, and Senior Programmer-Analyst. Many programmers work for software publishers, manufacturers of computers and related electronic equipment, financial institutions, insurance providers, and some are self-employed.

## Curriculum

### Computer Programming

#### Associate in Applied Science (60 credits)

##### General Education Courses

ENGL 1277\* Technical Communications ..... 4 (cr)

\*Accepted Substitute:

(Recommended for transfer)

ENGL 1276 College Composition 4 (cr)

MATH 1260 College Algebra ..... 3 (cr)

PHIL 1220 Human Ethics ..... 3 (cr)

SPCH 1270 Introduction to Speech ..... 3 (cr)

General Education Electives ..... 4 (cr)

**Subtotal General Education Credits .....17**

##### Required Technical Courses

COCP 1201 Microsoft Office Basics ..... 2 (cr)

COCP 1203 Visual Basic/VBScript ..... 2 (cr)

COCP 1209 Workstation Operating System I ..... 3 (cr)

COCP 1220 Microcomputer Database ..... 3 (cr)

COCP 1230 Program Design & Development ..... 2 (cr)

COCP 1231 Web Development I ..... 3 (cr)

COCP 1233 OO Analysis and Design ..... 2 (cr)

COCP 1258 C/C++ Programming I ..... 3 (cr)

COCP 1268 C/C++ Programming II ..... 3 (cr)

COCP 2211 Microsoft C#, F# and .Net ..... 2 (cr)

COCP 2261 Web Development II ..... 3 (cr)

COCP 2269 Emerging Programming Technician ... 3 (cr)

COCP 2272 Programming Relational Databases ... 3 (cr)

MGMT 2201 Career Management ..... 3 (cr)

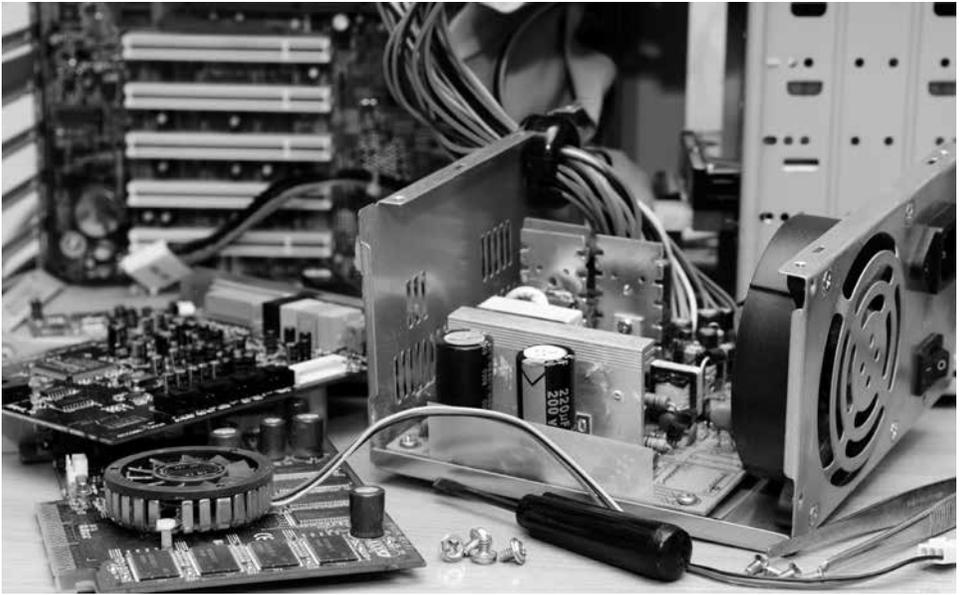
Technical Electives ..... 6 (cr)

**Subtotal Technical Credits .....43**

**Total A.A.S. Degree Credits .....60**

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

# COMPUTER SCIENCE



## Program Information

The A.S. degree in Computer Science is designed to provide students with a foundation of coursework and knowledge transferable to four-year institutions for the student to pursue a bachelor's degree in computer information science, management of information systems, or another computer-focused/related program. The computer science program focuses on computers, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. The program includes instruction in the principles of computational science and computing theory; computer hardware design; computer development and programming; and, applications to a variety of end-use situations. Also, students will gain a sound understanding of the mathematics that underlie the field of Computer Science and gain the ability to develop and deploy computer programs which utilize it. Graduates will find career opportunities in a variety of settings; however, the program is intended/designed for the student planning to continue his or her studies toward a bachelor's degree.

## Program Learning Outcomes

Students will:

- Be able to describe the software development process and various roles in computer science
- Write algorithms and data structures in several programming languages
- Create object-oriented design documents and generate object-oriented programs from them
- Create databases and Web sites and demonstrate the interactions between the two fields
- Understand the moral and ethical issues as related to the computer science industry
- Develop a strong base on which to form life-long learning skills

## COMPUTER SCIENCE

**Transfer Opportunities**

Articulation agreements to facilitate transfer are in place with the University of Minnesota - Crookston.

**Employment Outlook**

Computer scientists are increasingly employed in every sector of the economy; the greatest concentration of these workers, about 23 percent, is in the computer systems design and related services industry. Many computer scientists are also employed by software publishing firms, scientific research and development organizations, and in education. Employment of computer scientists is expected to grow by 24 percent now through 2018, which is much faster than the average for all occupations. Job increases will be driven, in part, by very rapid growth in computer systems design and related services industry, as well as the software publishing industry and as individuals and organizations continue to demand increasingly sophisticated technologies.

**Curriculum****Computer Science Program****Associate of Science Degree (60 credits)****General Education Courses**

ECON 1250 Principles of Micro Economics	3 (cr)
ENGL 1277* Technical Communications	4 (cr)

\*Accepted Substitutes:

(Recommended for transfer)

ENGL 1276 College Composition	4 (cr)
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MATH 1262 Calculus I	5 (cr)
MATH 2262 Calculus II	5 (cr)
PHIL 1220 Human Ethics	3 (cr)
PHYS 1250 College Physics I	4 (cr)
PHYS 2250 College Physics II	4 (cr)
PSYC 1200 Introduction to Psychology	3 (cr)
SPCH 1270 Introduction to Speech	3 (cr)
<b>Subtotal</b>	<b>34 credits</b>

**Required Technical Courses**

COCP 1201 Microsoft Office Basics	2 (cr)
COCP 1203 Visual Basic/VBScript Or	
COCP 2211 Microsoft C#, F# and .Net	2 (cr)
COCP 1230 Program Design & Development	2 (cr)
COCP 1231 Web Development I	3 (cr)
COCP 1233 OO Analysis & Design	2 (cr)
COCP 1258 C/C++ Programming I	3 (cr)
COCP 1268 C/C++ Programming II	3 (cr)
COCP 2261 Web Development II	3 (cr)
COCP 2269 Emerging Programming Technologies	3 (cr)
COCP 2272 Programming Relational Databases	3 (cr)
Subtotal	26 credits
<b>Total A.S. Degree Credits</b>	<b>60</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

# NETWORK ADMINISTRATION



## Program Information

The Network Administration program prepares the graduate to administer and manage complex local area networks (LANs) as well as wide area networks (WANs) in multiple environments. An emphasis will be placed on administering, designing, installing, configuring, connecting, planning and maintaining LANs and enterprise networks. Graduates will be prepared for the role of network administrator, network designer, network integrator and network analyst in the enterprise environment.

## Program Learning Outcomes

Student will be able to:

- Assemble, install, configure and troubleshoot computer hardware;
- Install, configure, manage, and monitor popular operating systems and services;
- Design, install, configure and troubleshoot information technology networks;
- Apply critical thinking to the resolution of technological issues faced by businesses;
- Demonstrate honesty, integrity, professionalism, ethical decision making and lifelong learning while applying network administration skills to supporting users and businesses.
- Use of program specific technical or computer knowledge to accomplish practical and job related tasks
- Determine when there is a need for information, and identify, locate, evaluate, and effectively use that information for the issue or problem at hand
- Develop adequate library and information skills to assist in realizing the other student learner outcomes and in achieving a foundation for life-long learning
- Demonstrate appropriate ability to interact collaboratively to complete technical or job tasks
- Describe how human diversity affects communication
- Deliver a clear, well-organized verbal presentation
- Compose a clear, well-organized document that is professional in appearance and content

# NETWORK ADMINISTRATION

- Explore possible assumptions, interpretations or perspectives related to solving problem or technical challenge
- Gather pertinent factual information and apply it to a given problem
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to the situation
- Articulate the values affecting decisions, interpretations, and analysis made by ourselves and others

## Certifications

CompTIA A+, Server+, Linux+, Network+, Security+, Cisco CCNA, Microsoft MCP, MCSA, and MCSE

## Employment Outlook

Network and computer systems administrators install, configure, and support an organization's LAN, WAN, and Internet systems or a segment of a network system. Practitioners monitor networks to ensure network availability for system users and may perform necessary maintenance to support network availability as well as monitor and test Web site performance to ensure Web sites operate correctly and without interruption. Network practitioners also assist in network modeling, analysis, planning, and coordination between network and data communications hardware and software and supervise computer user support specialists and computer network support specialists. Overall employment of computer network administrators is projected to increase by 30 percent now through 2018, much faster than the average for all occupations. Computer networks are an integral part of business, and demand for practitioners will increase as organizations continue to invest in new technologies. The increasing adoption of mobile technologies means more establishments will use the Internet to conduct business online. This growth translates into a need for both network and systems administrators who are able to help organizations use technology to communicate with employees, clients, and consumers.

## Curriculum

### Networking and Microcomputer Technology Certificate (29 credits)

#### Required Courses

MATH 1260 College Algebra .....	3 (cr)
COCP 1201 Microsoft Office Basics .....	2 (cr)
COCP 1202 Networking Basics .....	3 (cr)
COCP 1204 Network Configuration and Routing .....	3 (cr)
COCP 1209 Workstation Operating System I .....	3 (cr)
COCP 1211 Network Security .....	3 (cr)
COCP 1250 Microcomputer Hardware Support .....	3 (cr)
COCP 1253 Microsoft Server OS I .....	3 (cr)
MGMT 1205 Intro to Business .....	3 (cr)
MGMT 2201 Career Management .....	3 (cr)
<b>Total Certificate Credits .....</b>	<b>29</b>

### Associate in Applied Science Degree (31 additional credits)

#### Required General Education Courses

ENGL 1276 College Composition .....	
Or ENGL 1277 Technical Communications .....	4 (cr)
PHIL 1220 Human Ethics .....	3 (cr)
SPCH 1270 Introduction to Speech .....	3 (cr)
General Education Elective .....	3 (cr)
<b>Total Required General Education Credits .....</b>	<b>13</b>

#### Required Technical Courses

COCP 1203 Visual Basic/VBScript .....	2 (cr)
COCP 2201 Active Directory .....	3 (cr)
COCP 2230 UNIX Administration .....	3 (cr)
COCP 2235 Email Servers .....	3 (cr)
COCP 2260 Advanced Network Technologies .....	3 (cr)
COCP 2290 Computer Support Comp Review .....	4 (cr)
<b>Total Required Technical Credits .....</b>	<b>18</b>
<b>Total A.A.S. Credits .....</b>	<b>60</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

## EARLY CHILDHOOD DEVELOPMENT



### Program Information

The Early Childhood Development sequence of programs including the Certificate, Diploma, and A.A.S. Degree is designed to prepare students as early care and education professionals in a variety of settings.

This sequence of programs is designed for the student who plans to enter the job force immediately. The course of study focuses on developing an understanding of young children and their needs, and class instruction provides students with practical knowledge about the physical, social, emotional, cognitive, and creative principles that are critical in working with young children. Coursework covers child development, family dynamics, teaching strategies, and dealing with children with special needs, for example. Courses meet the standards the Minnesota Department of Human Services requires for childcare workers.

### Program Learning Outcomes

Students will:

- Be prepared for employment in a variety of early care and education settings.
- Be able to demonstrate skills in the areas

of child safety, health and nutrition.

- Understand the primary principles of child development and developmentally appropriate guidance practices with regard to meeting individual children's needs.
- Have the professional ability and knowledge to access community, family and staff resources and systems that impact children's, families' and staff's lives.
- Have knowledge of a variety of early childhood curriculum models and have the knowledge and skills in developing and implementing early childhood curriculum and strategies that promote learning in diverse early care and education settings.
- Demonstrate professional leadership characteristics and skills in communications, behaviors and advocacy.
- Have hands-on training in a variety of early care and education settings.

# EARLY CHILDHOOD DEVELOPMENT

## Transfer Opportunities

Articulation agreements are in place to facilitate transfer:

- Bachelor of Science in Early Childhood Education (Birth to Grade 3), Southwest Minnesota State University (under revision)
- Bachelor of Science in Early Childhood Education (Birth to Age 8), University of Wisconsin – River Falls
- Bachelor of Science in Early Childhood Education (Birth to Grade 3), University of Wisconsin – Stout (under revision)

E-Learning for Early Childhood Teachers (E-lect) with other MnSCU Community and Technical Colleges-- Fifteen of Minnesota's Community and Technical Colleges are working together for you.

Through E-LECT (e-learning for early childhood teachers), we're now offering many of our high quality credit-based child development courses, certificate, diploma, and A. S and A.A.S. degree online. While you may not be able to take all the courses from one institution, you can select courses from other sister institutions to complete your entire award in a timely manner.

## Employment Outlook

One of the fastest-growing industries in the U.S. is the child care field. Children's participation rates in early childhood programs continue to increase, but a lack of quality early childhood caregivers and programs are a growing concern. The quality of children's care significantly contributes to children's school readiness, and an educated staff is the link between quality programs and positive outcomes for children and families. The increasing need for educated care providers can lead to a rewarding and challenging career in preschools, child care centers, Head Start centers, church-related programs, child development centers, and campus or recreational centers.

## Curriculum

### Certificate (20 credits)

#### General Education Courses

ENGL 1276 College Composition ..... 4 (cr)

#### Required Technical Courses

CDEV 1200 Intro to Early Childhood Education ..... 3 (cr)

CDEV 1210 Child Growth & Development ..... 3 (cr)

CDEV 1222 Health, Safety & Nutrition ..... 3 (cr)

CDEV 1230 Positive Child Guidance ..... 3 (cr)

CDEV 1340 Learning Environment & Curriculum .... 4 (cr)

**Total Certificate Credits .....20**

### Diploma (12 additional credits)

#### General Education Courses

PSYC 1200 Intro to Psychology ..... 3 (cr)

#### Required Technical Courses

CDEV 2510 Practicum I ..... 3 (cr)

CDEV 1252 Observation & Assessment ..... 3 (cr)

CDEV 2640 Curriculum Planning ..... 3 (cr)

**Total Diploma Credits .....32**

### Associate in Applied Science Degree (28 additional credits)

#### General Education Courses

SPCH 1270 Intro to Speech ..... 3 (cr)

SOCI 1220 Marriage, Family & Relationships ..... 3 (cr)

General education electives from Goal Areas 3 or 4\* 3 (cr)

And Goal Area 6-10 ..... 2 (cr)

\*Recommended for articulated bachelor degrees:

MATH 1260 College Algebra (Satisfies MnTC Goal Area

4) 3 (cr)

#### Required Technical Courses

CDEV 2530 Challenging Behaviors ..... 3 (cr)

CDEV 1240 Working with Diverse Families

& Children ..... 3 (cr)

CDEV 2610 Organizational Leadership

& Management ..... 2 (cr)

CDEV 2620 Children with Differing Abilities ..... 3 (cr)

CDEV 2810 Practicum II ..... 3 (cr)

Technical Elective ..... 3 (cr)

**Total A.A.S. Degree Credits .....60**

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for all General Education and CDEV courses. A student must attain a grade of 'C' or better in ALL courses and a final cumulative GPA of 2.0 or higher to graduate. The requirements of this program are subject to change without notice.*

## EARLY CHILDHOOD DEVELOPMENT - A.S.



### Early Childhood Development - Associate of Science Program Information

The A.S. Degree in Early Childhood Development (ECD) will prepare students to organize and lead activities and provide nurturing care for children in early childhood programs such as child care centers, family child care, preschool/nursery schools, elementary classrooms, and before- and after- school programs. A.S. Degree graduates will understand and know how to promote and communicate knowledge of child development; create healthy, respectful and challenging learning environments; create and maintain respectful and supportive relationships with families; and, design and implement developmentally and culturally appropriate activities and curriculum.

The course of study focuses on developing an understanding of young children and their needs, and class instruction provides students with practical knowledge about the physical, social, emotional, cognitive, and creative principles critical in working with young children. Coursework covers child development, family dynamics, teach-

ing strategies, and dealing with children with special needs, for example.

### Program Learning Outcomes

Students will:

- Be prepared for employment in a variety of early care and education settings.
- Be able to demonstrate skills in the areas of child safety, health and nutrition.
- Understand the primary principles of child development and developmentally appropriate guidance practices with regard to meeting individual children's needs.
- Have the professional ability and knowledge to access community, family and staff resources and systems that impact children's, families' and staff's lives.
- Have knowledge of a variety of early childhood curriculum models and have the knowledge and skills in developing and implementing early childhood curriculum and strategies that promote learning in diverse early care and education settings.
- Demonstrate professional leadership characteristics and skills in communications, behaviors and advocacy.

# EARLY CHILDHOOD DEVELOPMENT - A.S.

- Have hands-on training in a variety of early care and education settings.

## Transfer Opportunities

Articulation agreements are in place to facilitate transfer:

- Bachelor of Science in Early Childhood Education (Birth to Grade 3), Southwest Minnesota State University (under revision)
- Bachelor of Science in Early Childhood Education (Birth to Age 8), University of Wisconsin – River Falls
- Bachelor of Science in Early Childhood Education (Birth to Grade 3), University of Wisconsin – Stout (under revision)

E-Learning for Early Childhood Teachers (E-Elect) with other MnSCU Community and Technical Colleges-- Fifteen of Minnesota's Community and Technical Colleges are working together for you.

Through E-LECT (e-learning for early childhood teachers), we're now offering many of our high quality credit-based child development courses, certificate, diploma, and A. S and A.A.S. degrees online. While you may not be able to take all the courses from one institution, you can select courses from other sister institutions to complete your entire award in a timely manner.

## Employment Outlook

See Program Information.

## Curriculum

### Early Childhood Development Program

#### Associate in Science Degree (60 credits)

##### General Education Courses

ENGL 1276 College Composition .....	4 (cr)
SPCH 1270 Introduction to Speech.....	3 (cr)
SOCI 1220 Marriage, Family and Relationships ....	3 (cr)

##### General Education (MN Transfer)

Must include general education electives from the following goal areas:

Area 3 – Natural Sciences or

Area 4 – Mathematical / Logical Reasoning \* .....

\*Recommended for articulated bachelor degrees:

MATH 1260 College Algebra (Satisfies MnTC Goal Area 4) .....

At least 3 additional courses must be in Goal Area 6-10 .....

##### Required Technical Courses

CDEV 1200 Intro to Early Childhood Education.....	3 (cr)
CDEV 1210 Child Growth & Development.....	3 (cr)
CDEV 1222 Health, Safety & Nutrition.....	3 (cr)
CDEV 1230 Positive Child Guidance .....	3 (cr)
CDEV 1252 Observation & Assessment .....	3 (cr)
CDEV 1340 Learning Environment & Curriculum ...	4 (cr)
CDEV 2510 Practicum I.....	3 (cr)
CDEV 2610 Organizational Leadership & Management .....	2 (cr)
CDEV 2620 Children with Differing Abilities.....	3 (cr)
CDEV 2640 Curriculum Planning .....	3 (cr)
<b>Total A.S. Degree Credits .....</b>	<b>60</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for all General Education and CDEV courses. A student must attain a grade of 'C' or better in ALL courses and a final cumulative GPA of 2.0 or higher to graduate. The requirements of this program are subject to change without notice.*

## HUMAN SERVICES ELIGIBILITY WORKER



### Program Information

The Human Services Eligibility Worker (HSEW) program prepares future eligibility workers to interact with individuals and families served by human service income maintenance agencies. The practitioner determines services clients may receive (eligibility) and refers them to other/additional helping agencies. Eligibility workers assist individuals with completing required forms, gathering needed documents, and identifying other services that may be beneficial during times of financial distress. Eligibility workers interview clients and record income data in relation to public assistance policy and criteria for local, state, and federal programs.

The HSEW program is for individuals who enjoy working with people and computers, plus have an interest in helping people in times of financial crisis. Students will learn to use statewide software programs used by the Minnesota Department of Human Services, plus develop an understanding of the complex rules and policies governing public assistance. Additionally, students will discover and explore issues surrounding diversity and advance communication skills.

### Program Learning Outcomes

Students will be able to:

- Communicate clearly, appropriately and without bias, both in written and spoken format
- Utilize the capacities of the State systems and personal computer
- Analyze complex processes and draw logical conclusions from D.H.S. policy and client circumstances
- Display respect of others' privacy, lifestyle and belief system while understanding the barriers to self-sufficiency
- Display professionalism by managing time, stress, and work load; seeking out assistance appropriately; and exhibiting a positive attitude
- Apply mathematical concepts and evaluate the results for reasonableness
- Comprehend, analyze, and interpret welfare programs' manuals and resources that are written in technical language

# HUMAN SERVICES ELIGIBILITY WORKER

## Certifications

Within six months of completion of the diploma or A.A.S., students qualify to take the Minnesota Merit Eligibility Worker exam.

## Transfer Opportunities

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept in transfer any A.A.S. degree into their Bachelor of Arts Individualized Studies program.

## Employment Outlook

Eligibility Workers are employed by Minnesota human service agencies to assist families and individuals who are living in poverty; typically, HSEW graduates are found working for various counties or the State of Minnesota. County human service agencies in all the state's 87 counties employ eligibility workers; more than two thousand men and women are currently employed as eligibility workers across the state. Historically, between 150 and 200 eligibility workers are hired statewide each year. Although some newly hired eligibility workers are promoted from clerical jobs within a human service agency, many new hires come from outside the agency, and many prefer to hire HSEW graduates.

## Curriculum

### Human Services Eligibility Worker

#### Diploma (40 credits)

##### General Education Courses

ENGL 1277 Technical Communications	
OR ENGL 1276 College Composition	4 (cr)
SOCI 1225 Human Diversity	3 (cr)
General Education (MN Transfer Curriculum)	3 (cr)
Elective from any goal area.	

##### Required Technical Courses

HSEW 1201 Introduction to the HSEW Role	4 (cr)
HSEW 1205 Worker Skill	4 (cr)
HSEW 1230 Public Assistance Policy 1	4 (cr)
HSEW 1235 Eligibility Systems 1	4 (cr)
HSEW 2230 Public Assistance Policy 2	4 (cr)
HSEW 2235 Eligibility Systems 2	4 (cr)
HSEW 2290 Internship	6 (cr)
<b>Total Diploma Credits</b>	<b>.40</b>

## Associate of Applied Science Degree

### REQUIREMENT FOR ADMISSION TO THE ASSOCIATE OF APPLIED SCIENCE DEGREE

PFWF or HSEW Diploma completed within last 12 months or an active login ID in Minnesota DHS eligibility system(s) with in the last 12 months

AND

General Education Courses

General Education (MN Transfer) .....20

Electives from any goal area.

**Total A.A.S. Degree Credits** .....60

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. A student must attain a final cumulative GPA of 2.0 or higher to graduate. The requirements of this program are subject to change without notice.*

# AUTOMOTIVE TECHNOLOGY



## Program Information

This sequence of programs, from Certificate, to Diploma, to the Associate in Applied Science Degree, prepares students for the application of technical knowledge and skills to repair, service, and maintain all types of automobiles. The program includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems. In a highly-equipped, state-of-the-art lab/shop environment, delivered in a mix of hands-on training and theory, students may look forward to training in the following areas:

- Inspection, diagnosis and installation
- Troubleshooting
- Engine performance
- High-tech diagnostic equipment
- Electrical components/fundamentals
- Engine installation
- Maintenance
- Customer service skills

- Computer database technical reference system
- Shop safety

## Program Learning Outcomes

Students will be prepared for employment in the automotive field and demonstrate:

- Appropriate safety awareness and practices.
- Competency in the 8 ASE areas.
- Professional and ethical practices: honesty, respect, teamwork, reliability and initiative.
- Effective written, oral, and computer communication skills.

## Certifications

Automotive Service Excellence (ASE)

## Employment Outlook

The job market for automotive technicians is growing, and many job openings will be created by the need to replace retiring technicians. By completing the automotive technology program at any level and earning ASE certification, graduates are in a competitive position to take advantage of this growth

# AUTOMOTIVE TECHNOLOGY

and opportunity. Most new job openings will be available in automobile dealerships and independent repair shops where most automobile service technicians currently work. Some employers report difficulty in finding workers with the right skills; however, the right mix of sought-after skills, including diagnostic and problem-solving abilities, electronics training, as well as computer skills and communication skills are the very skills graduates gain at PTC.

## Curriculum

### Automotive Technology Program

#### Certificate (30 credits)

##### Required Technical Courses Credits

ATMP 1207 Basic Electricity	3 (cr)
ATMP 1209 Vehicle Service	3 (cr)
ATMP 1219 Brakes	3 (cr)
ATMP 1223 Engine Electrical and Accessories	6 (cr)
ATMP 1230 Engines	6 (cr)
ATMP 1265 Chassis	6 (cr)
MATH 1251* Technical Math	3 (cr)

\*Accepted Substitutes:

(Recommended for AAS Degree)

MATH 1260 College Algebra 3 (cr)

(Satisfies MnTC Goal Area 4)

**Total Certificate Credits** .....30

#### Diploma (32 additional credits)

##### Required Technical Courses Credits

ATMP 1222 Air Conditioning & Heating Systems	3 (cr)
ATMP 1243 Drivetrain	3 (cr)
ATMP 1248 Automatic Transmission	6 (cr)
ATMP 1255 Fuel Systems	6 (cr)
ATMP 1261 Alternative Fuels	1 (cr)
ATMP 1275 Wiring & Electrical Diagnosis	3 (cr)
ATMP 1281 General Shop	4 (cr)
ATMP 1289 Scan Tools	

OR ATMP 1212 Introduction to Auto 3 (cr)

COCP 1201 MS Office Basics 2 (cr)

PTCG 1225 Job Seeking 1 (cr)

**Total Diploma Credits** .....62

### Associate in Applied Science Degree (72 total credits)

#### Required General Education Courses

General Education (MN Transfer)

Must include 15 credits of MnTC/general education electives from the following goal areas:

Goal Area 1 – Communications (minimum of 1 course)

Goal Area 4 – Math/Logical Reasoning (minimum of 1 course)

Goal Area 6 – Humanities and Fine Arts (minimum of 1 course)

**Total Required General Education Credits** .....15

#### Required Technical Courses

ATMP 1207 Basic Electricity	3 (cr)
ATMP 1209 Vehicle Service	3 (cr)
ATMP 1219 Brakes	3 (cr)
ATMP 1222 Air Conditioning & Heating Systems	3 (cr)
ATMP 1223 Engine Electrical and Accessories	6 (cr)
ATMP 1230 Engines	6 (cr)
ATMP 1243 Drivetrain	3 (cr)
ATMP 1248 Automatic Transmission	6 (cr)
ATMP 1255 Fuel Systems	6 (cr)
ATMP 1261 Alternative Fuels	1 (cr)
ATMP 1265 Chassis	6 (cr)
ATMP 1275 Wiring & Electrical Diagnosis	3 (cr)
ATMP 1281 General Shop	4 (cr)
ATMP 1289 Scan Tools	3 (cr)
PTCG 1225 Job Seeking	1 (cr)

**Total Required Technical Credits** .....57

**Total A.A.S. Credits** .....72

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for many courses. The requirements of this program are subject to change without notice.*

# GUNSMITHING AND FIREARMS TECHNOLOGY



## Program Information

The Gunsmithing and Firearms Technology program is a rigorous academic program which prepares students for employment in fields related to Gunsmithing and Firearms. The program focuses on building professional skills for repairing and modifying firearms according to blueprints or customer specifications using specialized hand tools and machines. The program includes courses in the areas of custom firearms, stocks, rifles, handguns, and shotguns. Graduates will have the ability to competently operate machine tools, to diagnose malfunctions, determine the best methods of repair, and apply skills in the repair of firearms. Students are taught:

- Machining fundamentals, including tooling and blueprinting
- Metal finishing and refinishing
- Firearm diagnostics and repair
- Stockmaking and custom firearms manufacturing
- Laws and regulations governing firearms and businesses

Additionally, the program prepares individuals to design new guns and to calculate detailed firearm specifications such as bullet-flight arc and sight position. Much of a student's time is spent in the Gunsmithing Technology Lab or Manufacturing Lab, applying learned classroom theory in a hands-on setting.

A waitlist system has been implemented for this program due to high demand.

There are two enrollment options for students enrolling in the Gunsmithing and Firearms Technology program. Full-time enrollment begins each fall term.

- Students are required to meet course placement assessment benchmarks for reading (college-level), writing (college-level) and math (58+ on the Arithmetic assessment) prior to starting technical courses.
- Students are expected to enroll full time (16 credits) and are encouraged to complete the first certificate in one semester.
- Part-time enrollment begins each spring term.
- The part-time enrollment option allows students to complete the first certificate over 2 semesters.
- Students may take specific technical courses while completing required developmental courses (based on assessment for course placement scores); and,
- Enrollment in the part-time option requires a prescriptive course sequence and consulting with program advisors is required prior to semester course registration.

## Program Learning Outcomes

Students completing the Gunsmithing and Firearms Technology program options will demonstrate:

- Safety - display and practice appropriate industry specific safety standards as detailed by OSHA, NRA and Manufactures' MSDS.
- Quality Principles and Practices - apply appropriate industry principles and practices as determined by the firearm's industry as well as established accessory and parts manufactures. Quality is expected, taught and practiced through the expectations and use of customer and College repairs and modifications, as well as standards

# GUNSMITHING AND FIREARMS TECHNOLOGY

laid out by the program’s advisory board.

- Technology - demonstrate up-to-date technical and computer skills, using CAD, CAM, CNC and Reverse Engineering technology and software. The use of digital media and electronic portfolios provides resources to the graduate after graduation.
- Troubleshooting and Communication - troubleshoot, repair and evaluate mechanisms and machine-produce written or electronic media to support, and report their finding and solutions to the issue (s).
- Customer Service and Professionalism - demonstrate ethical professional practices:
  - honesty,
  - respect,
  - teamwork,
  - reliability,
  - initiative

This goal is practiced throughout the program in the shop with customer interaction, and culminating at the annual College Gunshow.

## Employment Outlook

Brownells, Browning’s, Gander Mountain, Cabela’s, Big Sky Rifle Company, and Dakota Arms are just a few organizations who have hired PTC gunsmithing graduates. Since the program’s inception in 1980, the average job placement rate has held between 96 and 100 percent. While most graduates find work in the gunsmithing field, graduates are trained and skilled in diverse areas including wood-working, machining, welding, and business, and some graduates gain employment in these related fields. Additionally, many graduates pursue establishing their own, independent gunsmithing businesses.

## Curriculum

### Firearms Technician Skills Certificate

#### Required Technical Courses Credits

GSTP 1206 Bolt Action Design & Function	2 (cr)
GSTP 1214 Hinge & Lever Design & Function	3 (cr)
*GSTP 1217 Firearms Business and ATF Regulations	1 (cr)

PTCG 1225 Job Seeking	1 (cr)
GSTP1225 Welding, Soldering & Brazing	2 (cr)
GSTP 1235 Metallurgy and Heat Treat	1 (cr)
*MTTP 1208 Measuring Tools	1 (cr)
COCP 1201 MS Office Basics	2 (cr)
MTTP 1241 Introduction to Computer Aided Design (CAD)	3 (cr)
<b>Total Certificate Credits</b>	<b>16</b>

### Gunsmithing and Firearms Technician Apprentice Certificate

\*\*Note – Prerequisites for this offering is the successful completion of the Firearms Technician Skills certificate.

#### Required Technical Courses Credits

GSTP 1215 Accessories Installation	3 (cr)
GSTP 1240 Pump and Self-Loader Design & Function	5 (cr)
GSTP 1250 Handgun Design, Function & Repair	4 (cr)

#### General Education Courses Credits

ENGL 1276 College Composition	4 (cr)
<b>Total Certificate Credits</b>	<b>16</b>

### Gunsmithing and Firearms Technician Journeymen Diploma (additional 36 credits)

\*\*Note – Prerequisites for this offering is the successful completion of the Firearms Technician Skills and Gunsmithing and Firearms Technician Apprentice certificates.\*\*

#### Required Technical Courses

*MTTP 1245 Machine Fund I	4
*MTTP 1265 Machine Fund II	4
MTTP 1261 Introduction to Computer Aided Manufacturing (CAM)	2
GSTP 2210 Tooling & Fixturing	4
GSTP 2230 Barrelling & Chambering	4
GSTP 2233 Polishing & Blueing	3
GSTP 2267 1 Piece Stockmaking	3
GSTP 2269 2 Piece Stockmaking	3
GSTP 2270 Shotgunsmithing	3
GSTP 2280 Riflesmithing	4
GSTP 2239 Metalsmithing	2
<b>Total Diploma Credits</b>	<b>36</b>
<b>Total Gunsmithing and Firearms Technology Program Credits</b>	<b>68</b>

\*A student must attain a grade of 'C' or better in designated (\*) courses and final cumulative GPA of 2.0 or higher to graduate.

Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.

## ROBOTICS/AUTOMATION



### Program Information

The Robotics/Automation program is designed to prepare students for working with today's advanced industrial, medical, and mobile robotics systems. Students will be engaged in exciting hands-on projects to learn how robots operate and interact with their environment and other support technology.

The program is geared towards providing technical expertise to both students wanting to work with industrial robotics and automation and those wanting to establish a foundation of understanding in medical and mobile robotics technology.

Pine Technical College's program utilizes state of the art robotic equipment for hands-on learning. Students will learn robot safety, industrial robot programming and control, as well as the fundamentals of the mechanical, electrical, sensing, and computer systems integrated into today's automated work cells.

Specific core courses are designed to allow the student to focus their education on their desired field through customized project selection.

### Program Learning Outcomes

Upon successful completion of the Robotics/Automation program, students will be able to:

#### Operation and Safety

- Safely and efficiently start-up, shut down, operate, troubleshoot, and optimize the operation of robotic automated systems.

#### Quality Principles and Practices

- Analyze and apply specific troubleshooting knowledge and technology in the areas of electrical, mechanical, software and program code.

#### Robotics Automation Technology

- Use technical documents to assemble, install, troubleshoot, and repair automated systems.

#### Applied Engineering/Math Skills

- Select and apply knowledge of mathematics, science, and technology to problems that require the application of principles and applied procedures or methodologies.

# ROBOTICS/AUTOMATION

## Ethics/ Interpersonal Skills

- Demonstrate professional ethics: honesty, respect, teamwork, reliability and initiative when dealing with peers and supervisors.

## Communication Skills

- Apply written, oral, and graphical communication in both technical and non-technical environments.

## Transfer Opportunities

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept in transfer any A.A.S. degree into their Bachelor of Arts Individualized Studies program.

## Employment Outlook

Many companies are struggling to find technicians who know how to program, operate, maintain and repair robots and automated systems. Students completing the Robotics/Automation program will be prepared to fill these higher-wage, high-demand positions. Pine Technical College is working with advanced manufacturing companies in the region to match the needs of employers with the education students receive.

Having the fundamental skills from this program can open doors to careers working with mechanical, electronic, or computer systems in a number of different technical roles: electronics technician, machine/robot installer, machine/work cell operator, technical integrator, shop technician, technical sales, CAD designer.

## Curriculum

### Robotics/Automation AAS Degree Program

#### Required Technical Courses

CMAE 1514 Safety Awareness .....	2 (cr)
*CMAE 1550 DC Power .....	3 (cr)
*CMAE 1552 AC Power .....	3 (cr)
ETEC 1520 Introduction to Robotics .....	2 (cr)
MTTP 1241 Introduction to CAD .....	3 (cr)
*CMAE 1554 Digital Electronics .....	3 (cr)
*CMAE 1556 Analog Circuits .....	3 (cr)
ETEC 1541 Mechanical Systems .....	3 (cr)
ETEC 2520 Robotics Controllers .....	3 (cr)
ETEC 2522 Fluid Power .....	3 (cr)
*CMAE 1558 Motor Controls .....	3 (cr)
ETEC 2524 Robotic Operations .....	3 (cr)
ETEC 2542 Motor Control II .....	3 (cr)
ETEC 2543 Programmable Logic Controllers .....	3 (cr)
ETEC 2545 Networking Systems .....	2 (cr)
ETEC 2550 Advanced Robotics .....	4 (cr)
ETEC 2552 Robotics Capstone Project .....	3 (cr)
Technical Electives .....	4 (cr)
<b>Total Technical Credits .....</b>	<b>53</b>

#### General Education Courses

ENGL 1276 College Composition or .....	4 (cr)
ENGL 1277 Technical Communications	
MATH 1260 College Algebra .....	3 (cr)
PHYS 1250 College Physics I .....	4 (cr)
MN Transfer from Goal Areas 5-10 .....	4 (cr)
<b>Total General Education Credits .....</b>	<b>15</b>
<b>Total A.A.S. Credits .....</b>	<b>68</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. A student must attain a final cumulative GPA of 2.0 or higher to graduate. The requirements of this program are subject to change without notice.*

*\*Lab Component; for registering for CMAE courses and information regarding the lab component SEE ADVISOR.*

# ADVANCED MANUFACTURING



## Program Information

This sequence of Certificate to Diploma to Associate in Applied Science Degree program is designed to provide students with the skills necessary to gain employment in the manufacturing industry. The program will focus on skills used in a modern machine shop. Machinist math, blueprint reading, conventional machine tool theory and lab, an introduction to Computer Numerical Control (CNC) and Computer-Aided Design (CAD) are covered in the first year. The second year offers specialized training in Computer-Aided Manufacturing (CAM) systems, quality concepts and CNC theory and procedures.

## Program Learning Outcomes

Students completing the program options will demonstrate:

### Basic Machining/Safety

- Display organizational skills in set up and safe operation of conventional machine tools.

### Quality Principles and Practices

- Understand quality philosophies fostering the concept of continuous improvement

and perform accurate measurements to insure parts meet specifications in the production of precision components.

### Computer Numeric Control (CNC) Machining

- Program and use computer aided design/computer aided manufacturing (CAD/CAM) computer systems to create tool paths for producing a product using computerized mills and lathes.

### Applied Engineering/Math Skills

- Apply technical knowledge to read and interpret blueprints; solve math and technical problems. Understand and seek out more than one approach to a problem or process by applying technical knowledge.

### Ethics/ Interpersonal Skills

- Demonstrate professional ethics: honesty, respect, teamwork, reliability and initiative when dealing with peers and supervisors.

### Communication Skills

- Professionally communicate and interact with others in a variety of settings.

### Life Long Learning

- Understand and recognize the need to en-

# COMPUTER CONTROLLED PRECISION MANUFACTURING EMPHASIS

gage in lifelong learning.

## Transfer Opportunities

The University of Minnesota Crookston will accept in transfer the 60 credits from the Advanced Manufacturing Technology – Computer Controlled Precision Manufacturing AAS into their Bachelor of Manufacturing Management program.

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept in transfer any A.A.S. degree into their Bachelor of Arts Individualized Studies program.

Bemidji State University will accept in transfer credits from the Advanced Manufacturing Technology program into their Bachelor of Applied Science in Applied Engineering.

## Employment Outlook

CNC Machinists produce precision parts using computer-controlled lathes and milling centers. They set up and operate a variety of machine tools using their knowledge of the working properties of metals. They observe the machines during operations and make adjustments to the machine and computer controls to correct errors or improve performance. Most CNC Machinists work in small machining shops or in manufacturing firms that produce durable goods such as metalworking and industrial machinery, aircraft parts, medical equipment, motor vehicles, or parts and components for manufactured products.

Potential positions include: CNC Machine Tool Operator, Machinist, CNC Set-up, and CNC Programmers.

CNC Machinist positions are some of the most highly skilled and highly paid jobs in manufacturing. The Bureau of Labor Statistics reports a significant number of job openings are available and will continue to be available due the need to replace workers who retire or move to jobs outside of the industry. Graduates with specialized training are the best candidates to be trained for the high-skilled jobs of twenty-first century manufacturing.

## Curriculum

### Precision Machining Certificate (28 credits)

#### Required Technical Courses

COCP 1201 Microsoft Office Basics .....	2 (cr)
*MTTP 1208 Measuring Tools .....	1 (cr)
*MTTP 1220 Blueprint Reading I .....	2 (cr)
MTTP 1241 Introduction to CAD .....	3 (cr)
*MTTP 1245 Machining Fundamentals I .....	4 (cr)
MTTP 1256 Applied Machining Theory .....	3 (cr)
MTTP 1262 Blueprint Reading II .....	2 (cr)
*MTTP 1265 Machining Fundamentals II .....	4 (cr)
MTTP 1279 CNC Set-up & Operate .....	5 (cr)
MTTP 2263 Quality in Manufacturing .....	2 (cr)
<b>Total Certificate Credits .....</b>	<b>28</b>

### Computer Controlled Precision Machining Diploma (17 additional credits)

#### General Education Courses

ENGL 1276 College Composition or	
ENGL 1277 Technical Communications .....	4 (cr)

#### Required Technical Courses

GSTP 1235 Heat Treating & Metallurgy .....	1 (cr)
MTTP 1261 Introduction to CAM .....	2 (cr)
MTTP 1277 Machining Processes .....	2 (cr)
MTTP 2255 CNC Programming .....	5 (cr)
MTTP 2260 Cutting Tool Technology .....	1 (cr)
Technical Electives .....	2 (cr)
<b>Total Diploma Credits .....</b>	<b>45</b>

### Computer Controlled Precision Manufacturing Associate in Applied Science Degree (15 additional credits)

#### General Education Courses

MATH 1260 College Algebra .....	3 (cr)
MN Transfer Goal #1 Communication .....	3 (cr)
MN Transfer General Education Electives .....	6 (cr)

#### Required Technical Courses

MTTP 2290 Manufacturing Capstone Project or	
MTTP 2268 Machining Internship .....	3 (cr)
<b>Total A.A.S. Credits .....</b>	<b>60</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

*A student must attain a grade of 'C' or better in designated (\*) courses and final cumulative GPA of 2.0 or higher to graduate. The requirements of this program are subject to change without notice.*

# ADVANCED MANUFACTURING TECHNOLOGY



## Program Information

This advanced Certificate program is designed for graduates of the Computer Controlled Precision Machining Diploma program and provides the student with additional machining skills and training in the technologies of rapid prototyping and the reverse engineering of conceptualized parts and/or tooling.

The program involves creating physical models of parts and structures; although many models are still manufactured using conventional machine tools today, advances in CAD software and rapid prototyping allow the production of three-dimensional (3D) physical models to be built directly from computer models.

Upon completion of the program, students will be competent in manufacturing a functional mechanism, model, and a proper material part from a rough sketch, physical rough prototype, or a CAD-developed prototype. Additionally, students enjoy training and working in one of the most advanced prototyping facilities in area.

Applicants for this program must have com-

pleted the

Computer Controlled Precision Machining Diploma program or gain approval from the instructor based on validated industry experience.

## Program Outcomes

Advanced Manufacturing Technology – Program Outcomes for Certificate (common core to all emphases):

Students completing the program options will demonstrate:

### Basic Machining/Safety

- Display organizational skills in set up and safe operation of conventional machine tools.

### Quality Principles and Practices

- Understand quality philosophies fostering the concept of continuous improvement and perform accurate measurements to insure parts meet specifications in the production of precision components.

### Applied Engineering/Math Skills

- Apply technical knowledge to read and interpret blueprints; solve math and tech-

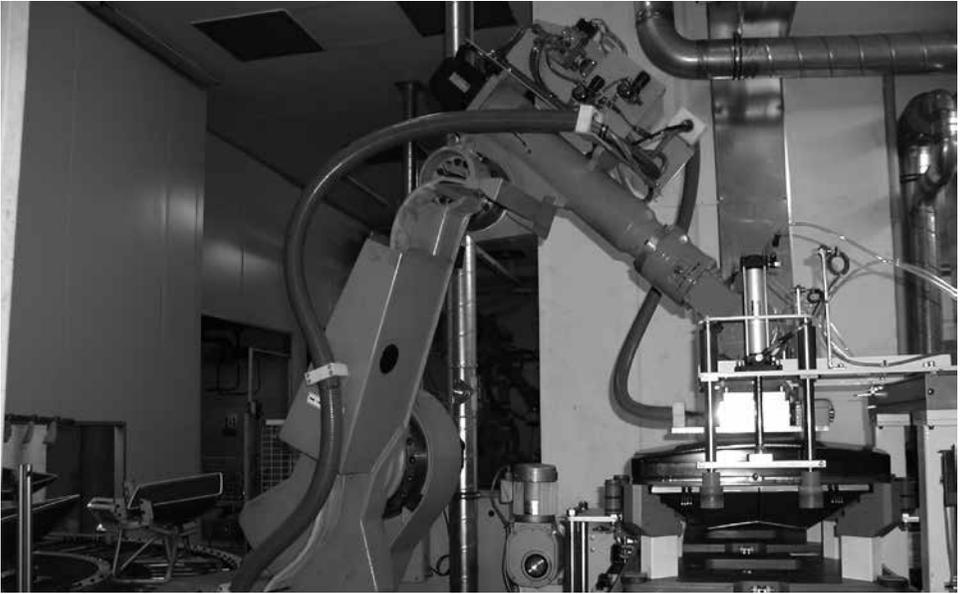
# PROTOTYPING AND REVERSE ENGINEERING

nical problems. Understand and seek out more than one approach to a problem or process by applying technical knowledge.

## Curriculum

MFGT 2200 Inspection Methods for Manufacturing	3 (cr)
MFGT 2202 Advanced Computer-Aided Design	2 (cr)
MFGT 2208 Advanced Computer-Aided Manufacturing	2 (cr)
MFGT 2210 Reverse Engineering	5 (cr)
MFGT 2212 Prototyping	4 (cr)
<b>Total Certificate Credits</b>	<b>16 (cr)</b>

# ADVANCED MANUFACTURING TECHNOLOGY



## Program Information

The Robotics Emphasis Program prepares students for a career working in both machining and robotics. The precision machining certificate provides the fundamental understanding of machining that will allow students to operate manual and CNC machining equipment. The Robotics Diploma will add to that the fundamental understanding needed to assist in the operation, troubleshooting, and setup of robotic workcells. The AAS degree will round out the student's education by providing skills they can apply to be effective as part of modern manufacturing organizations.

## Program Learning Outcomes

Students completing the program options will demonstrate:

### Basic Machining/Safety

- Display organizational skills in set up and safe operation of conventional machine tools.

### Quality Principles and Practices

- Understand quality philosophies fostering the concept of continuous improvement

and perform accurate measurements to insure parts meet specifications in the production of precision components.

### Robotics Technology

- Apply knowledge and skills to safely operate robotic operations.

### Applied Engineering/Math Skills

- Apply technical knowledge to read and interpret blueprints; solve math and technical problems. Understand and seek out more than one approach to a problem or process by applying technical knowledge.

### Ethics/ Interpersonal Skills

- Demonstrate professional ethics: honesty, respect, teamwork, reliability and initiative when dealing with peers and supervisors.

### Communication Skills

- Professionally communicate and interact with others in a variety of settings.

### Life Long Learning

- Understand and recognize the need to engage in lifelong learning.

# ROBOTICS EMPHASIS

## Transfer Opportunities

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept into to transfer any A.A.S. degree into their Bachelor of Arts Individualized Studies program.

## Employment Outlook

Today's manufacturers are looking to reduce cost and improve part quality by integrating robotic workcells in higher volume machining operations. Students with a background in both machining and robotics will be able to fill positions in these companies.

## Curriculum

### Advanced Manufacturing Technology -Robotics Emphasis Program

#### Precision Machining Certificate (28 credits)

##### Required Technical Courses

COCP 1201 Microsoft Office Basics .....	2 (cr)
*MTTP 1208 Measuring Tools .....	1 (cr)
*MTTP 1220 Blueprint Reading I .....	2 (cr)
MTTP 1241 Introduction to CAD .....	3 (cr)
*MTTP 1245 Machining Fundamentals I .....	4 (cr)
MTTP 1256 Applied Machining Theory .....	3 (cr)
MTTP 1262 Blueprint Reading II .....	2 (cr)
*MTTP 1265 Machining Fundamentals II .....	4 (cr)
MTTP 1279 CNC Set-up & Operate .....	5 (cr)
MTTP 2263 Quality in Manufacturing .....	2 (cr)
<b>Certificate Total Credits .....</b>	<b>28</b>

#### Robotics Diploma (17 additional credits)

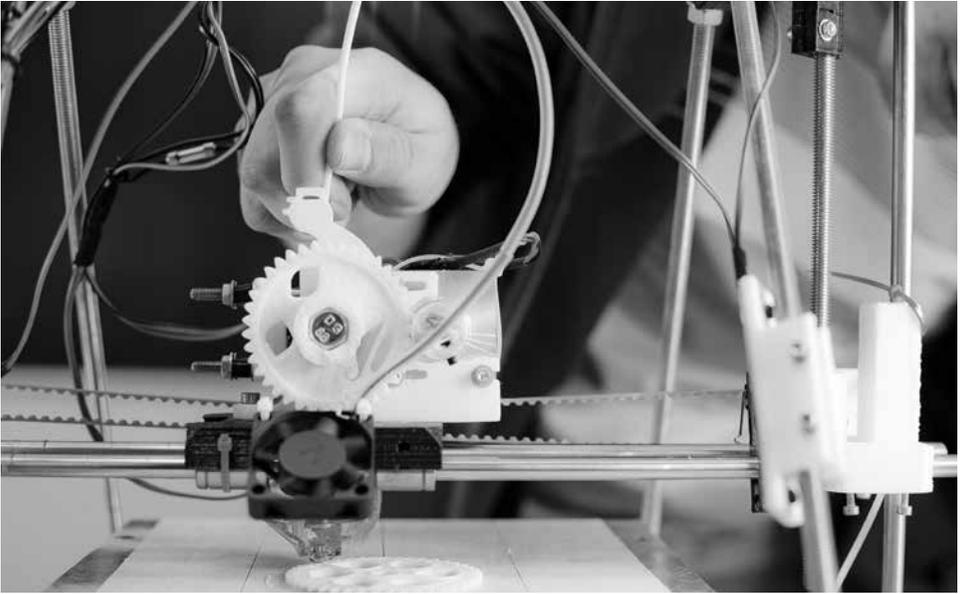
CMAE 1550 DC Power .....	3 (cr)
CMAE 1552 AC Power .....	3 (cr)
CMAE 1556 Analog Circuits .....	3 (cr)
ETEC 1520 Introduction to Robotics .....	2 (cr)
ETEC 2520 Robotics Controls .....	3 (cr)
ETEC 2524 Robotic Operations .....	3 (cr)
<b>Total Diploma Credits .....</b>	<b>45</b>

#### Robotics AAS Degree (15 additional credits)

##### General Education Courses

ENGL 1276 College Composition or .....	4 (cr)
ENGL 1277 Technical Communications	
MATH 1260 College Algebra .....	3 (cr)
MN Transfer Goal #1 communication .....	3 (cr)
MN Transfer General Education Electives from	
Goal areas 2-3 or 6-10 .....	5 (cr)
<b>Total A.A.S. Credits .....</b>	<b>60</b>

# PLASTICS TECHNOLOGY



## Program Information

Plastics Technicians are needed for the demands of the rapidly growing and exciting plastics industry. These demands include the set-up, processing and operation of plastic processing equipment. Products manufactured by the plastics industry range from simple articles like bottles and cups to highly intricate molded parts for the automotive, packaging, computer, consumer products, electronic, and medical industries. There is a high demand for trained technicians that are able to setup and process and troubleshoot injection molding machines, auxiliary equipment and molds to produce the highest quality products possible for their customers. PTC's plastics technology program offers extensive hands on laboratory experience using state of the art industrial scale molding machines equipped with computers and robotic arms.

This sequence of programs offers students the options of a Certificate, Diploma, or an Associate in Applied Science Degree, preparing students for productive, technical careers in the plastics. The technical curriculum is built upon a firm understanding of

mathematics, chemistry, materials science, material behavior, troubleshooting and processing of thermoplastics. We have a program that gives students credit for prior experience and learning. On-line training with interactive training software in some areas is also offered.

## Program Learning Outcomes

Upon successful completion of the Plastics Technology program at the AAS level, students will be able to

### Operation and Safety

- Safely and efficiently start-up, shut down, operate, troubleshoot, and optimize the operation of common plastic processing machines.

### Quality Principles and Practices

- Properly perform standard tests, common in the plastics industry, to identify unknown plastic materials and determine their important physical properties using standard industry test methods.
- Establish a production intent process and troubleshoot various defects.

# PLASTICS TECHNOLOGY

## Plastics Technology

- Select and apply the knowledge, techniques, skills, and tools of the discipline to plastics processing.

## Applied Engineering/Math Skills

- Select and apply knowledge of mathematics, science, and technology to problems that require the application of principles and applied procedures or methodologies.

## Ethics/ Interpersonal Skills

- Demonstrate professional ethics: honesty, respect, teamwork, reliability and initiative when dealing with peers and supervisors.

## Communication Skills

- Apply written, oral, and graphical communication in both technical and non-technical environments.

At the Certificate Level, students will be able to

## Operation and Safety

- Safely and efficiently start-up, shut down, operate, troubleshoot, and optimize the operation of common plastic processing machines.

## Quality Principles and Practices

- Establish a production intent process and troubleshoot various defects.

## Ethics/ Interpersonal Skills

- Demonstrate professional ethics: honesty, respect, teamwork, reliability and initiative when dealing with peers and supervisors.

Students will be introduced to the other outcomes and developing emerging skills.

## Transfer Opportunities

Bemidji State University will accept in transfer credits from the Advanced Manufacturing Technology program into their Bachelor of Applied Science in Applied Engineering.

## Employment Outlook

PTC's Plastics Technology Program prepares students to become a valuable and integral part of the plastics field which is one of the fastest growing industries in the United

States. Throughout Minnesota there is a tremendous demand in the plastics industry for the technical qualifications of the graduates of PTC's plastics technology program. In our commitment to prepare students for stable, long term careers PTC is working with 17 advanced manufacturing companies in north central Minnesota to match the needs of employers with the training students receive. The program covers many of the skills that employers are looking for such as set-up, processing, trouble shooting, quality control, service and safety.

## Curriculum

### Plastic Production Certificate 18 credits

#### Required Technical Courses

CMAE 1502	Technical Mathematics or	
MATH 1251	Technical Math	3 (cr)
CMAE 1506	Introduction to Computer Applications or	
COCOP 1201	Microsoft Office Basics	2 (cr)
CMAE 1510	Print Reading or	
MTTP 1220	Blueprint Reading I	2 (cr)
CMAE 1514	Safety Awareness	2 (cr)
CMAE 1518	MSSC Manufacturing Processes & Production 2	2 (cr)
CMAE 1522	SSC Quality Practice & Measurement	2 (cr)
CMAE 1526	MSSC Maintenance Awareness	2 (cr)
PLST 1248	Introduction to Plastic Molding	3 (cr)
<b>Total Certificate Credits</b>		<b>18</b>

### Plastic Technology Diploma (27 additional credits)

#### Required Technical Courses

PLST 1500	Fundamentals of Plastics/Chemistry/ Ingredients	4 (cr)
PLST 1510	Properties and Tests of Selected Plastics	4 (cr)
PLST 1520	Injection Molding Process I	4 (cr)
PLST 1530	Injection Molding Process II	4 (cr)
PLST 1540	Extrusion Molding Processes	4 (cr)
PLST 1550	Electrical/Hydraulics for Plastics Processing	3 (cr)
PLST 1560	Capstone/Internship	4 (cr)
<b>Total Diploma Credits</b>		<b>45</b>

### Plastic Technology Associate in Applied Science Degree (15 additional credits)

#### General Education Courses

ENGL 1276	College Composition or	
ENGL 1277	Technical Communications	4 (cr)
MATH 1258	Applied Geometry	3 (cr)
MATH 1260	College Algebra	3 (cr)
General Education Electives		5 (cr)
<b>Total A.A.S Credits</b>		<b>60</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

## ASSOCIATE DEGREE IN NURSING MOBILITY



### Program Information

PTC's Nursing Mobility program is offered for licensed practical nurses (LPNs) who desire to pursue an Associate of Science Degree in Nursing to become a registered nurse (RN). With an A.S. in Nursing, students are eligible to apply to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN) to become a Registered Nurse (RN).

The A.S. Degree in Nursing program provides a broad foundation in nursing and the more general healthcare sciences, which is necessary for preparing professional nurses capable of practicing in a competent and responsible fashion as informed citizens in a dynamic and diverse society. The curriculum prepares graduates to function as practitioners in acute and long-term care, community settings, home care, and other nontraditional settings, as well as provides a foundation for leadership positions and further study (for those who plan to pursue a B.S.N.) Graduates will be competent in meeting the current and future health needs of society.

### Program Learning Outcomes

Upon completion, the graduate will be able to:

1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings (NLN)
  - a. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs (Quality Safety Education in Nursing (QSEN))
2. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context (NLN)
  - a. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN)
  - b. Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN)
  - c. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN)

# ASSOCIATE DEGREE IN NURSING MOBILITY

3. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context (NLN)

a. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (QSEN)

4. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN)

a. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN)

## Certifications

A.S. in Nursing, students are eligible to apply to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN) to become a Registered Nurse (RN).

## Transfer Opportunities

PTC has two universities in which articulated agreements for transfer to Bachelor completion programs are in place. Students wishing to continue their education can transfer into Bethel University or Moorhead State University. Both programs are degree completion programs and will accept the credits from PTC. Other schools may accept the credits and degree into the Bachelor completion programs, however they transfer work and evaluation will need to be completed by the institution.

## Employment Outlook

RNs with Associate Degrees are typically employed in hospitals, clinics, hospice care, long-term care, and assisted living facilities. RNs constitute the largest healthcare occupation, with 2.6 million jobs, and about 60 percent of RN jobs in the U.S. are in hospitals. About eight percent of jobs are held in

offices of physicians; five percent in home healthcare services; five percent in nursing care facilities; and, three percent in employment services. The remainder of work is mostly in government agencies, social assistance agencies, and educational services. It is estimated, now through 2018, hundreds of thousands of job openings for RNs will result from the need to replace experienced nurses who leave the occupation.

## Curriculum

*Prior to admission to NURS courses, students must complete the following 28 credits of required general education courses with no substitutions accepted.*

General Education Courses	Credits
BIOL 1250 General Biology	4 (cr)
BIOL 1255 Microbiology	3 (cr)
BIOL 1260 Anatomy and Physiology I	4 (cr)
BIOL 1270 Anatomy and Physiology II	4 (cr)
ENGL 1276 College Composition	4 (cr)
PHIL 1220 Human Ethics	3 (cr)
PSYC 1200 Introduction to Psychology	3 (cr)
PSYC 1250 Lifespan Development	3 (cr)
The following additional General Education (MN Transfer) credits may be completed prior to or in conjunction with the NURS courses:	
Must include two credits from any MnTC goal area.	2 (cr)
<b>Total General Education Credits:</b>	<b>.30</b>

*Prerequisites before or at the time of completing the internal application*

- Current Licensed Practical Nurse license
- Documentation of current Health Care Provider CPR course
- Completion of required Criminal Background Check
- Clinical site physical/immunizations

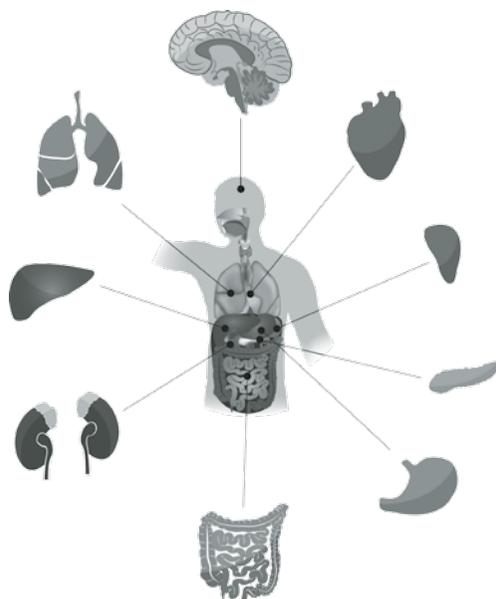
*Internal application and acceptance to this portion of the program is required prior to taking the NURS courses.*

### Required Technical Courses

NURS 2923 Role Transition: LPN to Professional Nurse 2	(cr)
NURS 2924 Professional Nursing Theory I	3 (cr)
NURS 2925 Professional Nursing Lab I	3 (cr)
NURS 2922 Professional Nursing Practicum I	4 (cr)
NURS 2930 Professional Nursing Leadership and Management	4 (cr)
NURS 2935 Professional Nursing Theory II	4 (cr)
NURS 2936 Professional Nursing Practicum II	4 (cr)
LPN students will be awarded advanced standing nursing credits	6 (cr)
<b>Total A.S. Credits:</b>	<b>.60</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. A student must attain a grade of 'C' or better in ALL courses and a final cumulative GPA of 2.0 or higher to graduate. The requirements of this program are subject to change without notice.*

## HEALTH SCIENCE - BROAD FIELD



### Program Information

The A.S. Degree in Health Sciences —Broad Field at PTC is a comprehensive, 60-credit Degree including focused coursework in the sciences along with general education courses.

The program provides a solid foundation of science courses to prepare students seeking careers in the medical field; moreover, it acts as a springboard to more specialized health-care or science-based careers.

After completion of the program (or partial completion), graduates should plan to transfer to another institution and pursue a more focused area in the sciences or health care field to study and earn additional certificates, diplomas, or degrees in a specialized area.

### Program Learning Outcome

Communication Skills:

- Use proper written and oral communication skills in a variety of situations

Critical Thinking Skills:

- Demonstrate effective critical thinking skills to solve a variety of problems.

Mathematical Skills:

- Demonstrate practical problem solving using algebraic principles
- Apply descriptive and inferential statistical methodologies

Lifelong Learning:

- Prepare for continued study in health science fields

Cultural Awareness:

- Examine and evaluate the varied human condition through cultural, social, psychological, and philosophical perspectives

Biological Science Skills:

- Examine cellular biology and genetics, human anatomy, physiology, and nutrition, and the role microorganisms play in our environment
- Apply the general principles of organic and inorganic chemistry to human health and everyday life
- Develop sound decision-making skills through studying essential social, psychological, scientific, and humanistic frame-

## HEALTH SCIENCE - BROAD FIELD

works

### Transfer Opportunities

Health Science —Broad Field students should plan to build upon the degree with additional, focused education and training in a specific medical arena, as the A.S. Degree is not designed to stand alone. The program is intended for the student who wishes to transfer for more focused training in a particular health-related or science-based specialty, such as: Exercise and Rehabilitative Sciences; Athletic Training; Physical Therapy; Prosthetic Technology; Diagnostic Medical Sonography; Nursing; Radiologic Technology; Surgical Technology, and more.

We are part of an agreement entered into between Bemidji State University, Minnesota State University Moorhead, St. Cloud State University, Southwest Minnesota State University, Minnesota State University, Mankato, Metropolitan State University, Winona State University and System colleges approved to offer the Associate in Science Health Sciences Broad Field degree program. The agreement facilitates credit transfer and provides a smooth transition from one related program to another. To complete a health sciences baccalaureate degree program, credits from the Health Sciences Broad Field, AS degree program will transfer to university programs listed below according to terms of this agreement.

Health Sciences Broad Field, AS, articulates to the following related university programs: Bemidji State University, including but not limited to:

- Community Health
- Exercise Science
- Nursing (limited seats available on a competitive basis)

Metropolitan State University, including but not limited to:

- Nursing (limited seats available on a competitive basis)

Minnesota State University, Mankato, including but not limited to:

- Communication Disorders

- Foods and Nutrition
- Dental Hygiene (limited seats available on a competitive basis)
- Therapeutic Recreation
- Dietetics
- Nursing (limited seats available on a competitive basis)
- Corrections
- Psychology
- Health Science
- Social Work

Minnesota State University Moorhead, including but not limited to:

- Health Education
- Exercise Science
- Community Health
- Curriculum

### Associate of Science (60 credits)

General Education Core	Credits	MnTC Goal Area
BIOL 1217 Nutrition and Wellness	3	(Goal 10)
ENGL 1276 College Composition	4	(Goal 1)
MATH 1260 College Algebra	3	(Goal 4)
MATH 1265 Elementary Statistics	3	(Goal 4)
PHIL 1220 Human Ethics	3	(Goal 6 and 9)
PSYC 1200 Introduction to Psychology	3	(Goal 5)
SOCI 1200 Introduction to Sociology	3	(Goal 5 and 7)
SPCH 1250 Intercultural Communications 3	3	(Goal 1 and 7)
Additional General Education Electives	3	(Suggested: Goal Area 8 to complete MN Transfer)
<b>General Education Core Total</b>	<b>28</b>	

#### Science Core

BIOL 1250 General Biology	4	(Goal 3)
BIOL 1255 Microbiology	3	(Goal 3)
BIOL 1260 Anatomy & Physiology I	4	(Goal 3)
BIOL 1270 Anatomy & Physiology II	4	(Goal 3)
CHEM 1250 Principles of Chemistry I	4	(Goal 3)
CHEM 1251 Principles of Chemistry II	4	(Goal 3)
PSYC 1250 Lifespan Development	3	(Goal 7)
<b>Science Core Total</b>	<b>26</b>	

Free Electives (can include Technical Credits)	6
<b>A.S. Degree Total Credits</b>	<b>60</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

## HEALTHCARE PRE-PROFESSIONAL



### Program Information

This certificate would be beneficial for any student planning to obtain a healthcare related degree. It can be completed in one year. (Components of this certificate are required or highly recommended for the Medical Assistant and Practical Nursing programs.)

### Program Learning Outcomes

- Collaborate as part of a team in a healthcare setting to apply learned skills in caring for a client.
- Demonstrate a caring and empathetic approach in providing safe and therapeutic care to the healthcare client.
- Utilize effective communication with healthcare clients.
- Integrate holistic care for the healthcare client.
- Apply critical thinking skills to perform assigned healthcare delivery tasks.

### Certifications

Individuals wishing to work in Minnesota as a Nursing Assistant must successfully complete the Nursing Assistant State Competency Exam in Minnesota. Students successfully completing this exam are placed on the MN State Nursing Assistant registry operated by the Minnesota Department of Health. Students wishing to work as a Nursing Assistant in Wisconsin must complete a 120+ hour course (HEOP 1262 and HEOP 1266) in order to transfer the MN registry to WI. This course is offered at the college and can be substituted for HCCC 1210, HCCC1215 and HCCC 1220 with prior permission.

### Employment Outlook

The Employment outlook for this program is specific to the Nursing Assistant certificate which is completed following successful passing of the Nursing Assistant State Competency Exam in Minnesota. Residents of other states must check with the regulatory board for the state to determine eligibility to work as a Nursing Assistant. This position is in high demand. Students upon completion of the test out will work in skilled nursing care facilities, assisted living facilities, home

## HEALTHCARE PRE-PROFESSIONAL

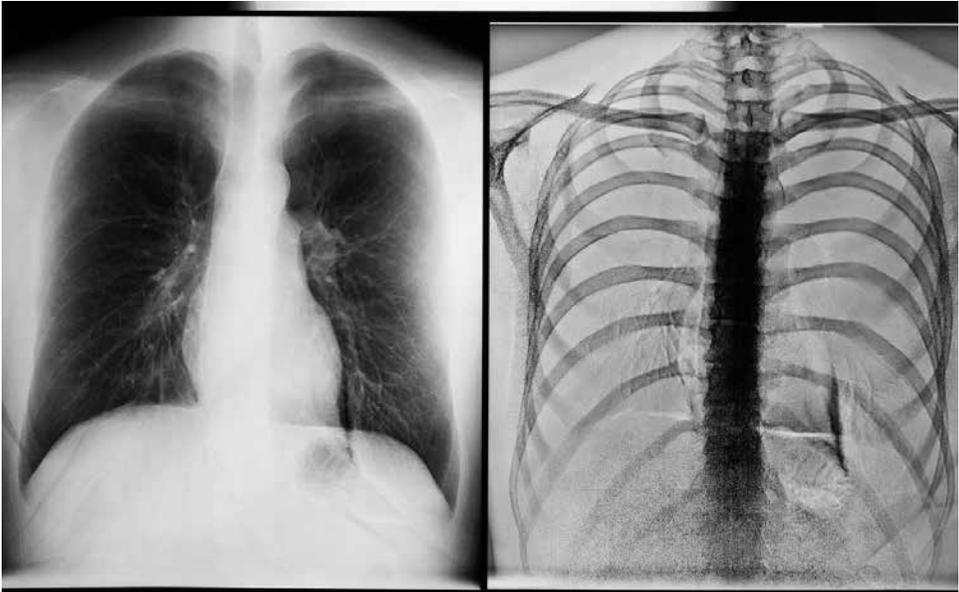
care agencies and group home facilities.

### Curriculum

HCCC 1215 Introduction to Health Careers I	2 (cr)
HCCC 1220 Introduction to Health Careers II	2 (cr)
HCCC 1210 Nursing Assistant Skills	2 (cr)
MEDA 1001 Advanced Medical Terminology	1 (cr)
MEDA 1501 Pharmacology	3 (cr)
HPPC 1000 Medical Dosages	1 (cr)
HPPC 1010 Trained Medication Aide	3 (cr)
MEDA 1101 Administrative Procedures I	4 (cr)
Elective Credits	3 (cr)
<b>Total Certificate Credits</b>	<b>21</b>

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

## LIMITED SCOPE X-RAY MACHINE OPERATOR



### Program Information

Limited Scope X-Ray Machine Operators (LXMO) may perform radiographic exams at physicians' offices, chiropractic offices, urgent care facilities, clinics, and in hospitals. Limited Scope X-Ray Machine Operators prepare patients for exams, explain procedures, give clear instructions during the exam, and practice standards that ensure the highest level of radiation protection and safe operation of the X-ray machine.

Limited Scope X-Ray Machine Operators must have excellent communication skills and "soft skills" to elicit patient data and explain radiographic procedures. They must be mentally prepared to work with critically ill patients, trustworthy for maintaining patient privacy, and detail-oriented for record-keeping. Upon completion of the certificate program, individuals are eligible to sit for the ARRT (American Registry of Radiologic Technologists) to earn their LXMO certification. LXMO certification means an individual has acquired the necessary training, has taken and passed the Limited Scope ARRT test, and received approval from the State. They are limited by the type of X-rays

they are permitted to take; for example, Limited Scope X-Ray Machine Operators who have taken and passed the Limited Scope ARRT extremity module may perform X-rays only on extremities. Radiologic technologists are not limited and can perform a larger array of imaging, which includes modalities like computed tomography (CT).

Courses in Limited Scope X-Ray Machine Operation include English communications, biology, and radiology technology and diagnostic imaging. All core, technical courses are delivered in an online format.

### Program Learning Outcomes

Quality Principles and Practices

- Understand core modules of x-ray practice including the chest, extremities, skull/facial bones and spine.

Applied Radiology Skills

- Apply technical knowledge to perform a simulated x-ray exam; solve technical issues and provide for patient and coworker safety. Understand and seek out more than one approach to a problem or process by applying technical knowledge.

# LIMITED SCOPE X-RAY MACHINE OPERATOR

## Communication Skills

- Professionally communicate and interact with individuals and groups in a variety of healthcare settings.

## Certifications

Upon completion of the certificate program, individuals are eligible to sit for the ARRT (American Registry of Radiologic Technologists) to earn their LXMO certification. LXMO certification means an individual has acquired the necessary training, has taken and passed the Limited Scope ARRT test, and received approval from the State. They are limited by the type of X-rays they are permitted to take; for example, Limited Scope X-Machine Operators who have taken and passed the Limited Scope ARRT extremity module may perform X-rays only on extremities. Radiologic technologists are not limited and can perform a larger array of imaging, which includes modalities like computed tomography (CT).

## Employment Outlook

As the American population ages and creates demand for medical services, Limited Scope X-Ray Operators will experience faster than average job growth, according to the Bureau of Labor Statistics. The American Society of Radiologic Technologists reports that Limited Scope X-Ray Operators can earn between \$36,918 and \$48,331, depending on experience.

## Curriculum

### Certificate 16 Credits

#### Required General Education Courses

BIOL 1240	Health and Disease in the Human Body	.4(cr)
ENGL 1276	College Composition	4 (cr)

#### Required Technical Courses

LXMO 1101	Introduction to Radiology for the Limited X-Ray Machine Operator	3 (cr)
LXMO 1201	Anatomy and Positioning for the Limited X-Ray Machine Operator	3 (cr)
LXMO 1301	Clinical Observation and Exam Preparation	2 (cr)
Total Certificate Credits		16

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*

# MEDICAL ASSISTANT



## Program Information

The Medical Assistant program prepares students to perform administrative and clinical tasks to keep the offices of physicians, podiatrists, chiropractors, and other health practitioners running smoothly. Designed with flexibility in mind, coursework includes Phlebotomy and Electrocardiography (EKG/ECG) training, as the duties of Medical Assistants vary from office to office, depending on the location and size of the practice and the practitioner's specialty.

This degree program includes courses covering anatomy, physiology, and medical terminology, as well as keyboarding, transcription, record keeping, accounting, and insurance processing.

Students learn laboratory techniques, clinical and diagnostic procedures, pharmaceutical principals, the administration of medications, and first aid. They study office practices, patient relations, medical law, and ethics.

## Program Learning Outcomes

Upon Completion of Pine Technical College Medical Assistant Program students will be able to

- Competently perform as entry level medical assistants in the cognitive (learning), psychomotor (skills), and affective (behavior) learning domains
- Demonstrate professional behaviors and attitudes consistent with the delivery of safe, ethical, legal and compassionate care
- Integrate strong oral, verbal and interpersonal communication skills in the health care environment
- Utilize technology literacy skills required to perform medical assistant duties
- Perform entry level medical assisting skills within a medical assistant scope of practice

## Certifications

Students will be prepared to sit for a national certification exam upon the completion of the coursework.

# MEDICAL ASSISTANT

## Employment Outlook

Medical Assistants held about 483,600 jobs in 2008. About 62 percent worked in offices of physicians; 13 percent worked in public and private hospitals, including inpatient and outpatient facilities; and 11 percent worked in offices of other health practitioners, such as chiropractors and optometrists. Most of the remainder worked in other healthcare industries, such as outpatient care centers and nursing and residential care facilities.

Employment opportunities for medical assistants are expected to grow by 34 percent now through 2018, representing much faster growth than average, compared to other industries.

## Curriculum

### Associate of Applied Science (60 credits)

#### Required for program:

Current Health Care Professional CPR  
Cleared MN/WI State Background check

#### General Education Credits

ENGL 1276 College Composition

OR

ENGL 1277 Technical Communication . . . . . 4 (cr)

BIOL 1240 Health and Disease in Human Biology. . 4 (cr)

PSYC 1200 Introduction to Psychology  
(anytime during program) . . . . . 3 (cr)

PSYC 1250 Lifespan Development  
(anytime during program) . . . . . 3 (cr)

SPCH 1250 Intercultural Communications

OR

PHIL 1271 Critical Thinking Skills in Modern Society  
(anytime during program) . . . . . 3 (cr)

**General Education Total Credits. . . . .17**

#### Technical Courses

HCCC 1215 Introduction to Health Careers I . . . . . 2 (cr)

HCCC 1220 Introduction to Health Careers II . . . . . 2 (cr)

MEDA 1001 Advanced Medical Terminology . . . . . 1 (cr)

MEDA 1101 Administrative Procedures I . . . . . 4 (cr)

MEDA 1201 Clinical Procedures I . . . . . 5 (cr)

MEDA 1301 Laboratory Procedures I . . . . . 4 (cr)

MEDA 1401 Electrocardiography – EKG/ECG . . . . . 2 (cr)

MEDA 1501 Pharmacology . . . . . 3 (cr)

MEDA 2101 Administrative Procedures II . . . . . 3 (cr)

MEDA 2201 Clinical Procedures II . . . . . 5 (cr)

MEDA 2301 Laboratory Procedures II . . . . . 4 (cr)

MEDA 2400 Practicum . . . . . 7 (cr)

MEDA 2500 Certification Exam Review . . . . . 1 (cr)

**Total Technical Credits . . . . .43**

**Total A.A.S. Credits . . . . .60**

*Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.*



Commission on Accreditation  
of Allied Health Education Programs

The Pine Technical College Medical Assisting A.A.S. degree program is accredited by the Commission on Accreditation of Health Sciences Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Educators Review Board (MAERB).

Commission on Accreditation of  
Health Sciences Programs

1361 Park Street  
Clearwater, FL 33756  
Phone: 727-210-2350

## NURSING ASSISTANT



### Information About working as a Nursing Assistant

Nursing Assistants (NAs), sometimes called Nurses' Aides, Patient Care Technicians, and/or Home Health Aides, work under the supervision of a nurse and help patients with daily living tasks. NAs are vital to daily operations in hospitals and nursing care facilities and are often considered "front-line" health-care workers. Becoming an NA is an excellent way to launch a healthcare career; in fact, many Licensed Practical Nurses (LPNs) and Registered Nurses (RNs) find their start as NAs. NA training requires just a few weeks of time and provides the information and skills needed to become a Certified Nursing Assistant (CNA), delivering care and support for residents and patients in nursing communities and hospitals.

### Training to become a Nursing Assistant

State requirements for nurse assistant certification differ from state to state, and PTC offers two training options to accommodate the needs of students wishing to work in Minnesota and/or Wisconsin. Both training options include classroom instruction in

anatomy and physiology, nutrition, and basic nursing skills. Students also gain hands-on experience within the "lab" portion of training.

### To work as a CNA in Minnesota

The State of Minnesota requires CNAs to have a minimum of 75 hours of training with a minimum of 16 hours of supervised, hands-on experience. PTC courses meeting these requirements include:

- HEOP 1241, Nurse Assistant (2)
- HEOP 1242, Nurse Assistant Clinical Lab (1)

### To work as a CNA in Wisconsin

The State of Wisconsin requires CNAs to have a minimum of 120 hours of training, split between classroom study and at least 32 hours of hands-on, clinical training. PTC courses meeting these requirements include:

- HEOP 1262, Nursing Assistant (5)
- HEOP 1266, Nursing Clinical (1)

**Confident in your skills? Just want to “test out?”**

The Nursing Assistant Competency Exam is offered to qualified candidates seeking placement on the Minnesota Department of Health Registry, as required for employment in most nursing homes in the State of Minnesota. The exam includes a written portion and a hands-on demonstration of nursing assistant skills.

**Employment Outlook**

As the population ages, job opportunities for CNAs are excellent, according to the Bureau of Labor Statistics. CNAs will work closely with patients and are responsible for basic care services such as checking patients' vital signs; feeding, grooming and bathing patients; assisting nurses with medical equipment and conveying vital information on patient conditions to nurses. CNAs work in hospitals, nursing care facilities, and community care facilities for the elderly. The median annual salary for CNAs is \$21,000–\$34,600.

## PRACTICAL NURSING



### Program Information

The Practical Nursing Diploma program prepares students to provide nursing care under the direction of a registered nurse or physician. The program emphasizes ethical and cultural sensitivities which all healthcare professionals must exercise, as well as facilitates students in becoming safe, conscientious healthcare professionals committed to excellence and responsibility. Areas of preparation include: scope of practice; ethical and legal considerations; communication; nursing skills; interpersonal/team building skills; problem solving; and, health education/professional growth.

The diploma program prepares students to take the National Council Licensure Exam for the Practical Nurse (NCLEX-PN) upon successful completion of classroom and clinical coursework. Clinical experiences are scheduled in a variety of settings across the region.

The diploma program is designed with flexibility in mind; the program fulfills a prerequisite for the A.S. Degree in Nursing.

### Program Learning Outcomes

#### Human Flourishing

1. Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself and members of the health care team (National League for Nursing (NLN)).

a. Demonstrate effective communication (National Association for Practical Nurse Education Services (NAPNES) while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs (NAPNES) of individual (Scope of Practice (SOP) patients across the lifespan.

#### Nursing Judgment

1. Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context (NLN).

a. Utilize evidence based nursing judgment when prioritizing care, implementing interventions, (SOP); and promotion the health (NLN) of individual patients across the lifespan.

b. Recognize and report changes and responses to interventions to a registered nurse or the appropriate licensed health care provider while providing a safe environment for patients, self and others (SOP).

c. Utilize information technology in the health care setting (NAPNES).

d. Manage care through planning, organizing (NAPNES) or assigning aspects of care to Unlicensed Assistive Personnel (UAP) and licensed practical nurse under the direction of a registered nurse or other licensed health care provider (SOP).

#### Professional Identity

1. Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team (National League for Nursing (NLN)).

a. Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent practical nurse (NAPNES).

b. Participate as a member of the inter-professional team collaborating and communicating with other health care

# PRACTICAL NURSING



providers to promote safe, quality, patient centered care (SOP).

### Spirit of Inquiry

1. Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences (NLN).

- a. Participate in quality improvement by providing input into the development of policies and procedures (SOP) and effectively using resources to achieve patient outcomes (NAPNES).

### Certifications

The diploma program prepares students to take the National Council Licensure Exam for the Practical Nurse (NCLEX-PN) upon successful completion of classroom and clinical coursework. Once students have successfully completed the NCLEX-PN exam they may apply for licensure in the state of Minnesota. Licensure in other states is dependent on the states requirements.

### Transfer Opportunities

Minnesota State Statue requires any Associate Degree nursing program to accept a portion of technical credits from a Practical Nurse program for students wishing to continue their degree. Students must refer to the school in which they are enrolling in to determine eligibility and transfer requirements.

### Employment Outlook

Licensed Practical Nurses are valuable members of the health care team meeting the basic physical, emotional, social, and spiritual needs of patients. Licensed practical nurses help fill the nursing needs of many community healthcare agencies including long-term care and assisted living facilities, hospitals, clinics, home care, and public health agencies. Nursing continues to have a critical shortage of workers as the U.S. population ages. Licensed practical nurses play a crucial role in meeting the healthcare needs of our population, and the outlook for employment is very strong. The best job opportunities will occur in nursing care facilities and home health care services, while applicants for jobs in hospitals may face competition.

### Curriculum

*Students who enroll are conditionally accepted until preliminary coursework and acceptance criteria have been met. All courses must be successfully completed with a grade of "C" or better. \*Please note approved substitution list for preliminary courses.*

#### \*Accepted Substitutes:

For BIOL 1240 Health & Disease in Human Body (all 3 courses listed below)

- BIOL 1250 General Biology I
- BIOL 1260 Anatomy and Physiology I
- BIOL 1270 Anatomy and Physiology II

General Education Courses	.....	Credits
BIOL 1240* Health and Disease in the Human Body	.....	4 (cr)
ENGL 1276 College Composition	.....	4 (cr)
<b>Subtotal General Education Credits</b>	.....	<b>8</b>

*Application and acceptance to this portion of the program is required prior to taking the PRSG courses.*

Required Technical Courses	.....	Credits
PRSG 1100 Foundations of Practical Nursing	.....	4 (cr)
PRSG 1200 Nursing Care of the Adult Theory I	.....	4 (cr)
MEDA 1501 Pharmacology	.....	3 (cr)
PRSG 1400 Psychosocial Nursing Care	.....	1 (cr)
PRSG 1500 Clinical Lab I	.....	4 (cr)
PRSG 2100 Nursing Care of the Adult Theory II	.....	4 (cr)
PRSG 2200 Human Development across the Lifespan	.....	2 (cr)
PRSG 2300 Nursing Care of Women/Infants/Children	.....	3 (cr)
PRSG 2400 Transition to Practice	.....	1 (cr)
PRSG 2500 Practical Nurse Leadership Skills	.....	2 (cr)
PRSG 2600 Clinical Lab II	.....	4 (cr)
Subtotal General Education Credits	.....	8
Required Technical Credits	.....	32
Total Diploma Credits	.....	40

Developmental courses may be required depending on educational background and/or assessment scores. Developmental courses do not fulfill graduation requirements and are required as prerequisites for some courses. The requirements of this program are subject to change without notice.

## ADDITIONAL CREDENTIALS FOR HEALTHCARE PROGRAMS

*The following are additional credentials that may be added to any of the healthcare careers at PTC.*

### Phlebotomy

Phlebotomists perform a variety of duties such as drawing blood from a patient's finger, heel, or vein, processing of specimens, and clerical duties on a variety of patients. This credential is open to those seeking to enter the healthcare field.

Already-licensed healthcare providers (such as Licensed Practical Nurses, Registered Nurses, and/or Emergency Medical Technicians) can take the four-credit Laboratory Procedures II course to bolster their blood-drawing skills. Medical Assistant students at Pine Technical College have these skills embedded in their program.

Course topics include equipment and procedures for blood collection by venipuncture and capillary punctures. Students will learn basic anatomy and physiology of the circulatory system, specimen handling, clinical relevance of laboratory tests, safety, liability, and professional ethics.

### Certifications

There is not a specific certification with this credential.

### Employment Outlook

On average, the field is predicted to grow by 10 percent, now through 2018. Phlebotomists work in hospitals, clinics, blood donation sites, and for on-site blood testing agencies.

### Curriculum

MEDA 2301 Laboratory Procedures II ..... 4 (cr)  
**Total credential credits** ..... 4

### Electrocardiography (EKG/ECG)

The Electrocardiography (EKG/ECG) credential prepares already-licensed healthcare providers such as Licensed Practical Nurses or Registered Nurses to use EKG/ECG monitors to assist physicians to diagnose and treat heart ailments. Course topics include medical ethics, anatomy of the heart and patient safety.

### Certifications

There is not a specific certification with this credential.

### Employment Outlook

Employers are always looking for flexible, multi-skilled employees. With an EKG/ECG credential, healthcare providers are able to work in hospitals, doctor offices, clinics and for insurance companies.

### Curriculum

MEDA 1401 Electrocardiography – EKG/ECG ..... 2 (cr)  
 MEDA 1450 Electrocardiography – EKG/ECG II ..... 1 (cr)  
**Total credential credits** ..... 3

### Trained Medication Aide

A Trained Medication Aide (TMA) distributes patient medications in nursing homes, schools, correctional facilities, or other non-hospital, assisted living facilities for the physically or mentally disabled. TMAs are directly supervised by doctors, Licensed Practical Nurses (LPNs), Registered Nurses (RNs), or other licensed caretakers. They typically assist patients in properly taking oral, topical, or intravenous prescriptions in correct dosages, as well as adhering to strict medical regimens. TMAs also may supervise patients to ensure they do not have any adverse reactions after taking their medications.

### Certifications

Completion of the course with a passing grade of C or better on the transcript is necessary for employers to hire individuals as a TMA. There is not a specific certification with this credential.

### Employment Outlook

The need for TMAs in nursing homes, schools, correctional facilities, or other non-hospital, assisted living facilities for the physically or mentally disabled is in demand.

### Curriculum

HEOP 1270, Trained Medication Aide for Unlicensed Personnel (4)  
**Total credential credits** ..... 4

# INDIVIDUALIZED STUDIES

## Program Description

The purpose of the individualized studies degree is to provide students with the opportunity to specialize in two or more academic areas. As more industry partners and students identify niche needs and skills, these flexible degree options provide the rigor and focus needed for individual student's career goals that are not represented in other degree offerings. This flexible degree program requires consultation with an industry representative and Pine Technical College faculty to assist in course selection for a coherent program of study that meets industry needs.

## Transfer Opportunities

The College of Individualized Studies at Metropolitan State University has developed an articulation agreement that will accept in transfer any A.A.S. or A.S. degree into their Bachelor of Arts Individualized Studies program.

## Curriculum

A student who in consultation with the student's advisor determines an unusually specialized program is appropriate to meet the student's career goals will work with the advisor to plan an individualized studies program that reflects the student's professional and personal goals. After the initial consultation, the student will construct with an advisor, other faculty, and industry representatives a degree plan that meets both the requirements of MnSCU's "Design Criteria for Undergraduate Individualized Programs" policy and Pine Technical College's requirements for a degree

Once the required procedures are completed, the degree plan will be filed with the Registrar.

### Procedure:

- The following are the procedures for an individualized studies degree:
- The student will contact his/her advisor with a preliminary plan for degree development
- In consultation with the student, the advisor will identify other possible faculty and/or industry representatives to further assist the student in degree planning
- The advisor will assist the student in the development of the proposal; the proposal must include justification for specialization and a list of courses which meet the individualized studies degree requirement
- The student will obtain the approval and signature of the Department Chair from each department the student lists courses for the proposed degree and from involved industry partners
- After obtaining the Department Chair(s) signature(s), the student will obtain the approval and signature of the Chief Academic Officer

## Diploma 45 credits

Curriculum Design

- Multidisciplinary: Minimum of 9 credits required in at least 2 unrelated areas of study
- Interdisciplinary: Minimum of 9 credits in at least 2 thematically related areas of study
- Intradisciplinary: Minimum of 32 credits from one area of study

## A.A.S. 60 credits

Curriculum Design

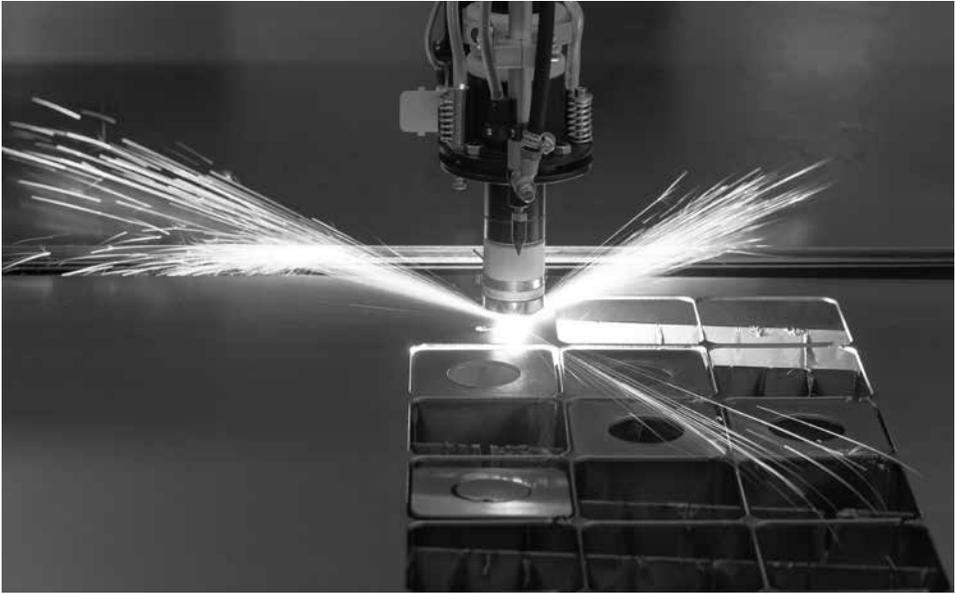
- Multidisciplinary: Minimum of 9 credits required in at least 2 unrelated areas of study
- Interdisciplinary: Minimum of 9 credits in at least 2 thematically related areas of study
- Intradisciplinary: Minimum of 32 credits from one area of study

## A.S. 60 credits

Curriculum Design

- Multidisciplinary: Minimum of 9 credits required in at least 2 unrelated areas of study
- Interdisciplinary: Minimum of 9 credits in at least 2 thematically related areas of study
- Intradisciplinary: Not applicable; requirements defined by the articulation agreement

## 360° MANUFACTURING &amp; APPLIED ENGINEERING



### 360° Manufacturing and Applied Engineering ATE Regional Center of Excellence

360° allows students to develop the skills and knowledge students need for a high-tech, creative rewarding career in manufacturing and applied engineering. This unique consortium builds a career pipeline for advanced manufacturing. Right now, 360° offers online certificates in:

- Production Technologist
- Machine Technologist
- Automation technologies
- Welding technology
- \*Future awards, pending AASC and MnS-CU approval, to include a Diploma in Machining & Automation and a Degree in Applied Engineering Technology

These unique programs integrate traditional classroom learning with partial on-site lab work for the online delivery of courses, which prepares individuals for a career, instead of just an entry-level job. The 360° consortium of two-year colleges and a four-year university provides a unique ability to

implement seamless career pathways from secondary to two-year college to a four-year university. The online and partial onsite delivery option is available for all Certificates, Future Diploma, and Future Degrees. The certificates create a stackable credential that allows students the cohesive and seamless transfer into Bemidji State University Bachelor of Applied Science – Applied Engineering and Technology programs.

These programs give students:

**A technical foundation.** One that helps you understand new and emerging technologies—and prepares you for technologies that haven't even been invented yet.

**Problem solving skills.** Qualities that make you invaluable to your employer—now and into the future.

**Practice being creative.** Future innovation will require out-of-the-box thinking from a creative, technical workforce.

**Accessibility.** Programs are offered predominantly online (some lab courses require partial on-site lab work) so students are able to continue their education while working in

**360° MANUFACTURING & APPLIED ENGINEERING**

their current profession.

For more information regarding career pathways, program and transfer options, and certificate and course descriptions, please visit: [www.360mn.org](http://www.360mn.org).

**Production Technologies**

This certificate is embedded into and provides a basic skill foundation for three additional certificates: (Automation Technologies, Machine Technology, and Welding Technology):

CMAE 1502 Technical Mathematics	.....3(cr)
CMAE 1506 Introduction to Computer Applications	.2(cr)
CMAE 1510 Print Reading	.....2(cr)
CMAE 1514 MSSC Safety	.....2(cr)
CMAE 1518 MSSC Manufacturing Processes & Production	.....2(cr)
CMAE 1522 MSSC Quality Practice & Measurement	.2(cr)
CMAE 1526 MSSC Maintenance Awareness	.....2(cr)
*CMAE 1528 Career Success Skills	.....(1cr)
<b>Total Credits (Currently)</b>	<b>.....15</b>
<b>*Total Credits (Proposed)</b>	<b>.....16</b>

(\*Note: Addition of CMAE 1528 beginning Fall 2014 increases from 15 to 16 total credits to complete the award pending Academic Affairs and Standards Council Approval)

**Automation Technologies**

CMAE 1502 Technical Mathematics	.....3(cr)
CMAE 1506 Introduction to Computer Applications	.....2(cr)
CMAE 1510 Print Reading	.....2(cr)
CMAE 1514 MSSC Safety	.....2(cr)
CMAE 1518 MSSC Manufacturing Processes & Production	.....2(cr)
CMAE 1522 MSSC Quality Practice & Measurement	.2(cr)
CMAE 1526 MSSC Maintenance Awareness	.....2(cr)
CMAE 1550 DC Power	.....3(cr)
CMAE 1552 AC Power	.....3(cr)
CMAE 1554 Digital Electronics	.....3(cr)
CMAE 1556 Analog Circuits	.....3(cr)
CMAE 1558 Motor Controls	.....3(cr)
<b>Total Graduation Requirement</b>	<b>..... 30 Credits</b>

**Machine Technology**

CMAE 1502 Technical Mathematics	.....3(cr)
CMAE 1506 Introduction to Computer Applications	.2(cr)
CMAE 1510 Print Reading	.....2(cr)
CMAE 1514 MSSC Safety	.....2(cr)
CMAE 1518 MSSC Manufacturing Processes & Production	2(cr)
CMAE 1522 MSSC Quality Practice & Measurement	..2(cr)
CMAE 1526 MSSC Maintenance Awareness	.....2(cr)
CMAE 1530 Machining Math	.....2(cr)
CMAE 1532 Machine Tool Print Reading	.....2(cr)
CMAE 1534 Machine Tool Technology Theory	.....2(cr)
CMAE 1536 Machine Tool Technology Lab I	.....2(cr)
CMAE 1538 Machine Tool Technology Lab II	.....2(cr)

CMAE 1540 Introduction to CNC	.....3(cr)
CMAE 1542 Geometric Dimensioning & Tolerancing	2(cr)
<b>Total Graduation Requirement</b>	<b>..... 30 Credits</b>

**Welding Technology**

CMAE 1502 Technical Mathematics	.....3(cr)
CMAE 1506 Introduction to Computer Applications	.2(cr)
CMAE 1510 Print Reading	.....2(cr)
CMAE 1514 MSSC Safety	.....2(cr)
CMAE 1518 MSSC Manufacturing Processes & Production	2(cr)
CMAE 1522 MSSC Quality Practice & Measurement	..2(cr)
CMAE 1526 MSSC Maintenance Awareness	.....2(cr)
CMAE 1560 Interpreting Symbols	.....2(cr)
CMAE 1562 Oxy Fuel	.....3(cr)
CMAE 1564 SMAW	.....3(cr)
CMAE 1566 GMAW/FCAW	.....3(cr)
CMAE 1568 GTAW	.....3(cr)
CMAE 1570 Metallurgy and Mechanical Properties of Mat.	.....1(cr)
<b>Total Graduation Requirement</b>	<b>..... 30 Credits</b>

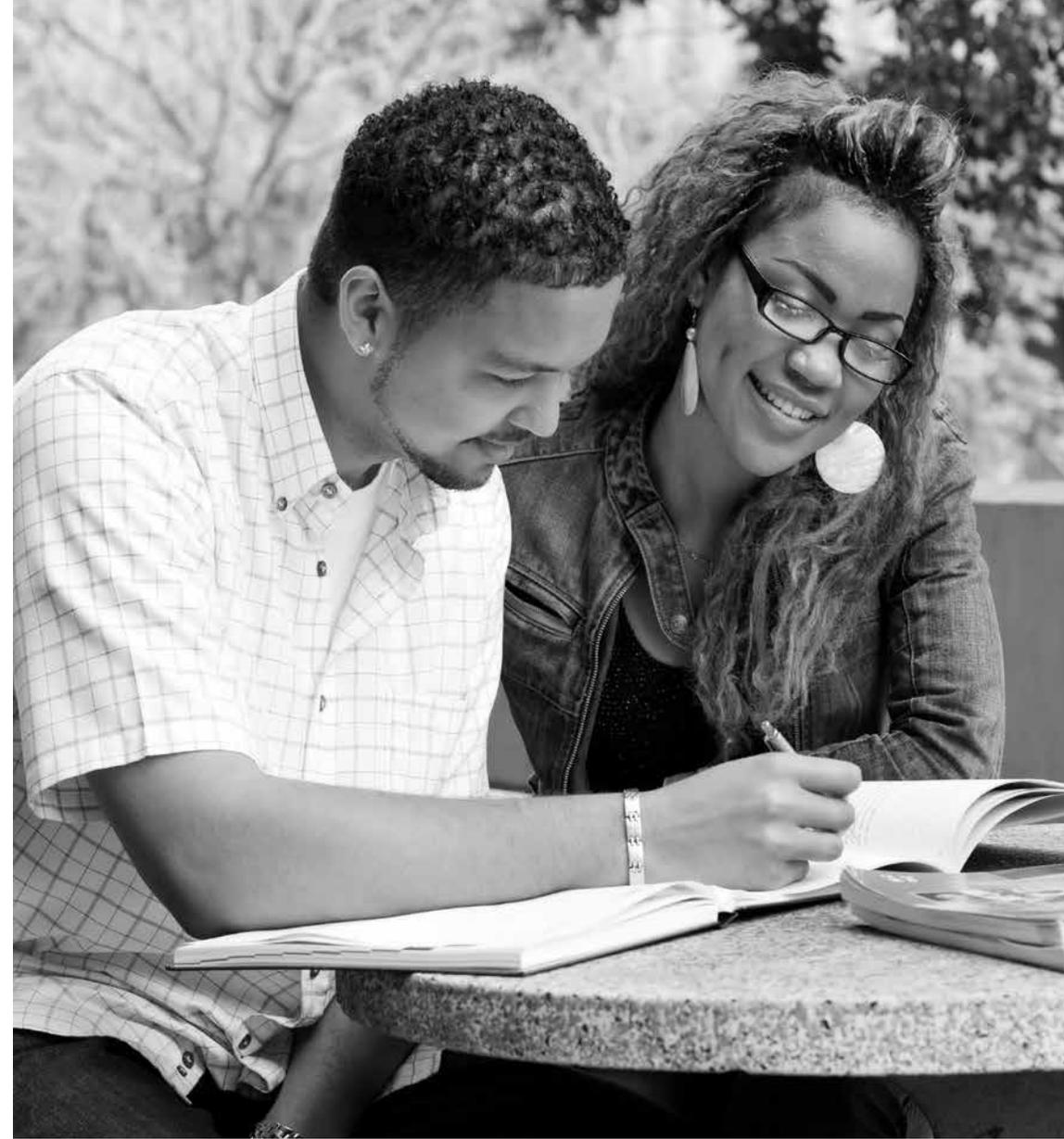
**\*CMAE 1528 Career Success Skills (1cr)**

**Total 15 Credits (Currently)**

**\*Total 16 Credits (Proposed)**

**\*Note(Addition of CMAE 1528 beginning Fall 2014 increase from 15 to 16 total credits to complete the award pending Academic Affairs and Standards Council Approval)**





## COURSE DESCRIPTIONS



## Accounting

### ACCP 1201 Business Law

#### Credits: 3

Prerequisite: READ 0210 or placement determined by assessment

Co-Requisite: none

This course introduces students to the fundamentals of the court and legal system. Topics students will explore include property law, contracts, uniform commercial code, agency, employer/employee relationships and negotiable instruments. In addition, students will study the legal aspects of the different forms of business partnership, corporations and legal liability companies

Transfer Curriculum Goal(s): none

### ACCP 1210 Principles of Accounting I

#### Credits: 4

Prerequisite: READ 0210 or placement determined by assessment

Co-Requisite: none

This course is an introduction to the fundamental accounting concepts and principles used to analyze and record business transactions. Students will explore accounting as an information system. Topics covered Generally Accepted Accounting Principles (GAAP) and their implication on business transactions, the accounting cycle including adjusting and closing entries, the preparation of financial statements for both a service and merchandising business, inventory cost flow methods, internal control, and valuation of receivables.

Transfer Curriculum Goal(s): none

### ACCP 1216 Payroll Accounting

#### Credits: 3

Prerequisite: READ 0210 or placement determined by assessment

Co-Requisite: none

This course covers the various state and federal laws pertaining to the computation and payment of salaries and wages. Topics include preparation of employment records, payroll registers, time cards, employee earnings records, and state and federal reports.

Transfer Curriculum Goal(s): none

### ACCP 1231 Business Math

#### Credits: 3

Prerequisite: MATH 0201 or placement determined by assessment

Co-Requisite: none

This course covers the application of mathematical functions to the solution of business problems using a 10-key calculator. The course is designed to provide a balance between the conceptual understanding of the terminology and rules of math and their application to personal and business related prob-

lems.

Transfer Curriculum Goal(s): none

### ACCP 1252 Principles of Accounting II

#### Credits: 4

Prerequisite: ACCP 1210 (with a "C" or better)

Co-Requisite: none

This course covers fixed and intangible assets, current liabilities, payroll, partnership and corporate capital structures, long-term debt and capital stock transactions, cash flow activities, and analysis of accounting information.

Transfer Curriculum Goal(s): none

### ACCP 1258 Computerized Spreadsheets

#### Credits: 2

Prerequisite: COCP 1201

Co-Requisite: none

This course instructs students in the theories and practical applications using current spreadsheet software program. Topics include creation and formatting of spreadsheets and charts, solving problems using absolute and relative references in formulas, working with financial tools and functions, connecting to external data, performing what-if analysis, working with tables, PivotTables, and PivotCharts, and managing multiple worksheets and workbooks.

Transfer Curriculum Goal(s): none

### ACCP 1260 Computerized Accounting

#### Credits: 3

Prerequisite: COCP 120, ACCP1210

Co-Requisite: none

This course is an introduction to computerized accounting applications and software used in business today. Topics include general ledger accounting, payroll, accounts receivable, accounts payable, and inventory.

Transfer Curriculum Goal(s): none

### ACCP 2250 Intermediate Accounting I

#### Credits: 4

Prerequisite: ACCP1252 ( with a "C" or better)

Co-Requisite: none

This course covers the objectives of financial reporting; the role of the FASB and its primary activities; a review of the processing and reporting of financial data; preparation of the financial statements and the analysis of the statements; and the operating activities of a business.

Transfer Curriculum Goal(s): none

### ACCP 2260 Cost Accounting I

#### Credits: 4

Prerequisite: ACCP 1210

Co-Requisite: ACCP 1252

This course covers accounting for materials, labor, and factory overhead in a manufacturing entity. Topics include the accountant's role in cost accounting, cost terms and purpose, cost-volume analysis, job costing, activity based costing and management, master and flexible budgets, inventory costing and capacity analysis, cost behavior, decision making and relevant information, and pricing decisions and cost management.

Transfer Curriculum Goal(s): none

### ACCP 2265 Income Taxes

#### Credits: 3

Prerequisite: Reading 0210 or placement determined by assessment

Co-Requisite: none

This course provides an explanation and interpretation of the Internal Revenue Code as applied to individual and business tax returns. Topics include filing requirements, filing status, gross income, inclusions and exclusions, business income and expenses, itemized deductions and other incentives, credits and special taxes, accounting periods and methods, capital gains and losses, withholding, estimated taxes, and payroll taxes, partnership taxation, corporate income tax, and tax administration and planning.

Transfer Curriculum Goal(s): none

### ACCP 2290 Accounting Comprehensive Review

#### Credits: 3

Prerequisite: ACCP 1216, ACCP2250

Co-Requisite: ACCP 2260 Cost Accounting

This course serves as a capstone course covering financial accounting, business law, managerial accounting, taxation, and ethics. It is also designed to prepare the student for the Accredited Business Accountant/Advisor (ABA) examination, administered by the Accreditation Council for Accountancy and Taxation (ACAT). ACAT is an affiliate of the National Society of Accountants. This course should be taken in the student's last semester of residency.

Transfer Curriculum Goal(s): none

## American Studies

### AMST 1200 Popular Culture and American Social Dynamics

#### Credits: 3

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment

Co-Requisite: none

This course examines the influence of popular culture and the development of American society. Students will explore the dynamics of popular culture and its influence on and reflection of American social roles through focusing on key texts from a variety of media.  
Transfer Curriculum Goal(s): 6, 7

### **AMST 1205 Significance of the Environment in American History**

#### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment  
Co-Requisite: none

This course will explore the meaning and importance of the environment in the history of the United States. Ultimately, students will discover both the American environment's pervasive power and its contradictions. They will learn that it is through the environment that Americans have cultivated philosophical ideas like liberty, equality, and opportunity. Students will also explore the literal and figurative properties of the American landscape that have served as a rationale for exploitation, colonization, and subjugation.  
Transfer Curriculum Goal(s): 5, 10

## **Anthropology**

### **ANTH 1200 Introduction to Anthropology**

#### **Credits: 3**

Prerequisite: ENGL 0210 or placement determined by assessment  
Co-Requisite: none

This course presents students with an introduction to the discipline of anthropology, including an overview of the diversity of human culture from both biological and cultural perspectives. In addition, students will examine the four sub-disciplines of the field: cultural anthropology, linguistics, physical anthropology, and archaeology.  
Transfer Curriculum Goal(s): 5, 8

## **Art**

### **ARTS 1229 Introduction to the Visual Arts**

#### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 placement determined by assessment  
Co-Requisite: none

This course is an introduction to the essential concepts, styles, and forms of Western and non-Western visual arts, and the variety of manners in which art is understood. The students will learn the appreciation of art through studying the principles, techniques and materials of design, the popular and historical development of art, art criti-

cism and aesthetic awareness.  
Transfer Curriculum Goal(s): 6

## **Automotive**

### **ATMP 1207 Basic Electricity**

#### **Credits: 3**

Prerequisite: ENGL 0220, READ 0210, and MATH 0201 or placement by assessment score

Co-Requisite: none

This course provides students with the knowledge base for understanding basic electrical and electronic circuits, the use and recognition of standard terms and concepts, and application of Ohm's Law. The student will safely build circuits, and make tests on voltages, amperages, and resistances. The student will analyze situations based on technical information, interpret specialized vocabulary, demonstrate understanding of measurement accuracy and tolerances, and apply step-by-step procedures.

Transfer Curriculum Goal(s): none

### **ATMP 1209 Vehicle Service**

#### **Credits: 3**

Prerequisite: ENGL 0100 and READ 0100 or placement by assessment score  
Co-Requisite: none

This course covers basic principles of automotive systems, safety, hand tools, maintenance requirements, and basic automotive service procedures. Students will learn and follow correct procedures for servicing vehicles, shop safety, use of service manuals and bulletins, and interpretation of vehicle specifications. Tube flaring, fasteners bearings, seals and use of shop equipment are discussed and utilized as applied to vehicle servicing.

Transfer Curriculum Goal(s): none

### **ATMP 1212 Introduction to Automobile Technology**

#### **Credits: 3**

Prerequisite: None  
Co-Requisite: none

This course introduces students to automotive careers. Students considering the automobile technician career field will have an opportunity to explore basic skills and education needed for the automotive occupation. In addition, principles of operation for automotive systems, shop safety and use of service information are emphasized.

Transfer Curriculum Goal(s): none

### **ATMP 1219 Brakes**

#### **Credits: 3**

Prerequisite: ENGL 0220, READ 0210, and MATH 0201 or placement by assessment score

Co-Requisite: none

This course includes basic principles of brakes, hydraulic system basics, disc and drum brakes, parking brakes and power assist units. Students will diagnosis and repair various types of braking systems, including anti-lock brake systems.

Transfer Curriculum Goal(s): none

### **ATMP 1222 Air Conditioning & Heating Systems**

#### **Credits: 3**

Prerequisite: ATMP 1207, ATMP 1223  
Co-Requisite: none

This course covers theory, principles, operation, diagnosis, and repair of Air Conditioning (AC) and Heating systems. Students will learn the differences between the various AC types, the diagnosis of control door operation and malfunctions. Lab activities include recycling refrigerant, testing for sealants, testing for refrigerant type, evacuating, replacement of components, charging, and performance testing.

Transfer Curriculum Goal(s): none

### **ATMP 1223 Engine Electrical & Accessories**

#### **Credits: 6**

Prerequisite: ATMP 1207  
Co-Requisite: none

This course covers the theory and operation of engine electrical systems. The student will read electrical schematics; diagnose and repair starting, charging, ignition, and fuel systems. In addition, the student will safely diagnose and repair optional equipment and accessories.

Transfer Curriculum Goal(s): none

### **ATMP 1230 Engines**

#### **Credits: 6**

Prerequisite: ENGL 0220I, READ 0210, MATH 0210 or placement by assessment score

Co-Requisite: none

This course introduces students to the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information.

Transfer Curriculum Goal(s): none

### **ATMP 1243 Drivetrain**

#### **Credits: 3**

Prerequisite: ATMP 1223, ATMP 1230  
Co-Requisite: none

This course covers theory, operation, and repair of manual and hydraulic clutches, manual transmission, transfer

cases, transaxles, and differentials. (Prerequisites: ATMP 1209 Vehicle Service and ATMP 1230 Engines.) Offered Fall. Transfer Curriculum Goal(s): none

### **ATMP 1248 Automatic Transmissions**

#### **Credits: 6**

Prerequisite: ATMP 1223, ATMP 1230

Co-Requisite: none

This course is designed to provide students with the basic knowledge in the diagnosis and repair of the automatic transmission. The student will develop skills necessary to perform in-car automatic transmission service. In addition, students will develop an understanding of the operation and service of torque converters, planetary gear trains and hydraulic components for front and rear-wheeled drive vehicles. In-car service, as well as, removal-installation and overhaul procedures will be stressed in the lab portion of this course.

Transfer Curriculum Goal(s): none

### **ATMP 1255 Fuel Systems**

#### **Credits: 6**

Prerequisite: ATMP 1223

Co-Requisite: none

This course covers the theory and operating principles of automotive computers, sensors, and control devices for On Board Diagnostic (OBD) equipped vehicles. Students will develop skill in diagnosing, testing and correcting problems on OBD equipped vehicles. In addition, the course covers diagnosis and repair of fuel systems, including use of meters, and scan tools as well theory, operation and diagnosis of carbureted and fuel injection systems. They will use the Original Equipment Manufacturer (OEM) and generic scan tools and will document use of each scan tool during repairs.

Transfer Curriculum Goal(s): none

### **ATMP 1261 Alternative Fuels**

#### **Credits: 1**

Prerequisite: AMTP 1209

Co-Requisite: ATMP 1207; ATMP 1230

(1st half of semester prior to this course) This course explores the global impact of alternative fuels and vehicles. Students will be introduced to alternative vehicle designs. In addition, students will learn about biofuels and electric hybrid powered vehicle repair. Safety when repairing the electrical systems on electrical hybrid vehicles is emphasized.

Transfer Curriculum Goal(s): none

### **ATMP 1265 Chassis**

#### **Credits: 6**

Prerequisite: ATMP 1209, ATMP 1219

Co-Requisite: none

This course includes basic principles of operation of chassis or suspension systems and wheel alignment factors. Students will test, diagnosis, service or replace various suspension and steering systems--chassis components. After completing repairs, students will perform vehicle alignments according to manufacture instruction to be checked by instructor or designee.

Transfer Curriculum Goal(s): none

### **ATMP 1275 Wiring and Electrical Diagnosis**

#### **Credits: 3**

Prerequisite: ATMP 1223, ATMP 1230

Co-Requisite: none

This course reinforces and enhances the students' skills in automotive electrical troubleshooting. Topics include the servicing and repair techniques of chassis and electrical wiring, lights, and instruments. Additional topics include headlight aiming and how to read and interpret wiring diagrams. Students will be introduced to the use of scan tools for diagnosis of electrical malfunctions.

Transfer Curriculum Goal(s): none

### **ATMP 1281 General Shop**

#### **Credits: 4**

Prerequisite: ATMP 1223, ATMP 1265

Co-Requisite: none

This course enables students to specialize in one or more areas of automotive expertise. Students will consult with instructors to determine specialized or general repair projects. In addition, students will explore topics related to current shop practices.

Transfer Curriculum Goal(s): none

### **ATMP 1289 Scan Tools**

#### **Credits: 3**

Prerequisite: ATMP 1223

Co-Requisite: none

This course covers vehicle electronics diagnosis and repair with Original Equipment Manufacturer (OEM) and Generic Scan Tools. Students will learn the intricacies of the various scan tools and utilize them to navigate screens to diagnose multiple processors.

Transfer Curriculum Goal(s): none

## **Biology**

### **BIOL 1217 Nutrition and Wellness**

#### **Credits: 3**

Prerequisite: READ 0210, MATH 0201 or placement determined by assessment

Co-Requisite: none  
This is a multi-disciplinary course designed to focus on various aspects of

nutrition and provide a broad overview of the factors that impact personal and environmental wellness. Specifically, students will learn about energy requirements, body composition analysis, macro and micro nutrients, environmental toxicities, nutritional deficiencies, and nutrition as it relates to health and chronic disease treatment and prevention. In addition, students will explore the effects of human activity upon our society in relation to current food and environmental concerns. Topics may include environmental and nutritional implications of food processing, genetic modification, and current agricultural practices.

Transfer Curriculum Goal(s): 10

### **BIOL 1240 Health and Disease in the Human Body**

#### **Credits: 4**

Prerequisite: READ 0210, MATH 0201 or placement determined by assessment

Co-Requisite: none

This course is an introduction to human anatomy and physiology. Students will learn basic disease processes and body systems including: integumentary, skeletal, muscular, nervous system, cardiovascular system, immune system, respiratory system, urinary system, and digestive system, endocrine and reproductive systems. The laboratory component emphasizes lecture content and includes dissections and experiments in physiology.

Transfer Curriculum Goal(s): 3, 9

### **BIOL 1250 General Biology I**

#### **Credits: 4**

Prerequisite: READ 0210, MATH 0201 or placement determined by assessment

Co-Requisite: none

This course presents students with the organic chemistry of life, cellular organization in plants and animals, diversity of cells from prokaryotic to eukaryotic systems, physics and chemistry of photosynthesis, chromosomal and molecular basis of inheritance, microbiology, genetics of viruses and bacteria, and introduces basic evolutionary processes. The lab component emphasizes lecture content and application of the scientific method.

Transfer Curriculum Goal(s): 2, 3

### **BIOL 1251 General Biology II**

#### **Credits: 4**

Prerequisite: BIOL 1250

Co-Requisite: none

This course presents students with an introduction to living organisms with an emphasis on the basic mechanisms and concepts in organismal biology, ecology, and evolutionary biology. Top-

ics include taxonomy and classification of the major groups of plants and animals, structure and function, development, and behavior. The lab component emphasizes lecture content and application of the scientific method. Transfer Curriculum Goal(s): 2, 3

### **BIOL 1255 Microbiology** **Credits: 3**

Prerequisite: BIOL 1250  
Co-Requisite: none

This course presents students with the classification, structure, and function of microbes. Emphasis is on disease-causing bacteria, viruses, protozoa, and fungi, physical and chemical methods of control, microbial genetics, host defenses, and applications in medicine. The lab component focuses on basic microbiology laboratory techniques: use of the microscope for viewing microbes, staining techniques, bacterial morphology and staining patterns, preparation of media culture, and microbial identification techniques. Transfer Curriculum Goal(s): 2, 3

### **BIOL 1260 Human Anatomy and Physiology I** **Credits: 4**

Prerequisite: BIOL 1250  
Co-Requisite: none

This course introduces students to human anatomy and physiology. Students will learn tissues and body systems including: integumentary, skeletal, muscular, nervous, and endocrine systems. In addition, students will study integrated control mechanisms of physiology. The laboratory component includes dissections and experiments in physiology to emphasize lecture material. Transfer Curriculum Goal(s): 2, 3

### **BIOL 1262 Biology of Humans** **Credits: 4**

Prerequisite: READ 0210, MATH 0201 or placement determined by assessment score  
Co-Requisite: none

This course is designed for women and men, and provides a "theme based" course for learning biological concepts. Objectives include studying reproductive anatomy and physiology of both genders, studying pregnancy and fetal development, and examining issues related to reproductive biology and women's physical health. Students will examine issues including contraception, cancer, menopause, and the relationship of women to the health care system. Additional topics covered may also include ethical decision-making, medical autonomy, genetic engineer-

ing, stem cell research, use of animals in research, organ donation, the human genome project, examination of issues related to reproductive biology and women's physical health or other current critical issues. The laboratory component covers microscopy, scientific method, study of the cell, genetics, mitosis and meiosis, aspects of human anatomy and physiology and topics of reproduction. Transfer Curriculum Goal(s): 3, 9

### **BIOL 1263 Critical Issues in Human Biology** **Credits: 4**

Prerequisite: READ 0210, MATH 0201 or placement determined by assessment score  
Co-Requisite: none

This course presents students with information on critical and ethical issues related to how the human body functions. Topics such as ethical decision-making, genetic engineering, living wills, and issues related to prevention of cancer will be examined. The course will build the biological framework for understanding these dilemmas by exploring the scientific method and human body systems. Additional topics may cover medical autonomy, genetic engineering, stem cell research, use of animals in research, organ donation, the human genome project, examination of issues related to reproductive biology and women's physical health or other current critical issues. The lab component covers microscopy, scientific method, study of cell, genetics, mitosis and meiosis, aspects of human anatomy and physiology, and topics of reproduction. Transfer Curriculum Goal(s): 3, 9

### **BIOL 1270 Human Anatomy & Physiology II** **Credits: 4**

Prerequisite: BIOL 1260  
Co-Requisite: none

This course continues the study of body structure and function; incorporating principles of chemistry, biochemistry and molecular biology. Students will learn the cardiovascular, immune, respiratory, urinary, digestive, and reproductive systems. The lab component includes dissections and experiments in physiology to emphasize lecture material. This course builds on principles covered in Anatomy and Physiology I. Transfer Curriculum Goal(s): 2, 3

## **Business Technologies**

### **BTEC 1201 Microcomputer Word**

## **Processing**

### **Credits: 3**

Prerequisite: COCP 1201

Co-Requisite: none

This course uses a critical thinking and problem solving approach to instruct students how to use microcomputer word processing software. Case-based tutorials challenge students to apply what they are learning to real-life tasks, preparing them to easily transfer skills to new situations. Topics include creating, editing, and formatting a document, desktop publishing, mail merge, templates, and styles, themes, collaborating with others and creating web pages, automating work, and creating forms using advanced table techniques. Transfer Curriculum Goal(s): none

### **BTEC 1202 Presentation**

## **Technology**

### **Credits: 3**

Prerequisite: READ 0100 or placement by assessment score

Co-Requisite: none

This course incorporates the use of advanced PowerPoint techniques to deliver effective presentations. Students will use various graphics, tables, charts, transitions and other features that add to the quality of presentations. In addition, students will be introduced to other presentation and meeting software applications and will learn what is useful and what detracts from a presentation. Course activities include the evaluation and critique of presentations. Transfer Curriculum Goal(s): none

### **BTEC 1203 Office Networking**

## **Credits: 3**

Prerequisite: None

Co-Requisite: none

This course introduces students to the basic concepts of managing and maintaining a computer network. Students finishing this course will be able to provide basic first level support to users. To accomplish this, students learn about basic computer and network hardware, the workgroup and client/server networking models, creating users and setting permissions, and basic sharing of network resources. Sharing network resources includes the configuration and management of file and printer sharing. Transfer Curriculum Goal(s): none

## **Early Childhood Development**

### **CDEV 1200 Introduction to Early Childhood Education**

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement by assessment score

Co-Requisite: none

This course provides an overview of the early childhood field, including philosophies, missions, and regulations. Students will examine the roles, responsibilities and job requirements of professionals in a variety of career settings, positive communication and relationships with families.

Transfer Curriculum Goal(s): none

### **CDEV 1201 OWL - Opening the World of Learning**

**Credits: 1**

Prerequisite: Completed OWL hour based training offered via Child Care Resource and Referral Network or Minnesota Department of Education and instructor permission

Co-Requisite: none

This course provides an overview of the Opening the World of Learning (OWL) comprehensive early literacy program designed for use with preschool-age children (ages 3-5). The focus of this course is to provide educators with activities and experiences that children enjoy and that ensure the learning of academic and social skills that lead to school success. (Prerequisites: Completed OWL hour-based training offered via Child Care Resource and Referral Network or Minnesota Department of Education.) Offered on-line.

Transfer Curriculum Goal(s): none

### **CDEV 1202 Curriculum and Assessment**

**Credits: 1**

Prerequisite: Completed Selecting and Using Curriculum and Assessment in EC Settings offered via Child Care Resource and Referral Network or Minnesota Department of Education and instructor permission

Co-Requisite: none

This course provides an overview of the Opening the World of Learning (OWL) comprehensive early literacy program designed for use with preschool-age children (ages 3-5). The focus of this course is to provide educators with activities and experiences that children enjoy and that ensure the learning of academic and social skills that lead to school success. (Prerequisites: Completed OWL hour-based training offered via Child Care Resource and Referral Network or Minnesota Department of Education.) Offered on-line.

Transfer Curriculum Goal(s): none

### **CDEV 1203 Work Sampling**

**Credits: 1**

Prerequisite: Completed Work Sampling hour based training offered via Child Care Resource and Referral Network or Minnesota Department of Education and instructor permission

Co-Requisite: none

This course provides an overview of the Opening the World of Learning (OWL) comprehensive early literacy program designed for use with preschool-age children (ages 3-5). The focus of this course is to provide educators with activities and experiences that children enjoy and that ensure the learning of academic and social skills that lead to school success. (Prerequisites: Completed OWL hour-based training offered via Child Care Resource and Referral Network or Minnesota Department of Education.) Offered on-line.

Transfer Curriculum Goal(s): none

### **CDEV 1204 OUNCE**

**Credits: 1**

Prerequisite: Completed Ounce hour based training offered via Child Care Resource and Referral Network or Minnesota Department of Education and instructor permission

Co-Requisite: none

This course provides an overview of the Opening the World of Learning (OWL) comprehensive early literacy program designed for use with preschool-age children (ages 3-5). The focus of this course is to provide educators with activities and experiences that children enjoy and that ensure the learning of academic and social skills that lead to school success. (Prerequisites: Completed OWL hour-based training offered via Child Care Resource and Referral Network or Minnesota Department of Education.) Offered on-line.

Transfer Curriculum Goal(s): none

### **CDEV 1205 Not By Chance: Child Care that Supports School Readiness**

**Credits: 1**

Prerequisite: Completed Not By Chance: Child Care That Supports School Readiness hour based training offered via Child Care Resource and Referral Network or Minnesota Department of Education and instructor permission

Co-Requisite: none

This course provides an overview of the Opening the World of Learning (OWL) comprehensive early literacy program designed for use with preschool-age children (ages 3-5). The focus of this course is to provide educators with activities and experiences that children enjoy and that ensure the learning of academic and social skills that lead to school success. (Prerequisites: Completed OWL hour-based training of-

ferred via Child Care Resource and Referral Network or Minnesota Department of Education.) Offered on-line.

Transfer Curriculum Goal(s): none

### **CDEV 1206 SEEDS of Emergent Literacy**

**Credits: 1**

Prerequisite: Completed SEEDS of Emergent Literacy hour based training offered via Child Care Resource and Referral Network or Minnesota Department of Education and instructor permission

Co-Requisite: none

This course provides an overview of the Opening the World of Learning (OWL) comprehensive early literacy program designed for use with preschool-age children (ages 3-5). The focus of this course is to provide educators with activities and experiences that children enjoy and that ensure the learning of academic and social skills that lead to school success. (Prerequisites: Completed OWL hour-based training offered via Child Care Resource and Referral Network or Minnesota Department of Education.) Offered on-line.

Transfer Curriculum Goal(s): none

### **CDEV 1207 Professionalism in Early Childhood**

**Credits: 1**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course focuses on the characteristics of professionals in the field of early childhood including communication, problem solving, collaboration, ethics, relationship and team building skills. This not only benefits and builds skills for the professional, but assists that person in professionally working with families, co-workers and supervisors in early childhood programs. (Prerequisites: College level reading and writing and Instructor Permission.)

Transfer Curriculum Goal(s): none

### **CDEV 1210 Child Growth and Development**

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course provides an overview of typical and atypical child development across cultures, from prenatal through school age including physical, social, emotional, language, cognitive, aesthetic, and identity and individual development. It integrates developmental theory with appropriate practices

in a variety of early childhood care and education settings. (Prerequisites: College level reading and writing.) Offered Fall.

Transfer Curriculum Goal(s): none

### **CDEV 1215 Culturally Relevant & Anti-Biased Education**

#### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course provides an overview of culturally relevant and anti-bias education in a variety of settings. Students will examine the major approaches to culturally relevant/anti-bias education, evaluate and create anti-bias learning materials, plan and implement culturally relevant/anti-bias learning experiences, and plan a culturally relevant/anti-bias projects. (Prerequisites: College level reading and writing.) Offered Fall.

Transfer Curriculum Goal(s): none

### **CDEV 1222 Health, Safety and Nutrition**

#### **Credits: 3**

Prerequisite: None

Co-Requisite: none

This course is an introduction to the regulations, standards, policies, and procedures, prevention techniques, and early childhood curriculum related to health, safety, and nutrition. Students will identify components that ensure physical health, mental health, and safety for both children and staff, as well as the importance of collaboration with families and health professionals. A focus will be on integrating the concepts into everyday planning and program development.

Transfer Curriculum Goal(s): none

### **CDEV 1230 Positive Child Guidance**

#### **Credits: 3**

Prerequisite: None

Co-Requisite: none

11/9/11:

This course examines positive strategies to guide children's behavior in the early childhood setting. Students will examine ways to establish supportive relationships with children and guide them, in order to enhance learning, development, and well-being.

Before 11/9/11 Title: Guidance: Managing the Physical/Social Environment

This course provides an exploration of the physical and social environments that promote learning and development for young children. It includes an introduction to basic child guidance

techniques for individual and group situations. The course will emphasize problem-prevention and positive guidance strategies. Learners will apply their knowledge of the environment's role in an actual early childhood setting.

Transfer Curriculum Goal(s): none

### **CDEV 1240 Working with Diverse Families and Children**

#### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

The course examines the relationship between the educator and the child's family. Students will explore strategies to maintain an open, friendly, and cooperative relationship with families, involving families in early care and education programs and effectively conducting parent-teacher conferences. Community organizations and networks that support families will be identified. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society.

Transfer Curriculum Goal(s): none

### **CDEV 1252 Observation and Assessment**

#### **Credits: 3**

Prerequisite: CDEV 1210, CDEV 1230

Co-Requisite: none

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. The students will explore recording strategies, rating systems, multiple assessment tools and portfolios. There will be a focus on increasing objectivity in observing and interpreting children's behavior, observing developmental characteristics and increasing the awareness of normal patterns of behavior.

Transfer Curriculum Goal(s): none

### **CDEV 1270 Infant-Toddler Development and Learning**

#### **Credits: 3**

Prerequisite: CDEV 1210

Co-Requisite:

This course covers infant/toddler theory and development in home or center-based settings. Students will integrate knowledge of developmental needs, developmentally appropriate environments, effective care giving, teaching strategies and observation methods.

Transfer Curriculum Goal(s):

CDEV 1290 Special Topics

Credits:

Prerequisite: Instructor Permission; Variable Credit 1-4

Co-Requisite: none

This course provides an opportunity for students to apply knowledge and skills in an actual child care or early education setting. Students will design course goals along with the instructor on targeted areas of knowledge and skill development. Instructor Permission required. Offered On Demand.

Transfer Curriculum Goal(s): none

### **CDEV 1340 Learning Environment and Curriculum**

#### **Credits: 4**

Prerequisite: CDEV 1210, CDEV 1222, CDEV 1230

Co-Requisite: none

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine the role of the teacher in providing learning experiences to meet each child's needs, capabilities, and interests, and ways to implement the principles of developmentally appropriate practices. An overview of content areas including (but not limited to): physical/motor experiences, language and literacy, social and emotional learning, sensory learning, art and creativity, math and science will be covered.

Transfer Curriculum Goal(s): none

### **CDEV 1350 Language and Literacy Experiences**

#### **Credits: 3**

Prerequisite: CDEV 1210, CDEV 1340

Co-Requisite: none

This course provides an overview of language learning experiences in early childhood settings and a detailed study of worldwide literature/literacy experiences. Students will integrate knowledge of children's language and literacy development, learning environments and teaching strategies to select, plan, present, and evaluate language and literature experiences to children of different abilities and diverse backgrounds.

Transfer Curriculum Goal(s): none

### **CDEV 2510 Practicum I**

#### **Credits: 3**

Prerequisite: CDEV 1200, CDEV 1210, CDEV 1222, CDEV 1230, Instructor Permission

Co-Requisite:

Students demonstrate early childhood teaching competencies under guided

supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families, developmentally appropriate, child-centered, play-oriented approaches to teaching and learning, and knowledge of curriculum content areas. They design, implement, and evaluate experiences that promote positive development and learning for all young children.

Transfer Curriculum Goal(s):

### **CDEV 2530 Children with Challenging Behaviors** **Credits: 3**

Prerequisite: CDEV 1200, CDEV 1210, CDEV 1222, CDEV 1230, Instructor Permission

Co-Requisite: none

This course will help students understand children's behavior problems and challenges and identify intervention strategies to prevent and resolve problem behavior, use behavior modification effectively and design behavior plans.

Transfer Curriculum Goal(s): none

### **CDEV 2610 Organizational Leadership and Management** **Credits: 2**

Prerequisite: CDEV 1200, CDEV 1210, CDEV 1222, CDEV 1230, CDEV 1240, CDEV 1252, CDEV 2640, Instructor Permission

Co-Requisite: none

The student will discuss personal and professional reasons for becoming a teacher, ways to advocate in this profession and will develop a plan for continuous education and professional development. Students will improve skills in working with others demonstrating strategies for team building, coping with stress, problem-solving, utilizing professional ethics and procedures for evaluating staff.

Transfer Curriculum Goal(s): none

### **CDEV 2620 Children with Differing Abilities** **Credits: 3**

Prerequisite: CDEV 1210, CDEV 1222, CDEV 1230

Co-Requisite: none

This course examines the child with differing abilities in an early childhood setting. Students will integrate strategies that support diversity and anti-bias perspectives, provide inclusive programs for young children, apply legal and ethical requirements including, but not limited to ADA and IDEA, differentiate between typical and exceptional development, analyze the differing

abilities of children with physical, cognitive, health/medical, communication, and/or behavioral/emotional disorders, work collaboratively with community and professional resources, utilize an individual education plan, adapt curriculum to meet the needs of children with developmental differences, and cultivate partnerships with families who have children with developmental differences.

Transfer Curriculum Goal(s): none

### **CDEV 2640 Curriculum Planning** **Credits: 3**

Prerequisite: CDEV 1210, CDEV 1222, CDEV 1230, CDEV 1340, Instructor Permission

Co-Requisite: none

11/23/11

This course provides an advanced level exploration of curriculum planning and management skills. Students will integrate their knowledge of developmental needs, developmentally appropriate environments, practices, curricula and teaching methods to organize, implement, and evaluate quality, comprehensive curricula. Curricula models from both within and outside the United States will be explored.

Before 11/23/11 Name: Program Planning

This course provides an advanced level exploration of program planning and management skills for educators and caregivers of young children through age 12 years. Students will integrate their knowledge of developmental needs, developmentally appropriate environments, practices, curriculum and teaching methods to organize, implement, and evaluate a quality, comprehensive child care and education program plan. A number of curriculum models will be explored. Specifically, the Project Approach/Emergent Curriculum and the Reggio Emilia curriculum models will be explored in depth. (Prerequisites: CDEV 1340 Planning & Implementing Curriculum.) Offered Fall.

Transfer Curriculum Goal(s): none

### **CDEV 2810 Practicum II**

#### **Credits: 3**

Prerequisite: CDEV 2510, CDEV 1252, CDEV 2640, Instructor Permission

Co-Requisite: none

This course provides an opportunity to apply knowledge and skill in an early childhood setting. Students implement a variety of learning experiences that are developmentally appropriate for and culturally sensitive to a specific age and group of children.

Transfer Curriculum Goal(s): none

## **Chemistry**

### **CHEM 1250 Principles of Chemistry I**

#### **Credits: 4**

Prerequisite: READ 0210, MATH 0350 or placement determined by assessment score

Co-Requisite: none

This is the first course in a two-course introduction to chemistry. This course students will learn the basic concepts of chemistry including: atomic theory and structure, periodic properties of the elements, chemical bonding, the behavior of gases, liquids, solids and solutions, chemical nomenclature, chemical reactions and equations, and enthalpy changes associated with chemical reactions. Quantitative laboratory experiments will emphasize observation, organization of data, data analysis. This course is intended for students who need to fulfill a course in general chemistry for a variety of majors including liberal arts requirements, nursing, and health science.

Transfer Curriculum Goal(s): 2, 3

### **CHEM 1251 Principles of Chemistry II**

#### **Credits: 4**

Prerequisite: CHEM 1250

Co-Requisite: none

This is the second course in a two-course introduction to chemistry. In this course, students will learn the basic concepts of chemistry including: stoichiometry, chemical bonding, molecular structure, the behavior of gases, liquids, solids and solutions, chemical equilibria, chemical kinetics, chemical nomenclature, chemical reactions and equations, and an introduction to organic, polymer, and nuclear chemistry. Quantitative laboratory experiments will emphasize observation, organization of data, and data analysis.

Transfer Curriculum Goal(s): 2, 3

## **360° Production Technologies**

### **CMAE 1502 Technical Mathematics**

#### **Credits: 3**

Prerequisite: MATH 0201, READ 0100

Co-Requisite: none

This is an introductory technical math course. The course is designed for students who have basic math skills and for those who need a review of basic technical math concepts. The primary goals of this course are to help individuals acquire a solid foundation in the basic skills of math/shop algebra and geometry. This course will show

how these skills can model and solve authentic real-world problems. This is a blended on-line course utilizing Tool "U", D2L and proctored unit exams. Prerequisites: None.

Transfer Curriculum Goal(s): none

### **CMAE 1506 Introduction to Computers** **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course was designed to provide learners with a learning experience using critical-thinking and a problem solving approach. Learners will develop software concepts and practical skills they need to succeed beyond the classroom. Prerequisites: None.

Transfer Curriculum Goal(s): none

### **CMAE 1510 Print Reading** **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course will orient the student in the basic skills and abilities required for understanding prints utilized in manufacturing/industrial environment. Emphasis will be on interpretation of Geometric Dimensioning and Tolerancing symbols/principles: Alphabet of lines; Multi-view drawing (including Orthographic Projection, Isometric Views and Perspective Drawing); Title blocks; Revision systems; Identification of general/local notes; Dimensions and tolerances; Basic principles of math/geometry in relation to mechanical print reading; Interpretation of basic weld symbols; Techniques of basic shop sketching and interpretation of three-dimensional drawings, will also be discussed. Each student will have the opportunity to apply the knowledge acquired through a variety of in-class activities and external assignments. Prerequisites: None

Transfer Curriculum Goal(s): none

### **CMAE 1514 Safety** **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course is designed to align with the Manufacturing Skill Standards Council's (MSSC) assessment and certification system for Safety. The course curriculum is based upon federally-endorsed national standards for production workers. This course will introduce OSHA standards relating to personal protective equipment, HAZMAT, tool safety, confined spaces, and others. Prerequisites: None.

Transfer Curriculum Goal(s): none

### **CMAE 1518 Manufacturing**

### **Processes & Production**

**Credits: 2**

Prerequisite: None

Co-Requisite: none

This course covers measurement, precision tools, band saw theory, lathe theory, drills, and vertical milling machines.

Prerequisites: None

Transfer Curriculum Goal(s): none

### **CMAE 1522 Quality Practices** **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course covers measurement, precision tools, band saw theory, lathe theory, drills, and vertical milling machines.

Prerequisites: None

Transfer Curriculum Goal(s): none

### **CMAE 1526 Maintenance Awareness** **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course covers measurement, precision tools, band saw theory, lathe theory, drills, and vertical milling machines.

Prerequisites: None

Transfer Curriculum Goal(s): none

### **CMAE 1530 360 Degree Machining Math** **Credits: 2**

Prerequisite: CMAE 1502

Co-Requisite: none

This course is designed for students in a machine shop environment. The primary goal of this course is to help individuals acquire a solid foundation in the basic skills of math that relate directly to the machine shop and industrial manufacturing. This course will show how these skills can model and solve authentic real-world problems.

Transfer Curriculum Goal(s): none

### **CMAE 1532 Machine Tool Print Reading** **Credits: 2**

Prerequisite: CMAE 1510

Co-Requisite: none

This course covers the principles of mechanical print reading. Course includes sketching, lines, dimensioning and tolerancing, and single/multi-view drawings.

Transfer Curriculum Goal(s): none

### **CMAE 1534 Machine Tool Technology Theory** **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course will address the machining theory related to the safety and opera-

tion of basic machine tools including: drill press, vertical milling machine, engine lathe, precision and non-precision grinders, saws and precision measuring equipment. This is a blended on-line Course utilizing Tooling U and D2L.

Transfer Curriculum Goal(s): none

### **CMAE 1536 Machine Tool Technology Lab I** **Credits: 2**

Prerequisite: CMAE 1534

Co-Requirement: none

This course will address the setups and operation of a drill press, grinder, vertical milling machine, engine lathe, and saws. Machine safety, machine component identification, as well as turning, milling, sawing, bench work, drilling and single-point tool grinding projects are also included in the components listed above. In addition, students will learn the care and use of inspections and layout tools.

Transfer Curriculum Goal(s): none

### **CMAE 1538 Machine Tool Technology Lab II** **Credits: 2**

Prerequisite: CMAE 1536

Co-Requirement: none

This course will address the advanced operations of a drill press, vertical milling machine, engine lathe, surface grinder and saws. Machine safety, as well as turning, milling, sawing, drilling, and surface grinding projects are also included in the components listed above. The student will also learn the care and use of high precision measuring equipment.

Transfer Curriculum Goal(s): none

### **CMAE 1540 Introduction to CNC** **Credits: 3**

Prerequisite: None

Co-Requisite: CMAE 1536

This online course is an introduction to Computer Numeric Controlled (CNC) Machining. The focus on CNC machining centers and will include the history of CNC machining, G & M codes, programming, set-up and operating procedures.

Transfer Curriculum Goal(s): none

### **CMAE 1542 Geometric Dimensioning and Tolerancing** **Credits: 2**

Prerequisite: none

Co-Requisite: CMAE 1532

Students will engage in learning how to read prints with Geometric Dimensioning and Tolerancing applications. Each of the geometric controls will be examined so the student may determine the allowable variation in form and

size between part features. The Y 14.5 M standard will be part of the overall instruction. Using precision equipment most of the geometric controls will be inspected to print specifications.  
Transfer Curriculum Goal(s): none

### **CMAE 1550 DC Power**

#### **Credits: 3**

Prerequisite: CMAE 1502 or placement by College Algebra  
Co-Requisite: none

This course cover the basic principals in DC electric circuits including series, parallel and complex circuit analysis, Ohm's Law, meters, conductors, insulators, resistors, batteries, and magnetism. The use and understanding of test equipment for circuit analysis stressed.

Transfer Curriculum Goal(s): none

### **CMAE 1552 AC Power**

#### **Credits: 3**

Prerequisite: None  
Co-Requisite: cmae 1550

This course covers investigation of alternating current and its behavior in resistive, inductive and reactive series, parallel, and series/parallel circuits; use of test instrumentation; and electromagnetic induction.

Transfer Curriculum Goal(s): none

### **CMAE 1554 Digital Electronics**

#### **Credits: 3**

Prerequisite: CMAE 1502 or placement by College Algebra  
Co-Requisite: none

This is a first course in Digital Electronics. The primary goals of this course are to help individuals acquire a fundamental knowledge of digital electronics, Boolean algebra, digital devices, analog to digital conversion and digital to analog conversion, and how to apply their knowledge and skills through problem solving, simulation and practical projects.

Transfer Curriculum Goal(s): none

### **CMAE 1556 Analog Circuits**

#### **Credits: 3**

Prerequisite: None  
Co-Requisite: CMAE 1550, CMAE 1552, CMAE 1554

This course covers diodes, power supplies, transistor operation, biasing, and specifications along with amplifier configuration and applications. It also covers operational amplifier operations, applications, and related circuitry. Troubleshooting, design, and circuit analysis are emphasized.

Transfer Curriculum Goal(s): none

### **CMAE 1558 Motor Controls**

#### **Credits: 3**

Prerequisite: None  
Co-Requisite: CMAE 1550, CMAE 1552  
This course introduces the learner to motor control components and provides them with a basic knowledge of control circuitry. The learner will build on his/her experiences for Basic Electricity by designing, building, and troubleshooting more complex circuits. Devices such as contactors, motor-starters, relays, timers, mechanical, and proximity switches are used. Electronic motor controls and programmable devices such as variable frequency drives are introduced and in this course.  
Transfer Curriculum Goal(s): none

### **CMAE 1560 Interpreting**

#### **Symbols**

#### **Credits: 2**

Prerequisite: none  
Co-Requisite: none  
The Welding profession requires a good working knowledge of the fundamental component of welding prints that make up structures in the welding industry. To accurately layout and fabricate parts, the welder will need basic knowledge of print lines, dimensions, notes, and welding symbols. The students will breakdown welding prints to develop the skills necessary to fabricate individual component parts that will make-up welded structures. Written and Fundamental tests will be administered in accordance with the American Welding Society (AWS) and the appropriate correlating code books. Student Learning Outcomes: \* Interprets basic elements of a drawing or sketch. \* Interprets welding symbol information and placement guidelines. \* Nondestructive Examination (NDE) methods and symbol use. \* Calculate weight and cost of welding consumables and materials \* Prepares an applicable bill of materials.  
Transfer Curriculum Goal(s): none

### **CMAE 1562 Oxyfuel Welding and Cutting Process**

#### **Credits: 3**

Prerequisite: None  
Co-Requisite: none  
This course covers the use of oxy-fuel equipment while welding, cutting, brazing, and using the Plasma Arc Cutting (PAC) and Air Carbon Arc Cutting (CAC-A) processes. There will also be an introduction into laser cutting equipment. A very important part of this course will be discussing safety as it relates to the thermal welding and cutting equipment. Time will be spent in the lab developing skills using the thermal welding and cutting processes.

Welds will be made in the flat, horizontal, vertical, and overhead positions. Cuts will be made in the flat and horizontal positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) codes and standards.  
Transfer Curriculum Goal(s): none

### **CMAE 1564 Shielded Metal Arc Welding (SMAW)**

#### **Credits: 3**

Prerequisite: None  
Co-Requisite: none  
Students will study the safety concerns connected with the Shielded Metal Arc Welding (SMAW) process, along with an introduction into the types of power sources used for arc welding, process applications, electrode selections, overview of weld types, and other work-related safety conditions in the welding field. Time will be spent in the lab developing skills using the SMAW processes. Welds will be made in the flat, horizontal, vertical, and overhead positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) codes and standards.  
Transfer Curriculum Goal(s): none

### **CMAE 1566 Gas Metal Arc Welding (GMAW) / Flux Cored Arc Welding (FCAW)**

#### **Credits: 3**

Prerequisite: CMAE 1564  
Co-Requisite: none  
Students will study the safety concerns connected with the Gas Metal Arc Welding (GMAW) and Flux Cord Arc Weld (FCAW). The GMAW process will be discussed in depth in relationship to the different type of modes of transfer available, shielding gases, and the different types of materials that can be welded. The FCAW process is similar in the type of equipment used for mode of transfer. The differences in the electrode types of gas-shielded wires and self-shielded wires will be discussed along with the types of shielding gases that are used. There will be discussions on the importance of how the welding process intersects with the arc welding symbols and codes. Along with this, we will also do a review of procedures used in the visual inspections of welds. Time will be spent in the lab developing skills using the GMAW and FCAW processes. Welds will be made in the flat, horizontal, vertical, and overhead positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) codes and standards.  
Transfer Curriculum Goal(s): none

## **CMAE 1568 Gas Tungsten Arc Welding (GTAW)**

### **Credits: 3**

Prerequisite: CMAE 1564, CMAE 1566, CMAE 1570

Co-Requisite: none

This course covers the safety hazards and applications for Gas Tungsten Arc Welding (GTAW) in the welding industry. Material covered in the classroom will be power sources, setup, types of current, current selection, shielding gases and torch types. Various procedures will be discussed for welding different metals (Aluminum, Stainless Steel, and Mild Steel) and potential problems that may be encountered. Applications for the process in different industries, and the use of back purging and its application will also be discussed. Welds will be made in the flat, horizontal, vertical and overhead positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) codes and standards.

Transfer Curriculum Goal(s): none

## **CMAE 1570 Metallurgy and Mechanical Properties of Materials**

### **Credits: 1**

Prerequisite: None

Co-Requisite: none

This course covers the study of metals and how the effects of welding and heat treatments affect them. Terminology dealing with metallurgy will be an important part of the course. Physical and mechanical properties of ferrous and nonferrous metals will be covered along with the classifications of the different types of metals. By understanding the mechanical properties of metals, you will gain an understanding of the range of usefulness of the materials in the metal working community. Written tests will be done in accordance with the American Welding Society (AWS) codes and standards.

Transfer Curriculum Goal(s): none

## **Computer & Information Sciences**

### **COCP 1201 Microsoft Office Basics**

#### **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course covers the fundamentals of Microsoft Windows, including an introduction to basic computer and networking concepts, the Windows desktop and icons, using Web browsers to access the Internet safely, basic Windows utility applications, and manag-

ing libraries, folders and files. Students will create and format text documents in Microsoft Word, create spreadsheets and graphs using Microsoft Excel, prepare presentations with Microsoft PowerPoint, and be introduced to relational databases using Microsoft Access.

Transfer Curriculum Goal(s): none

### **COCP 1202 Networking Basics**

#### **Credits: 3**

Prerequisite: ENGL 0220, READ 0210, MATH 0201 or placement by assessment score

Co-Requisite: COCP 1201

This course covers a general introduction for students who need a foundation in current networking technology for local area networks (LANs), wide-area networks (WANs), and the Internet. Students cover the basic computer networking terms and concepts such as topologies, transmission media, and protocols. **PREREQUISITES REQUIRED:** ENGL 0220 Writing Foundations II AND READ 0210 Reading Strategies II AND MATH 0201 Math Foundations or placement by assessment score.

Transfer Curriculum Goal(s): none

### **COCP 1203 Visual Basic/VBScript**

#### **Credits: 2**

Prerequisite: ENGL 0220, READ 0210, MATH 0201 or placement by assessment score

Co-Requisite: none

This course provides instruction in using Visual Basic and VBScript. Visual Basic is used to introduce programming concepts, and as a general-purpose programming language used to create simple programs with graphical user interfaces. More advanced concepts of object-oriented programming and database programming are also discussed. Visual Basic is then used as the core of Visual Basic Scripting (VBScript), and the use of VBScript by administrators of Windows operating systems is explored. VBScript is used to create Windows installation and update scripts.

Transfer Curriculum Goal(s): none

### **COCP 1204 Network Configuration and Routing**

#### **Credits: 3**

Prerequisite: COCP 1202

Co-Requisite: none

In this course, students will learn the skills necessary to manage an existing network or install a new one. This course will provide students with knowledge of the building blocks used to operate networks and of advanced networking topics such as access control list, TCP/IP management, WAN and

LAN connectivity, and virtual LANs. The assignments in this course will provide students with hands-on experience using and configuring routers.

Transfer Curriculum Goal(s): none

### **COCP 1209 Workstation Operating System**

#### **Credits: 3**

Prerequisite: ENGL 0220, READ 0210, MATH 0201 or placement by assessment score

Co-Requisite: COCP 1201

In this course, students learn to install, configure, administer, and support the current version of Microsoft Windows workstation operating system (OS). Topics covered include: workstation installation, user management and permissions, file system management, and print services. In advanced workstation configuration and connection, troubleshooting, and network support are also covered.

Transfer Curriculum Goal(s): none

### **COCP 1211 Network Security**

#### **Credits: 3**

Prerequisite: COCP 1202, COCP 1209

Co-Requisite: none

In this course, students learn general security concepts including authentication methods, cryptography basics, and how to recognize how to safeguard against common network attacks. Students will learn to create secure communications for remote access, e-mail, the Internet, directory and file transfer, and wireless communications. In addition, students will develop an appreciation for and plan for the implementation of physical security and disaster recovery.

Transfer Curriculum Goal(s): none

### **COCP 1220 Microcomputer Database**

#### **Credits: 3**

Prerequisite: COCP 1201

Co-Requisite: none

This course is an introduction to database concepts; creation, and management. Students will learn: database creation and maintenance, query design and development, custom form and report design and development, database integration with the web and other software, and management and security of a database. (Prerequisites: COCP1201 MS OS Basics.) Offered Spring.

Transfer Curriculum Goal(s): none

### **COCP 1230 Program Design & Dev**

#### **Credits: 2**

Prerequisite: ENGL 0220, READ 0210 or

placement by assessment score

Co-Requirement: none

This course is an introduction to computer programming and software development using Java programming language. Students are introduced to basic procedural programming including: primitive data types, scalar and array variables, loops, conditional expressions, methods and parameters, and file handling. Students will create programs using graphics and graphical user interfaces. Pseudo-code is used to create programs implementing searching and sorting algorithms. Finally, object oriented programming using Java classes is introduced

Transfer Curriculum Goal(s): none

### **COCP 1231 Web Development I**

**Credits: 3**

Prerequisite: ENGL 0220, READ 0210 or placement by assessment score

Co-Requirement: none

This course is an introduction to the creation of Web pages. Topics covered are HTML and XHTML, Cascading Style Sheets (CSS), DOM, JavaScript and Ajax, plus evolving standards and ethics. An emphasis is placed on creating well-formed Web pages that are pleasant to look at and easy to use. Students will focus on client-side Web pages that can be created without a Web server.

Transfer Curriculum Goal(s): none

### **COCP 1233 Object Oriented**

#### **Analysis and Design**

**Credits: 2**

Prerequisite: COCP 1230

Co-Requirement: none

This course is the second course using the Java programming language, with a focus on object-oriented techniques. Java classes are used to implement inheritance and interfaces, polymorphism, collections, and graphical user Interfaces. Object oriented analysis and design are introduced using the Unified Modeling Language (UML). UML is used to create use cases, activity diagrams, class diagrams, and sequence and state diagrams. The UML diagrams are then used to create object-oriented Java programs.

Transfer Curriculum Goal(s): none

### **COCP 1250 Microcomputer**

#### **Hardware Support**

**Credits: 3**

Prerequisite: ENGL 0220, READ 0210, MATH 0201 or placement by assessment score

Co-Requirement: COCP 1201

In this course, students learn to support personal computer (PC) hardware. Students will investigate how hardware

operates and the relationship between hardware and the software used to support that hardware. Some of the topics covered include: the installation, configuration, support, and troubleshooting of system boards, CPUs, memory, video connections, floppy, optical, and hard drives, multimedia, and input/output devices.

Transfer Curriculum Goal(s): none

### **COCP 1253 Microsoft Server Operating System**

**Credits: 3**

Prerequisite: COCP 1209

Co-Requirement: none

This course provides students with the knowledge and skills necessary to install and configure a Microsoft Windows server and perform post-installation and day-to-day administrative tasks of an Active Directory domain. Students will gain an understanding of the Active Directory structure, users and groups, distributed files systems, resource permissions, remote access, server optimization, maintenance and troubleshooting, and user technical support.

Transfer Curriculum Goal(s): none

### **COCP 1258 C/C++ Programming I**

**Credits: 3**

Prerequisite: COCP 1230

Co-Requirement: none

This course is an introduction to computer programming using C++. The students will cover the basic data concepts of variables, arrays, strings and structures, as well as procedural programming techniques using assignments, loops, conditions, and functions with parameters. File handling, assertions and program correctness are discussed. Pseudo-code is used to create algorithms and C++ programs. In addition, C++ is compared to its predecessor language C.

Transfer Curriculum Goal(s): none

### **COCP 1268 C/C++ Programming II**

**Credits: 3**

Prerequisite: COCP 1258, COCP 1233

Co-Requirement: none

This is a second course in C++, discussing advanced data structures, classes, algorithms, and the use of C++ as an object-oriented language. The student will use pointers, classes and data abstraction, inheritance, polymorphism, operator overloading, templates and exception handling, along with linked lists, stacks and queues. Proper coding style and testing techniques are discussed.

Transfer Curriculum Goal(s): none

### **COCP 2201 Active Directory**

**Credits: 3**

Prerequisite: COCP 1253

Co-Requirement: none

In this course, students study implementation of Microsoft Windows Active Directory service. Students will design, install, configure, maintain and troubleshoot the Active Directory service. In addition, will learn to configure and manage organizational units, users and groups, security policies, and domain structure.

Transfer Curriculum Goal(s): none

### **COCP 2211 Microsoft C#, F# and .Net**

**Credits: 2**

Prerequisite: COCP 1268

Co-Requirement: none

This course provides an introduction to Microsoft's C# and F# languages and the .Net framework. An overview compares C# to Java and C++. Microsoft Visual Studio is used to create C# applications, and the Common Language Runtime is discussed. The relationship of C# within Microsoft's .Net framework and to other .Net technologies such as Visual Basic and F# is explored. Object oriented programs using C# are created. Functional programming using F# is discussed, and functional programs are created using F#.

Transfer Curriculum Goal(s): none

### **COCP 2230 UNIX System**

#### **Installation and Administration**

##### **\*\*New Name: Unix Administration**

**Credits: 3**

Prerequisite: COCP 1202

Co-Requirement: none

In this class, students learn to install, configure, maintain, administrate, and use features of the Linux operating system. By learning the Linux operating system, students will have a fundamental understanding of Unix. In addition, students will learn to download and install applications, configure users, groups and permissions, managing the various file systems, running Windows emulation, and the role of Linux in the enterprise network environment.

Transfer Curriculum Goal(s): none

### **COCP 2235 Email Servers**

**Credits: 3**

Prerequisite: COCP 2211, COCP 2230

Co-Requirement: none

In this course students learn to install, configure, administrate, troubleshoot, and maintain email servers and clients. Students will focus on the implementation of Microsoft Exchange server and

Linux email server. In addition, students will learn to configure and support various email clients. This course will use real world examples of network and messaging issues.

Transfer Curriculum Goal(s): none

### **COCP 2260 Advanced Network Technologies**

#### **Credits: 3**

Prerequisite: COCP 2201, COCP 2230

Co-Requisite: none

In this course, students learn to identify emerging, new, and advanced technologies that impact network design, implementation, administration and management. Students are required to critically think about the purpose of these technologies and appropriately plan their implementation and usage. This course includes but is not limited to such topics as virtualization, command line shell use and scripting, remote connectivity used to access centralized system resources and for system administration, and the use of portable devices

Transfer Curriculum Goal(s): none

### **COCP 2261 Web Development II**

#### **Credits: 3**

Prerequisite: COCP 1231

Co-Requisite: none

This course provides instruction in advanced technologies and programming in Web development, based on the server-side technologies PHP, ColdFusion, Ajax and Active Server Pages. Students will focus on handling forms, user responses, dynamic Web pages, and creating professional-looking Web pages. The course includes a brief introduction to server-side databases, which are used to populate the Web pages with meaningful information.

Transfer Curriculum Goal(s): none

### **COCP 2269 Emerging Programming Technologies**

#### **Credits: 3**

Prerequisite: COCP 1268

Co-Requisite: COCP 2261

This course explores the ever-evolving arena of programming technologies in new and novel fields. Instruction is provided in the use of publically available toolkits to create advanced Web pages, designing and developing mobile applications (such as for a smart phone or tablet device), and creating applications for use by interactive social media. The students explore trends in new technologies, adaptation and product life-cycles, and life-long learning skills.

Transfer Curriculum Goal(s): none

### **COCP 2272 Programming**

### **Relational Databases**

#### **Credits: 3**

Prerequisite: COCP 2261 or instructor permission

Co-Requisite: none

This course provides instruction in the creation and use of relational databases. Topics include database and table design, entity-relation diagrams, normalization techniques, query processing, updates and inserts, database administration, concurrency, security, and the use of stored procedures. Relational databases are created using MySQL. PHP programming is introduced to update Web pages with data extracted from a MySQL database.

Transfer Curriculum Goal(s): none

### **COCP 2290 Computer Support Comprehensive Review**

#### **Credits: 4**

Prerequisite: COCP 1204, COCP 1250

Co-Requisite: none

In this course, students work to fill in the gaps and round out their knowledge of Network, Workstation and Hardware technology and support. Students will participate in an intense study and review of previous course topics moving them to a new level of understanding and communication. In addition, this course will help students prepare to take the CompTIA Net+ and A+ Exams. Students should take this course in the last semester of study.

Transfer Curriculum Goal(s): none

### **Career Development**

#### **CRDV 1200 Career Exploration**

##### **Credits: 1**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course is designed to help students explore career and educational options. Using a variety of career planning resources, students will explore the world of work, and assess their individual strengths, interests, values and personality. Students will develop a career plan integrating their knowledge of self and the global work world with the career decision-making process.

Transfer Curriculum Goal(s): none

### **Economics**

#### **ECON 1230 Principles of Macroeconomics**

##### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course is an introduction to macroeconomics. Students will study demand and supply theory, fiscal and monetary policy, national income, and money and banking. Other topics they will explore include competing macroeconomic theories, the economic functions of government, and theories of taxation. This course has broad general education application but is especially appropriate for economics, accounting, and business majors.

Transfer Curriculum Goal(s): 5, 9

### **ECON 1250 Principles of Micro Economics**

#### **Credits: 3**

Prerequisite: READ 0210, MATH 0450 or placement determined by assessment score

Co-Requisite: none

This course is an introduction to macroeconomics. Students will study demand and supply theory, fiscal and monetary policy, national income, and money and banking. Other topics they will explore include competing macroeconomic theories, the economic functions of government, and theories of taxation. This course has broad general education application but is especially appropriate for economics, accounting, and business majors.

Transfer Curriculum Goal(s): 5, 8

### **English**

#### **ENGL 100 Writing Foundations I**

##### **Credits: 3**

Prerequisite: Placement determined by assessment scores

Co-Requisite: none

This course begins to prepare students for college-level writing and provides an opportunity for students to develop confidence, competence and fluency through practice in writing. Basic grammar, mechanics and usage are practiced and applied to sentence and paragraph development.

Transfer Curriculum Goal(s): none

#### **ENGL 220 Writing Foundations II**

##### **Credits: 4**

Prerequisite: ENGL 0100 or placement determined by assessment score

Co-Requisite: none

This course covers the basic rules of Standard Written English. The course emphasis is on sentence structure, grammar and usage, punctuation, vocabulary, spelling, writing style, and basic paragraph and essay form. The course is designed to prepare the student for College Level Writing.

Transfer Curriculum Goal(s): none

#### **ENGL 1276 College Composition**

**Credits: 4**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

Students will learn the process of writing their ideas for an audience. The course will focus on the generation, organization and communication of ideas in expository essay forms based on experience, observation, and research, with an emphasis on argumentation, critical thinking, and rhetorical strategies. Mechanics and writing style will also be integrated throughout the course.

Transfer Curriculum Goal(s): 1

### ENGL 1277 Technical Communications

**Credits: 4**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

<MnTC Goal Area 1> This course is designed to prepare students for writing in the workplace. Students will create a variety of documents, including memos, technical manuals, proposals, and reports. Emphasis will be placed on audience analysis, effective organization, document design, and readability.

Transfer Curriculum Goal(s): 1

### ENGL 1280 Introduction to Literature

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course presents students with a survey of the major forms of literature—fiction, creative non-fiction, poetry and drama -- with a focus on what these works say about the human experience. Students will increase their appreciation of literature through reading, writing, and discussion. Along with a historical survey, this course also emphasizes various themes such as minority writers, regional literature, modern literature, and world literature. MnTC goal area 6. (Prerequisites: College level reading and writing.) Offered Fall.

Transfer Curriculum Goal(s): 6

### ENGL 1290 Directed Study in Composition

**Credits: 1**

Prerequisite: 3 credits of composition that have been transferred to PTC

Co-Requisite: none

Students conduct extensive research on a specific topic and present their findings in advanced persuasive essay

form. Though some deadlines exist, the students generally work at their own pace and are responsible for managing their time effectively.

Transfer Curriculum Goal(s): none

### ENGL 2200 Advanced Composition

**Credits: 3**

Prerequisite: ENGL 1276

Co-Requisite: none

This course is designed to build upon the foundational writing skills and processes learned in college composition. Among these are the effective implementation of various writing modes, the use of appropriate rhetorical strategies, and an understanding of audience. Through intensive writing, reading and research, students will also hone critical thinking skills. While students will be encouraged to shape many of the writing topics to fit their own personal interests and needs, there will always be an emphasis on clear, precise, analytical writing. (Prerequisites: ENGL 1276 College Composition) Offered Spring.

Transfer Curriculum Goal(s): 1

### ENGL 2276 Multicultural Literature

**Credits: 3**

Prerequisite: ENGL 1276

Co-Requisite: none

Multicultural Literature is a study of literature written by and reflecting the perspectives of writers from different ethnic backgrounds within the United States. The course includes text written by contemporary writers focusing on the experiences of various ethnic groups through poetry, fiction, creative non-fiction, and drama.

Transfer Curriculum Goal(s): 6, 7

### ENGL 2280 Introduction to Creative Writing

**Credits: 3**

Prerequisite: ENGL 1276

Co-Requisite: none

This course will enhance the student's understanding of the various conventions of creative prose and poetry; students will compose their own creative written works in poetry, short fiction, and non-fiction memoir, and share and refine their writing in a workshop setting. Course emphasis is on composing imaginative, insightful written work designed to have an impact on a public audience. MnTC goal area: 6. (Prerequisites: ENGL 1276 College Composition or equivalent 1000-level composition course.) Offered Spring.

Transfer Curriculum Goal(s): 6

## Environmental Science

### ENSC 1250 Introduction to Environmental Science

**Credits: 4**

Prerequisite: READ 0210, MATH 0201 or placement determined by assessment score

Co-Requisite: none

In this course, students look at the relationship of humans to their environment from local, regional, and global perspectives. Students will study natural ecosystems, the impact of human activity on natural resources and environmental quality, environmental ethics, and strategies to maintain a sustainable biosphere. Laboratory component includes experiences in the scientific method, basic ecological and environmental field techniques and assessment, and selected field trips to local agencies, research facilities, and businesses.

Transfer Curriculum Goal(s): 3, 10

## Robotics/Automation

### ETEC 1520 Introduction to Robotics

**Credits: 2**

Prerequisite: READ 0210, ENGL 0220, MATH 0201 or placement determined by assessment score

Co-Requisite: none

This course introduces students to the field of Robotics and Automation through the exploration of industrial robot operation and programming, sensors, drivers, controllers, kinematics, safety, troubleshooting, integration, mechanisms and gearing, imaging, and measurement. A major project component and hands-on labs provide experience with real world robotics components and concepts.

Transfer Curriculum Goal(s): none

### ETEC 1541 Mechanical Systems

**Credits: 3**

Prerequisite: None

Co-Requisite: none

This course covers mechanical systems utilized in robotic automated equipment. Students will learn to identify, install, maintain, and repair typical mechanical parts and assemblies such as gears, bearings, housings, slides, racks, linkages, pistons, seals, belts, and fixture elements.

Transfer Curriculum Goal(s): none

### ETEC 2520 Robotics Controllers

**Credits: 3**

Prerequisite: ETEC 1520 or instructor permission

Co-Requisite: none

This course explains the architecture and programming of various controllers used in the industry including PLCs. Students will be introduced to basic controller architecture, microcontroller architecture and programming, programmable logic controller (PLC) architecture and programming, and to basic integration concepts such as wiring, routing, labeling, schematic reading and basic troubleshooting.

Transfer Curriculum Goal(s): none

### **ETEC 2522 Fluid Power**

**Credits: 3**

Prerequisite: CMAE 1514 or instructor permission

Co-Requisite: none

This course covers fluid power systems used in industry. Students will learn hydraulic and pneumatic concepts, components, control, and maintenance practice as well as gain exposure to valves, regulators, hoses and tubing, couplings, and pneumatic and hydraulic pumps. In addition they learn to read common schematic symbols for fluid power systems.

Transfer Curriculum Goal(s): none

### **ETEC 2524 Robotic Operations**

**Credits: 3**

Prerequisite: ETEC 2520 or instructor permission

Co-Requisite: none

This course covers topics in the operation of robotic and automated systems. Industrial robot topics include kinematics and singularities, trajectory control, and path optimization. Students will be introduced to mobile robot control through the integration of sensors and actuators and microcontroller programming. Content also introduces PLC integration concepts such as motor control, sensors and actuators, and Supervisory Control and Data Acquisition (SCADA).

Transfer Curriculum Goal(s): none

### **ETEC 2542 Motor Control II**

**Credits: 3**

Prerequisite: CMAE 1558 or instructor permission

Co-Requisite: none

This course covers advanced topics in motor control. The student will learn 3 phase DC brushless motor control concepts. Semiconductor devices and digital logic will be studied prior to learning microcontroller motor control. Algorithms for motor control will be implemented in a current micro controller.

Transfer Curriculum Goal(s): none

### **ETEC 2543 Programmable Logic Controllers (PLCs)**

**Credits: 3**

Prerequisite: ETEC 2524 or instructor permission

Co-Requisite: none

This course develops more advanced topics of programmable logic controller (PLC) integration. Students will learn proper programming, integration, wiring, labeling, and documentation of complete robotic and automated work cells. Supervisory Control and Data Acquisition (SCADA) concepts are covered as well as high voltage procedures, legal requirements, and best practices.

Transfer Curriculum Goal(s): none

### **ETEC 2545 Networking Systems**

**Credits: 2**

Prerequisite: CMAE 1554 or instructor permission

Co-Requisite: none

This course covers networking systems used in today's robotics and automation systems. Students will learn overall network structure; concepts in signal generation, transmission, and reception; the Open Systems Interconnection (OSI) model; legacy and modern networking standards and systems; and testing and troubleshooting industrial automation network issues.

Transfer Curriculum Goal(s): none

### **ETEC 2550 Advanced Robotics**

**Credits: 4**

Prerequisite: ETEC 2524

Co-Requisite: none

This course provides an advanced understanding of industrial robotics and automation and provides a fundamental understanding of mobile and medical robotics. Students will become competent in integrating low voltage electronics with high voltage electrical controls in accordance with the Robotics Industries Association standards (ANSI/RIA R15.06-1999), the National Electrical Code (NEC NFPA 70), and the Underwriters Laboratory (UL 1740, 2011) standards. They will complete a project that requires analysis of a process, the integration of robotic/automated systems to implement the process, an assessment of safety, and evaluation of the results.

Transfer Curriculum Goal(s): none

### **ETEC 2552 Robotics Capstone Project**

**Credits: 3**

Prerequisite: Instructor Permission

Co-Requisite: none

This course allows students to develop their professional competency in their chosen focus area by working on a se-

mester long project. Students will be required to safely construct, test, and troubleshoot a working automated or robotic system. Students are expected to work independently and to ask for help when needed. The project concludes with a presentation of the work performed and the learning accomplished during the project.

Transfer Curriculum Goal(s): none

## **First Year**

### **Experience**

#### **FYEX 1010 First year Experience:**

##### **Focus on College**

**Credits: 2**

Prerequisite: None

Co-Requisite: none

This course is designed to assist students in exploring and developing the academic skills necessary to succeed in college and as a self-directed, life-long learner as well as the personal skills to manage their college life and set them up for success in their future careers. Students will be introduced to college and community resources and tools for academic success, including skills in stress management, financial literacy, critical thinking and creative problem solving. They will develop their ability to articulate their long term goals; and they will demonstrate appreciation for diversity and understanding of self as civic and global citizens.

Transfer Curriculum Goal(s): 2

## **Gunsmithing**

### **GSTP 1206 Bolt Action Design and Function**

**Credits: 2**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

In this course, students learn to identify the design and function of bolt action firearms. This is an in depth study of commonly used models and includes learning correct firearm terminology. To reinforce their learning, students will disassemble and reassemble firearms, diagnose malfunctions, identify needed parts and fabricate or order required replacement parts and assemblies and complete proper maintenance and care.

Transfer Curriculum Goal(s): none

### **GSTP 1214 Hinge and Lever**

#### **Design and Function**

**Credits: 3**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

In this course, students investigate the design and function of hinge and lever guns through an in-depth study of

various models. They will disassemble and reassemble firearms, troubleshoot malfunctions, identify parts from schematics, fabricate or order parts as necessary, and maintain proper care of firearms.

Transfer Curriculum Goal(s): none

### **GSTP 1215 Accessories Installation**

#### **Credits: 3**

Prerequisite: `

Co-Requisite: none

This course will cover the selection, repair and installation of firearms' accessories. Students will address fitting accessories to customers' needs and in addition, will emphasize safe practices while meeting customers' needs.

Transfer Curriculum Goal(s): none

### **GSTP 1217 Firearms Business and ATF Regulations**

#### **Credits: 1**

Prerequisite: None

Co-Requisite: none

This course covers policies and procedures of setting up a small business. In addition, students will be introduced to Federal and State laws, tax and liability issues.

Transfer Curriculum Goal(s): none

### **GSTP 1225 Welding, Soldering & Brazing**

#### **Credits: 2**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

In this course, students learn about basic oxy/fuel, stick, (TIG) Tungsten Inert Gas and (MIG) Metal Inert Gas welding equipment, procedures and safety. To reinforce their knowledge, students will practice appropriate welding techniques as applied to various materials and joint types. Instruction will also be provided on soft soldering, silver brazing and brass brazing.

Transfer Curriculum Goal(s): none

### **GSTP 1235 Metallurgy & Heat Treating**

#### **Credits: 1**

Prerequisite: None

Co-Requisite: none

This course deals with the heat treatment of metals commonly used by the gunsmith. Metals include 0-1, 5-7, 1095, 12-L-14, 8620, 4140. In addition some stainless and non-ferrous metals are reviewed.

Transfer Curriculum Goal(s): none

### **GSTP 1240 Pump and Self-Loader Design and Function**

#### **Credits: 5**

Prerequisite: Completion of Firearms Skills Exploration Certificate

Co-Requisite: none

In this course, students investigate the design and function of pump and self-loading firearms through an in-depth study of commonly used systems. They will disassemble and reassemble pump and self-loading firearms, troubleshoot malfunctions, fabricate or order parts and assemblies, and maintain proper care of these firearms.

Transfer Curriculum Goal(s): none

### **GSTP 1250 Handgun Design, Function & Repair**

#### **Credits: 4**

Prerequisite: Completion of the Firearms Technician Skills Exploration Certificate

Co-Requisite: none

In this course, the student will learn, discuss, and apply the theories, safety, and repair of modern revolver and auto-loading pistol lockworks in lecture and lab settings. Accessories and features will also be studied.

Transfer Curriculum Goal(s): none

### **GSTP 2210 Tooling & Fixturing**

#### **Credits: 4**

Prerequisite: Completion of the Firearms Technician Skills Exploration Certificate and Firearms Technician Apprentice Certificate consecutively.

In this course, students learn advanced machine set-ups, the fabrications of specialized tooling and the application of manual machines utilized in the firearms industry. They will fabricate specialized tooling pertinent to the gunsmith. To reinforce a student's understanding of tool fabrication the design, heat treatment and finishing of tooling will be analyzed and practiced.

Transfer Curriculum Goal(s): none

### **GSTP 2230 Barreling & Chambering**

#### **Credits: 4**

Prerequisite: Completion of the Firearms Technician Skills Exploration Certificate and Firearms

Co-Requisite: none

In this course, the students will learn, discuss and apply the theories of breeching mechanisms, chambering, head spacing and headspace correction in the modern rifle and handgun in lecture and lab settings.

Transfer Curriculum Goal(s): none

### **GSTP 2233 Polishing & Blueing**

#### **Credits: 3**

Prerequisite: Completion of the Firearms Technician Skills Exploration Cer-

tificate and Firearms

Co-Requisite: none

This course covers various metal preparation techniques involving power and hand processes. In addition, students will practice the preserving of metals through chemical processes and applications.

Transfer Curriculum Goal(s): none

### **GSTP 2239 Metalsmithing**

#### **Credits: 2**

Prerequisite: MTTP 1245 and Completion of the Firearms Technician Skills Exploration Certificate and Firearms Technician Apprentice Certificate

Co-Requisite: none

This course is designed to take advantage of prior skills learned within the Gunsmithing Program. Students will design and blueprint a trigger system and construct a working trigger.

Transfer Curriculum Goal(s): none

### **GSTP 2267 One Piece**

#### **Stockmaking**

#### **Credits: 3**

Prerequisite: Completion of the Firearms Technician Skills Exploration Certificate and Firearms Technician Apprentice Certificate consecutively.

Co-Requisite: none

This course will explore the selection and construction of a one-piece gunstock for a bolt action rifle. Starting with the selection of a blank, students will construct a gunstock, fit the gunstock to an individual, and finish the gunstock. Additional topics include selection of woods, proper dimensioning and fit, and carving tools for wood stocks.

Transfer Curriculum Goal(s): none

### **GSTP 2269 Two Piece**

#### **Stockmaking**

#### **Credits: 3**

Prerequisite: Completion of the Firearms Technician Skills Exploration Certificate and Firearms Technician Apprentice Certificate consecutively.

Co-Requisite: none

This course covers the building of a two piece gunstock. Stock materials, design, layout, construction and finishing of two piece stocks are covered. The methods of stock fitting are discussed in depth.

Transfer Curriculum Goal(s): none

### **GSTP 2270 Shotgunsmithing**

#### **Credits: 3**

Prerequisite: Completion of the Firearms Technician Skills Exploration Certificate and Firearms Technician Apprentice Certificate consecutively

Co-Requisite: none

In this course, students learn the practices and principles of shotgun; design, choke systems, barrel dimension theory, fitting to individuals and modification, to safely improve performance. To reinforce their understanding, students will apply these practices and principle to various shotguns and then examine and evaluate the results to ensure safe performance improvement.

Transfer Curriculum Goal(s): none

### **GSTP 2280 Riflesmithing**

#### **Credits: 4**

Prerequisite: Completion of the Firearms Technician Skills Certificate and Gunsmithing and Firearms Technician Apprentice Certificate consecutively.

Co-Requisite: MTPP 1245

In this course, students learn the advanced aspects of rifle accurizing in order to optimize accuracy and diagnose problems. They will study and practice a variety of accurizing procedures ranging from barrel bed stabilization to machining actions used to improve the ability of a firearm to absorb vibrations. Firearm modifications are applied to improve accuracy through the implementation of machining techniques, sighting systems, trigger systems, and shooting techniques.

Transfer Curriculum Goal(s): none

## **Health Care Core Curriculum**

### **HCCC 1210 Nursing Assistant Skill Set**

#### **Credits: 2**

Prerequisite: Completion of or concurrent enrollment in Health Care Core Curriculum module

Co-Requisite: none

This course is an introduction to basic nursing concepts and skills at the level of the nursing assistant. Skills related to personal care, activity and exercise, nutrition, elimination, vital signs and measures, special needs, safe environment, organizational skills and problem solving will be taught in the classroom and clinical settings. Completion of this course along with the four credits of the Healthcare Core Curriculum prepares the student to take the national examination to be certified as a nursing assistant. (2 lab credits: 40 hours of lab and 24 hours of clinical lab) This course focuses on initial preparation for functioning as a nursing assistant. Performance mastery on presented skills is emphasized.

Transfer Curriculum Goal(s): none

### **HCCC 1215 Introduction to Health Careers I**

#### **Credits: 2**

Prerequisite: None

Co-Requisite: none

This course will familiarize students with the historical, philosophical, and social foundations of various health care careers. Students will explore career options within the fields of allied health. Course content is designed to provide glimpses into a variety of aspects of health careers, to promote discussion, and to encourage critical reflection and self-exploration. The major course topics will guide students in exploring the influences of legal and ethical influences on health careers and how these influences impact what is done in the profession today.

Transfer Curriculum Goal(s): none

### **HCCC 1220 Introduction to Health Careers II**

#### **Credits: 2**

Prerequisite: Instructor Permission

Co-Requisite: HCCC 1215

This course will familiarize students with the expected patient care for various health care careers. Students will explore client and staff diversity, client needs, and safety and standard precautions found in allied health careers. Course content is designed to provide health care terminology, promote discussion, increase professional communication and apply critical thinking to various health care topics.

Transfer Curriculum Goal(s): none

## **Health Care Pre-Professional**

### **HPPC 1000 Medical Dosages**

#### **Credits: 1**

Prerequisite: MATH 0201 or placement determined by assessment score

Co-Requisite: none

This course will focus on introducing students to medical dosages and the terminology associated with medication orders. Students will learn theory and skills related to calculating medication dosages.

Transfer Curriculum Goal(s): none

### **HPPC 1010 Trained Medication Aide for Unlicensed Personnel**

#### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: HPPC 1000

This course will focus on introducing students to drug therapy, safe administration of prescribed medications, knowledge of drug action related to body systems, side effects of medications. Students will receive an overview

of metric, apothecary, and household measurement abbreviations, with implications for use during medication administration.

Transfer Curriculum Goal(s): none

## **Health Care Technician**

### **HEOP 1208 Medical Dosages**

#### **Credits: 1**

Prerequisite: MATH 0201 or placement determined by assessment score

Co-Requisite: none

A course designed to introduce students to medical dosages and the terminology associated with medication orders. Theory and skills related to calculating medication dosages will be the focus of this course.

Transfer Curriculum Goal(s): none

### **HEOP 1231 Human Development**

#### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course teaches theories of human development and progressive stages of physical, psychosocial, cognitive and moral development throughout the lifespan from prenatal considerations to end of life.

Transfer Curriculum Goal(s):

### **HEOP 1238 Nursing Assistant/ Home Health Aid**

#### **Credits: 3**

Prerequisite: none

Co-Requisite: HEOP 1242

This course introduces concepts of basic human needs, health/illness continuum and basic nursing skills. The theory and role of the nursing assistant in a long term care facility and the home care setting as well as working with various populations will be discussed. Students will demonstrate skills, practice in a supervised laboratory setting, and orient to clinical setting and the home setting. The philosophy of home care in addition to the differences between long term care settings and home care settings are discussed. Upon successful completion of this course and Nursing Assistant Clinical the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants and Home Health Aides. Individuals successfully completing this examination are placed on the Minnesota Nursing Assistant Registry.

Transfer Curriculum Goal(s): none

### **HEOP 1241 Nurse Assistant**

**Credits: 2**

Prerequisite: None

Co-Requisite: HEOP 1242

This course introduces concepts of basic human needs, health/illness continuum and basic nursing skills. The theory and role of the nursing assistant in a long term care facility as well as working with various populations will be discussed. It includes skills demonstrations, practice in a supervised laboratory setting, and orientation to clinical setting. Upon successful completion of this course and Nursing Assistant Clinical the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants. Individuals successfully completing this examination are placed on the Minnesota Nursing Assistant Registry.

Transfer Curriculum Goal(s): none

**HEOP 1242 Nurse Assistant****Clinical Lab****Credits: 1**

Prerequisite: None

Co-Requisite: HEOP 1241

This course introduces the hands on concepts of basic human needs, health/illness continuum and basic nursing skills which were introduced in the Nursing Assistant course. This course includes 24 hours of clinical care of selected adult patients in a long term care setting. Upon successful completion of this course and Nursing Assistant course the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants. Individuals successfully completing this examination are placed on the Minnesota Nursing Assistant Registry.

Transfer Curriculum Goal(s): none

**HEOP 1249 Medical Terminology****Credits: 1**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

This course introduces medical terminology specific to all body systems. Students will learn how to construct medical terms utilizing prefixes, suffixes and root words.

Transfer Curriculum Goal(s): none

**HEOP 1254 Critical Thinking in Healthcare****Credits: 1**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

This course is designed to introduce the students to the problem solving process and to develop critical thinking skills used in a rural health care setting. The course is structured to use real life

scenarios to facilitate the development of critical thinking. Theory and application of problem solving will be integrated into the course.

Transfer Curriculum Goal(s): none

**HEOP 1262 Nursing Assistant****Credits: 5**

Prerequisite: None

Co-Requisite: HEOP 1266

This course introduces concepts of basic human needs, health/illness continuum and basic nursing skills. The theory and role of the nursing assistant in a long term care facility as well as working with various populations will be discussed. It includes skills demonstrations, practice in a supervised laboratory setting, and orientation to clinical setting. Upon successful completion of this course and Nursing Assistant Clinical the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants. Individuals successfully completing this examination are placed on the Minnesota Nursing Assistant Registry and may apply for transfer to the Wisconsin Nursing Assistant Registry.

Transfer Curriculum Goal(s): none

**HEOP 1266 Nursing Assistant****Clinical-add Assistant****Credits: 1**

Prerequisite: None

Co-Requisite: HEOP 1262

This course introduces the hands on concepts of basic human needs, health/illness continuum and basic nursing skills which were introduced in the Nursing Assistant course. This course includes 32 hours of clinical care of selected adult patients in a long term care setting. Upon successful completion of this course and Nursing Assistant course the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants. Individuals successfully completing this examination are placed on the Minnesota Nursing Assistant Registry and may apply for transfer to the Wisconsin Nursing Assistant Registry respectively.

Transfer Curriculum Goal(s): none

**HEOP 1270 Trained Medication Aide for Unlicensed Personnel****Credits: 4**

Prerequisite: MATH 0201 or placement determined by assessment score none

Co-Requisite: none

This course provides practical knowledge to administer First Aid for medical, injury, and environmental emergencies. American Heart Association Basic Life Support for Health Care Provider is taught. Infection control principles,

Right to Know and body mechanics for the workplace are also covered.

Transfer Curriculum Goal(s): none

**HEOP 1274 Occupational Health and Safety****Credits: 1**

Prerequisite: None

Co-Requisite: none

This course provides practical knowledge to administer First Aid for medical, injury, and environmental emergencies. American Heart Association Basic Life Support for Health Care Provider is taught. Infection control principles, Right to Know and body mechanics for the workplace are also covered.

Transfer Curriculum Goal(s): none

**History****HIST 1200 United States History Since 1877****Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score none

Co-Requisite: none

This course is an introduction to the history of the United States from 1877 to the present. Students will learn about the major historical events, figures, movements, and controversies of the period spanning the late 1800s, through the 20th century, and into the present. Special emphasis will be placed on social, economic, and political factors.

Transfer Curriculum Goal(s): 5, 7

**HIST 1600 Minnesota History****Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score none

Co-Requisite: none

This course examines Minnesota's history from the Native American era up to the present. Student's will explore topics including: geographical aspects of Minnesota's environment (topography, vegetation, drainage); Native American groups in Minnesota; European exploration and the fur trade; initial American settlement and use of the land; territoriality and statehood; the Dakota Conflict; the connection between Minnesotans and their natural environment (farming, logging, mining); the Progressive Era and the 1920's; the Depression and World War II; and the state's environmental, economic, social, and political history since 1945.

Transfer Curriculum Goal(s): 5, 10

**Human Services**

## Eligibility Worker

### HSEW 1201 Introduction to the HSEW Role

#### Credits: 4

Prerequisite: ENGL 0100, READ 0100 or placement determined by assessment score none

Co-Requisite: none

In this course, students will explore the role of the eligibility worker. Students apply critical thinking concepts to strengthen thinking, learning, and research strategies needed in the workplace. Designed to enhance career success and help students understand the role of the eligibility worker in the agency, this course presents diverse perspectives to challenge students to examine their assumptions and values by analyzing, synthesizing, and evaluating contemporary social issues and the diverse populations served by the agency.

Transfer Curriculum Goal(s): none

### HSEW 1205 Worker Skill

#### Credits: 4

Prerequisite: ENGL 0100, READ 0100 or placement determined by assessment score none

Co-Requisite: none

In this course students will become adept at interviewing and gathering necessary information to determine eligibility for programs. Emphasis is on acquiring the communication skills needed to explain eligibility requirements and program details to clients, respecting an applicant's right for privacy and confidentiality, and understanding the need for organization and accuracy.

Transfer Curriculum Goal(s): none

### HSEW 1230 Public Assistance Policy 1

#### Credits: 4

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score none

Co-Requisite: HSEW 1235

This course will cover the policy for the administration of welfare programs in the state of Minnesota. Students will discern the different public assistance programs as administered by the Department of Human Services and local human service agencies.

Transfer Curriculum Goal(s): none

### HSEW 1235 Eligibility Systems 1

#### Credits: 4

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score none

Co-Requisite: HSEW 1230

In this course, students will master

appropriate navigational techniques, along with a basic understanding of each of the systems' functions and menus through system case entry and resource identification. Using simulated case entry on Department of Human Services (DHS) eligibility computer systems, students will create a caseload and apply various intake and case maintenance procedures according to policy.

Transfer Curriculum Goal(s): none

### HSEW 2230 Public Assistance Policy 2

#### Credits: 4

Prerequisite: HSEW 1230

Co-Requisite: HSEW 2235

In this course students will interpret and apply policy, identify required verifications and Department of Human Services' forms, and conduct simulated client interviews. With case scenarios, students will assess eligibility and estimate the benefit based on policy. Emphasis will be placed on evaluating client circumstances and predicting eligibility. They will summarize ongoing case maintenance policy, such as reporting, recertification, change in assistance unit members, ineligibility, and adjust the benefit as policy dictates.

Transfer Curriculum Goal(s): none

### HSEW 2235 Eligibility System 2

#### Credits: 4

Prerequisite: HSEW 1235

Co-Requisite: HSEW 2230

In this course students will create accurate results utilizing Department of Human Services (DHS) approved procedures, such as processing recertification, adding/removing household members, closing cases, and referring clients to appropriate community resources. The student will utilize the capacities of the DHS computer systems to issue benefits according to policy and procedures. Client-appropriate written and oral communication explaining complex welfare policy and procedures will be practiced.

Transfer Curriculum Goal(s): none

### HSEW 2290 Internship

#### Credits: 6

Prerequisite: Advised HSEW courses and instructor permission

Co-Requisite: none

In this course the student will experience working in a Human Services agency for the purpose of gaining practical hands-on experience in determining eligibility and ongoing case maintenance. This class is organized by the student and their advisor during the final phase of the student training

for entry level job as an eligibility worker. Students will demonstrate cultural and gender sensitivity and utilize ethical practices. The focus of this course will be to utilize skills in reading, comprehending and applying public assistance policy to a variety of situations. Emphasis will be placed on reading, listening, writing, speaking, spelling, and understanding the statutes and policies governing the eligibility and receipt of public assistance. Students will also be required to utilize problem-solving techniques and critical thinking skills. After completing this course, students will have experience in determining initial and ongoing eligibility.

Transfer Curriculum Goal(s): none

## American Sign Language

### LASL 1205 American Sign Language I

#### Credits: 3

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score none

Co-Requisite: none

This course introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. Questions, commands, and simple sentences are covered, leading to basic conversational skills. Students will gain cultural knowledge and increased understanding of the Deaf Community.

Transfer Curriculum Goal(s): 8

### LASL 1210 Numbers and Finger Spelling

#### Credits: 3

Prerequisite: LASL 1265 (with "C" or better)

Co-Requisite: none

Introduces students to the fundamentals of lexicalized finger spelling. Students will learn loan signs, letter blocks, tips for improving both expressive and receptive skills. (Prerequisites: LASL 1270 ASL-3 with "C" or better.) Offered Spring

Transfer Curriculum Goal(s): none

### LASL 1265 American Sign Language II

#### Credits: 3

Prerequisite: LASL 1205 (with "C" or better)

Co-Requisite: none

This course continues to develop the basics of the American Sign Language (ASL) and the building of both expressive and receptive vocabulary. Students will develop the communicative

competencies in the language focusing on skills including temporal sequencing, spatial agreement and object identification through description. Basic storytelling skills will be introduced. Study of Deaf Culture is continued. Transfer Curriculum Goal(s): 8

### **LASL 2270 American Sign Language III**

#### **Credits: 3**

Prerequisite: LASL 1265 (with "C" or better)

Co-Requisite: none

This course expands the communicative range developed in LASL 1265 American Sign Language II to talk about people and places in a contextually-reduced framework. Students will learn to describe places, objects, and events. In addition, students will develop basic narrative skills to tell about past events. Through in-class discussions/demonstrations, media and course readings, students will be exposed to elements of the Deaf community and culture. Transfer Curriculum Goal(s): 8

### **LASL 2275 American Sign Language IV**

#### **Credits: 3**

Prerequisite: LASL 2270 (with "C" or better)

Co-Requisite: none

This course is a continuation of LASL 2270 American Sign Language III and increases the emphasis on abstract and challenging conversational and narrative range. Students will learn basic classifier usage; receptive and expressive coursework; broader sign vocabulary and grammatical structure; various aspects of Deaf culture and cultural behavior rules. Transfer Curriculum Goal(s): 8

## **Latin**

### **LATN 1200 Beginning Latin I**

#### **Credits: 5**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score none

Co-Requisite: none

This course is an introduction to the language and culture of ancient Rome. Students will learn the basics of Latin grammar, usage, and syntax. Connections between English and Latin vocabulary are emphasized as is the heritage of the Roman world in Western History. In addition, students will begin the study of the history, culture, and religion of ancient Roman. Transfer Curriculum Goal(s): 8

### **LATN 1250 Beginning Latin II**

#### **Credits: 5**

Prerequisite: LATN 1200

Co-Requisite: none

This course introduces students to more complex Latin grammar, usage, and syntax through advanced, continuous reading passages with an emphasis on verb forms. Students will continue to study the connections between English and Latin vocabulary as well as the study of the history and culture of ancient Rome. In addition, students will begin to read adapted, original Latin passages.

Transfer Curriculum Goal(s): 8

### **LATN 2200 Intermediate Latin I**

#### **Credits: 4**

Prerequisite: 3 years of High School Latin or one year of college Latin

Co-Requisite: none

This course reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students will further develop skills in understanding reading, speaking, and writing. In addition, students will interpret ancient sources.

Transfer Curriculum Goal(s): 8

### **LATN 2250 Intermediate Latin 2**

#### **Credits: 4**

Prerequisite: 4 years of high school Latin or 3 semesters of college Latin

Co-Requisite: none

This is an intermediate course on the language and culture of ancient Rome using selections from Caesar, Cicero, Livy and other prose authors. Proficiency in listening, speaking, writing and especially reading will be learned through progressively more difficult Latin texts, adapted from classical authors. The focus will be on the interpretation of ancient sources rather than developing skills for contemporary communication in Latin. Transfer Curriculum Goal(s): 8

## **Limited Scope**

### **X-Ray Operator**

#### **LXMO 1101 Introduction to**

#### **Radiology for the Limited X-Ray Machine Operator**

#### **Credits: 3**

Prerequisite: BIOL 1240 or equivalent, instructor permission

Co-Requisite: none

This course is designed for the new student or the working healthcare professional and will provide the student with the basic knowledge of the x-ray system, proper exposure techniques, radiation protection, and the imaging chain, including both digital and analog imaging. Students will learn the

technical factors of imaging and how to correctly alter them when circumstances dictate. Emphasis is placed on radiation protection for both the operator and the patient.

Transfer Curriculum Goal(s): none

### **LXMO 1201 Anatomy and Positioning for the Limited X-Ray Machine Operator**

#### **Credits: 3**

Prerequisite: LXMO 1101

Co-Requisite: none

This course provides the student with the specific knowledge of anatomy and positioning used in radiographic procedures. Students will be presented with proper techniques, terminology, anatomy, landmarks and centering locations for radiographic exams, and how to correctly critique the quality of an image. Emphasis is placed on radiation protection for the patient by learning proper technique, positioning, and patient instruction.

Transfer Curriculum Goal(s): none

### **LXMO 1301 Clinical Observation and Exam Preparation**

#### **Credits: 2**

Prerequisite: LXMO 1101, LXMO 1201

Co-Requisite: none

This final portion of the Limited X-Ray Machine Operators course allows the student to apply knowledge gained throughout the course to a clinical setting. Time will be spent observing exams, critiquing images, practicing simulated exams, and preparing for the Limited Scope American Registry of Radiologic Technologists (ARRT) exam. Transfer Curriculum Goal(s): none

## **Math**

### **MATH 201 Math Foundations**

#### **Credits: 3**

Prerequisite: Placement determined by assessment scores

Co-Requisite: none

A basic mathematics course designed to review computation with whole numbers, fractions, and decimals. Other topics include ratio and proportion, percent, basic geometry, and an introduction to algebra. Satisfactory completion of this course should prepare the student for future math courses. Transfer Curriculum Goal(s): none

### **MATH 350 Elementary Algebra**

#### **Credits: 3**

Prerequisite: MATH 0201 or placement determined by assessment score none

Co-Requisite: none

This course is designed to lay the foundation for success in further mathemat-

ics and science courses. Topics include a review of real numbers, first degree equations and inequalities, linear equations and inequalities, polynomials, and factoring.

Transfer Curriculum Goal(s): none

### **MATH 450 Intermediate Algebra**

#### **Credits: 3**

Prerequisite: MATH 0350 or placement determined by assessment score

Co-Requisite: none

This course is continuation of MATH 0350 Elementary Algebra. Course content includes polynomial factoring; rational expression, operation and application; exponents and radicals; introduction to functions and algebra of functions; compound and absolute value inequalities. (Prerequisite: Completion of MATH 0350 Elementary Algebra with a grade of C or better, or an appropriate score on the math placement assessment.)

Transfer Curriculum Goal(s): none

### **MATH 1251 Technical Math**

#### **Credits: 3**

Prerequisite: MATH 0201 or placement determined by assessment score

Co-Requisite: none

This course is primarily for technical and industrial majors. The topics in this course include math foundation review with focus on proportionality. Students will solve linear equations with practical work application, read and compute measurement in US and Metric system, basic geometry and right angle trigonometry.

Transfer Curriculum Goal(s): none

### **MATH 1256 Mathematical**

#### **Thinking**

#### **Credits: 3**

Prerequisite: READ 0210, MATH 0450 or placement determined by assessment score

Co-Requisite: none

This course emphasizes inductive and deductive reasoning, mathematical logic, number systems, elementary statistics and geometry. These topics will also be presented along with their historic background and modern practical life applications. The course is an alternative for students whose program does not require a college algebra course. (Prerequisites: College level reading; MATH 0450 Intermediate Algebra, or appropriate test score.)

Transfer Curriculum Goal(s): 4

### **MATH 1258 Applied Geometry**

#### **Credits: 3**

Prerequisite: READ 0210, MATH 0450 or placement determined by assessment

score

Co-Requisite: none

This course demonstrates how properties of geometric figures may be used to solve application problems for both plane and solid geometry. Students will be exposed to the axiomatic method of Euclidean geometry. Methods from coordinate and transformational geometry will be introduced as well as some right triangle trigonometry. Students will not be required to write proofs of theorems.

Transfer Curriculum Goal(s): 4

### **MATH 1260 College Algebra**

#### **Credits: 3**

Prerequisite: READ 0210, MATH 0450 or placement determined by assessment score

Co-Requisite: none

This course presents the student with solution methods and applications of linear, quadratic, rational and radical equations, basic complex numbers, functional graphs and transformations, polynomial and rational functions, exponential and logarithmic functions, and systems of equations and inequalities. (Prerequisites: MATH0450 Intermediate Algebra or placement determined by assessment score.)

Transfer Curriculum Goal(s): 4

### **MATH 1262 College Calculus I**

#### **Credits: 5**

Prerequisite: MATH 1260, MATH 2260

Co-Requisite: none

This is the first course in the two-semester sequence of Single Variable Calculus. Topics include functions of a single variable, limits and continuity, differentiation, anti-differentiation, and integration of algebraic and transcendental functions with associated applications in each area. Instruction will be provided in the use of a scientific calculator. MnTC goal area #4. (Prerequisite: MATH 1260 College Algebra and MATH 2260 Trigonometry.) Offered Fall.

Transfer Curriculum Goal(s): 4

### **MATH 1265 Elementary**

#### **Statistics**

#### **Credits: 3**

Prerequisite: MATH 0450 or placement determined by assessment score

Co-Requisite: none

Elementary Statistics provides students with a practical understanding of statistics. Students will be introduced to basic mathematics and probability upon which statistics relies. The course centers on descriptive statistics, elementary probability, and inferential statistics. Topics include graphing and data representation; measures of cen-

tral tendency and variability; normal distributions; elementary hypothesis testing; correlation and linear regression; and analysis of variance.

Transfer Curriculum Goal(s): 4

### **MATH 2255 Trigonometry**

#### **Credits: 2**

Prerequisite: MATH 1260

Co-Requisite: none

This course introduces the concepts of trigonometry functions through both right-angle and unit circle approaches, and their inverse functions. Course content presented will include properties, graphs and identities, law of sine and cosine, and equation solution methods. In addition, other topics in the course include complex number, polar coordinate system, conic sections and basics of vector analysis.

Transfer Curriculum Goal(s): 4

### **MATH 2260 Trigonometry**

#### **Credits: 3**

Prerequisite: MATH 1260

Co-Requisite: none

This course introduces the concepts of trigonometry functions through both right-angle and unit circle approaches, and their inverse functions. Course content presented will include properties, graphs and identities, law of sine and cosine, and equation solution methods. In addition, other topics in the course include complex number, polar coordinate system, conic sections and basics of vector analysis.

Transfer Curriculum Goal(s): 4

### **MATH 2262 College Calculus II**

#### **Credits: 5**

Prerequisite: MATH 1262

Co-Requisite: none

A continuation of Calculus I, this course includes further calculus of transcendental functions, techniques of integration, polar coordinates, conic sections, and infinite series. Instruction will be provided in the use of a scientific calculator.

Transfer Curriculum Goal(s): 4

### **MATH 2270 Pre-Calculus**

#### **Credits: 5**

Prerequisite: READ 0210, MATH 0450 or placement determined by assessment score

Co-Requisite: none

This course will provide the necessary foundation for a standard calculus course. The algebra topics presented are solution methods and applications of linear, quadratic, rational and radical equations, complex numbers, functional graphs and transformations, polynomial and rational functions, expo-

ponential and logarithmic functions, and systems of equations and inequalities. The trigonometry topics presented will include properties, graphs and identities of the trigonometric functions, laws of sine and cosine, and equation solution methods. Other related topics in the course include polar coordinate system, conic sections and basics of vector analysis. Sequences, series, and probability may be covered.  
Transfer Curriculum Goal(s): 4

## Medical Assistant MEDA 1001 Advanced Medical Terminology

### Credits: 1

Prerequisite: HEOP 1249, HCCC 1215  
Co-Requisite: HCCC 1220

This course reinforces correct word definitions, pronunciation, and spelling as studied in Medical Terminology. Students will be introduced to additional terminology specific to all body systems as well as abbreviations, eponyms, and common drug names. Students will apply medical terminology to basic interpretation of focused internet searches. Medical terminology as it relates to basic anatomy and functions of the body systems will be further explored.

Transfer Curriculum Goal(s): none

## MEDA 1101 Administrative Procedures 1

### Credits: 4

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score or ENGL 1276 or ENGL 1277 and completion of Typing competency, Completion of computer literacy competency  
Co-Requisite: none

This course introduces the student to a wide variety of medical office duties that are commonly performed by the medical assistant. Students will discover their roles and responsibilities as a member of the healthcare team. This course will provide a foundation of law and ethics. It will cover point of law as well as ethical dilemmas faced in the medical office. Documentation and professionalism will be covered. Students will understand a variety of ways in which patients may communicate in the medical office. Telecommunication, computer skills, use of the internet and use of office equipment will be covered. Documentation, filing, paper medical records and the electronic medical record will be taught.  
Transfer Curriculum Goal(s): none

## MEDA 1201 Clinical Procedures

1

### Credits: 5

Prerequisite: ENGL 1276, BIOL 1240, MEDA 1001

Co-Requisite: none

This course is designed to teach the fundamentals of medical assisting in a variety of ambulatory care settings. Students will learn the fundamentals of the Medical Assistant role which include: obtain and record a patient history, obtain vital signs, appropriate and accurate documentation, prepare for and assist with patient examinations, assist with procedures and minor office surgeries and perform sterilization techniques. During this course, the student will follow medical and surgical asepsis and microbial control. Basic information about common disease conditions affecting body systems will be covered in this course. Causes, signs, symptoms of disease will be presented as well as diagnostic procedures, treatment procedures and preventative measures.

Transfer Curriculum Goal(s): none

## MEDA 1301 Laboratory Procedures 1

### Credits: 4

Prerequisite: HCCC 1215, HCCC 1220, COCP 1201, BIOL 1240, ENGL 1276, MEDA 1001

Co-Requisite: none

This course is designed to introduce the student to the clinical laboratory. Students will learn laboratory safety, use and maintenance of lab equipment, use and maintenance of microscopes, quality assurance and controls. The student will perform Clinical Laboratory Improvement Amendments (CLIA)-waived tests according to CLIA guidelines and within the Medical Assistant Scope of Practice. Collection of simulated specimens such as urine, occult blood, throat, wound and wet prep will be performed in the lab setting.

Transfer Curriculum Goal(s): none

## MEDA 1401 Electrocardiography

### Credits: 2

Prerequisite: BIOL 1240 and/or currently enrolled in a Practical Nursing Program, Registered Nursing Program or be a LPN or RN. Proof of program acceptance or license will be required at the beginning of the course.

Co-Requisite: none

This course teaches electrocardiography, which includes understanding cardiac anatomy and physiology, the components of the cardiac cycle, and basic heart rhythms. Students will learn how to perform a 12-lead ECG while working in a simulated laboratory setting. The topics of exercise electrocardiography and ambulatory monitoring will

also be covered.

Transfer Curriculum Goal(s): none

## MEDA 1450 Electrocardiography II

### Credits: 1

Prerequisite: MEDA 1401

Co-Requisite: none

This course expands on Electrocardiography I. Student will take the basics of performing ECGs and will expand to interpretation of the ECGs. Normal rhythms and deviations from normal will be covered in depth with a focus on the effects on the patients, patient care and treatments for each type of rhythm. This course will also review cardiac symptoms, disease, treatments and interventions. This course completes the necessary requirements for the Licensed Practical Nurse and the Registered Nurse to complete the additional credential.

Transfer Curriculum Goal(s): none

## MEDA 1501 Pharmacology

### Credits: 3

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course will provide the student with an introduction to basic pharmacology. Students will be presented with the major drug classifications as they relate each body system. Along with general drug actions, common adverse reactions, contraindications, precautions, and interactions will be covered. Emphasis is placed on ways to promote an optimal response to therapy, how to monitor and manage adverse reactions, and important points to keep in mind when educating patients about the use of these drugs. Special consideration for pediatric, obstetric, and geriatric patients will be emphasized. Students will understand patient rights, patient education and patient safety. It is important that students take this course in the correct sequence for their specific programs.

Transfer Curriculum Goal(s): none

## MEDA 2101 Administrative Procedures II

### Credits: 3

Prerequisite: MEDA 1101, HCCC 1215, HCCC 1220, BIOL 1240, ENGL 1276, MEDA 1001

Co-Requisite: none

This course strengthens and builds on the knowledge and skills covered in Administrative Procedures I. Students will cover aspects of facilities management, banking and accounting procedures, preparing and processing health

insurance claims, patient accounts and billing. In addition this course will cover the patient electronic medical record (EMR), filing systems, scheduling appointments and professional written communication and documentation. The focus will remain on the EMR and utilization of a total practice management system.

Transfer Curriculum Goal(s): none

## **MEDA 2201 Clinical Procedures II**

### **Credits: 5**

Prerequisite: MEDA 1101, MEDA 1201, MEDA 1301, MEDA 1001

Co-Requisite: MEDA 2301, MEDA 2101

This course builds on the skills attained in Clinical Procedures I. Student will utilize critical thinking skills related to medication administration as a focus in this course. Instruction includes safe and accurate drug administration utilizing parenteral and non-parental routes including other special procedures. The course reviews stress management, pediatric care, geriatric care, rehabilitation therapy, specialty examinations and procedures, and emergency procedures and preparedness. Basic information regarding common disease conditions, causes, signs, symptoms and preventative measures will be presented as well as diagnostic and treatment procedures affecting the body systems. Successful course completion requires students to achieve 90% or higher on a dosage calculation exam which is covered in the first sixteen hours of the class.

Transfer Curriculum Goal(s): none

## **MEDA 2301 Laboratory Procedures II**

### **Credits: 4**

Prerequisite: MEDA 1101, MEDA 1201, MEDA 1301, MEDA 1001

Co-Requisite: MEDA 2201

This course will build on the skills learned in Laboratory Procedures I. Students will study immunology, hematology, clinical chemistry and microbiology. The students will collect samples and perform Clinical Laboratory Improvement Amendment (CLIA)-waived testing according to CLIA guidelines. Through this course students will become familiar with all aspects and methods of safe specimen collection, blood and non-blood specimens, quality control and assurance, legal issues, universal precautions and infection control. Patient centered care is integrated throughout this course.

Transfer Curriculum Goal(s): none

## **MEDA 2400 Practicum**

### **Credits: 7**

Prerequisite: Successful Completion of all MEDA coursework.

Co-Requisite: MEDA 2500

The focus of this practicum is to apply entry level Medical Assistant skills in the ambulatory care setting to patients across the lifespan. Students will observe and/or participate in clinical and laboratory procedures and treatments. Ethical and legal obligations of the Medical Assistant are integrated throughout the experience. The emphasis is on delivering safe, component care. This experience facilitates performance within the Scope of Practice of the Medical Assistant student. This practicum is an unpaid 224 hour experience in an ambulatory care setting.

Transfer Curriculum Goal(s): none

## **MEDA 2500 Certification Exam Review**

### **Credits: 1**

Prerequisite: All Medical Assistant coursework complete.

Co-Requisite: MEDA 2400

This course will be a review to prepare the student to sit for the national certification examination. Students will review the theory learning in the classroom, including administrative, clinical, and laboratory content areas. The student will also be expected to study outside of the class to prepare for the exam.

Transfer Curriculum Goal(s): none

## **Production & Automation Technologies**

### **MFGA 1101 Introduction to Advanced Manufacturing**

#### **Credits: 1**

Prerequisite: None

Co-Requisite: none

Obtain an early understanding of the nature of and purpose for processor-based automated production system solutions used for advancing product manufacturing. The course uses real world examples and tools and includes early student experiences using a robot, CNC, vision system or other advanced manufacturing equipment. Offered on demand.

Transfer Curriculum Goal(s): none

### **MFGA 1105 Introduction to Advanced Manufacturing - STEM**

#### **Credits: 0**

Prerequisite: None

Co-Requisite: none

Obtain an early understanding of the

nature of manufacturing as applied to Science, Technology, Electronics and Math. The course integrates real world examples and tools into High School STEM courses. This course includes early student experiences using a robot, CNC, mill, lathe, plastics, vision system or other advanced manufacturing equipment. Offered on demand.

Transfer Curriculum Goal(s): none

## **MFGA 1108 Introduction to Manufacturing - Liberal Arts**

### **Credits: 0**

Prerequisite: None

Co-Requisite: none

Obtain an early understanding of the nature of manufacturing as applied to Liberal Arts courses (e.g. History, English, Social Sciences). The course integrates real world examples and tools into High School Liberal Arts courses. This course includes early student experiences using a robot, CNC, mill, lathe, plastics, vision system or other advanced manufacturing equipment. Offered on demand.

Transfer Curriculum Goal(s): none

## **MFGA 1111 Introduction to Advanced Manufacturing Entrepreneurial Concepts**

### **Credits: 1**

Prerequisite: None

Co-Requisite: none

The student will gain a basic understanding of the processes for creating and running a business utilizing advanced manufacturing systems and techniques. The course uses real world examples and tools and includes an introduction to robots, vision systems, or other advanced manufacturing equipment to enhance the student's understanding of entrepreneurship in a manufacturing setting.

Transfer Curriculum Goal(s): none

## **Manufacturing**

### **MFGT 2200 Inspection Methods for Manufacturing**

#### **Credits: 3**

Prerequisite: Instructor Approval

Co-Requisite: none

In this course students learn to complete inspection using precision measurement instruments for inspection. Students will demonstrate inspection procedures for linear and geometrical tolerances, interpret and develop prints and apply reverse engineering techniques.

Transfer Curriculum Goal(s): none

## **MFGT 2202 Advanced Computer Aided Design**

**Credits: 2**

Prerequisite: MTPP 1241

Co-Requisite: none

In this course students will learn to apply and implement advanced concepts learned in MTPP 1241 Introduction to CAD. Using solid modeling software, students will create, dimension, assemble and manipulate entities. In preparation for interfacing with CAM software to produce functional parts and assemblies, students will utilize advanced techniques to design and prove solids for function in the software.

Transfer Curriculum Goal(s): none

**MFGT 2208 Advanced Computer Aided Manufacturing****Credits: 2**

Prerequisite: MTPP 1261

Co-Requisite: none

In this course students will learn to apply and implement advanced concepts learned in MFGT 1260 Introduction to CAM. Students will generate 3-dimensional surfaces and advance tool paths in both a mill and lathe environment. In addition, students will generate and edit advanced G & M-Code programs.

Transfer Curriculum Goal(s): none

**MFGT 2210 Reverse Engineering****Credits: 5**

Prerequisite: Instructor Approval

Co-Requisite: none

In this course students will be introduced to Reverse Engineering Methodology through practical projects. Students will use Reverse Engineering techniques to integrate with computer software to duplicate an electronic part for exportation to CAD and/or CAM software. The reverse engineering processes and procedures will be documented throughout the project.

Transfer Curriculum Goal(s): none

**MFGT 2212 Prototyping****Credits: 4**

Prerequisite: Instructor Approval

Co-Requisite: None

In this course students will be introduced to Prototyping Methodology through practical projects. Students will use rapid prototyping techniques to integrate with computer software to produce a physical model of a reverse engineered part. Using various machine tools, a prototype of the part will be manufactured. The prototyping processes and procedures will be documented throughout the project.

Transfer Curriculum Goal(s): None

**Management****MGMT 1200 Principles of****Management****Credits: 3**

Prerequisite: MGMT 1205 (with a "C" or better)

Co-Requisite: none

This course examines basic management concepts and principles, their historical and philosophical development, and their application to modern organizations. Topics covered will include planning, organizing, decision-making, leadership, control, and organizational change. In addition, the course includes an introduction to business ethics and social responsibility, human resource management, and organizational design and behavior. (Prerequisites: MGMT1205 Intro to Business having earned a C or better.) Offered Spring.

Transfer Curriculum Goal(s): none

**MGMT 1205 Introduction to Business****Credits: 3**

Prerequisite: None

Co-Requisite: none

This course provides an overview of the world of business. Students will learn about the environment of business, including the economic, political/legal, socio-demographic, global, technological, and competitive aspects and how they impact organizations. In addition, the various functional areas of business (management, marketing, finance) will be examined. Students will also consider the critical issues that face most contemporary business organizations, such as ethical/social issues, cultural diversity, and global considerations.

Offered Fall.

Transfer Curriculum Goal(s): none

**MGMT 2201 Career Management****Credits: 3**

Prerequisite: None

Co-Requisite: none

In this course, students learn strategies that prepare them to successfully search for a job and develop ongoing career management skills. They will research potential employers, determine application requirements and prepare application documents, and practice communication and interviewing skills. In addition, students will evaluate their own skills and interests, the importance of professionalism, to identify appropriate management and leadership behaviors, and the importance of planning to complete projects. This course should be taken at the end of a program of study.

Transfer Curriculum Goal(s): none

**Marketing****MKTG 1200 Introduction to Principles of Marketing****Credits: 3**

Prerequisite: None

Co-Requisite: none

This course conveys a basic understanding of the theories and practices of marketing and how marketing interacts with the entire business process. This course serves as a foundation for advanced studies in marketing and applied economics. Offered Spring.

Transfer Curriculum Goal(s): none

**Machine Technology****MTPP 1208 Measuring Tools****Credits: 1**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

This course introduces basic and precision measuring practices. Care and use of measuring instruments, such as micrometers, calipers, scales and indicators are covered.

Transfer Curriculum Goal(s): none

**MTPP 1220 Blue Print Reading I****Credits: 2**

Prerequisite: READ 0100 or placement determined by assessment score

Co-Requisite: none

This course presents basic blueprint reading principles. Topics include the alphabet of lines, arrangement of views, orthographic projection, scaling, dimensioning, tolerancing, and symbols. Students will be reading and interpreting working drawings.

Transfer Curriculum Goal(s): none

**MTPP 1241 Intro to Computer Aided Design - CAD****Credits: 3**

Prerequisite: None

Co-Requisite: COCP 1201

This course covers design, analysis and implementation of 2 Dimensional and 3 Dimensional vector data including principles of coordinates, construction, modification, file types, attributes, representation, output, and productivity issues.

Transfer Curriculum Goal(s): none

**MTPP 1245 Machining Fundamentals I****Credits: 4**

Prerequisite: READ 0100, MATH 0201 or placement determined by assessment score

Co-Requisite: none

This course presents the basic prin-

ciples of milling machine and engine lathe operation. Topics include machine theory, safety and component identification, set up, tool selection, and use of attachments. Precision layout and basic inspection are also introduced. Students will manufacture machine tool projects to blueprint specifications using the vertical mill, engine lathe and grinders.

Transfer Curriculum Goal(s): none

### **MTTP 1256 Applied Machining Theory**

#### **Credits: 3**

Prerequisite: READ 0100, MATH 0201 or placement determined by assessment score

Co-Requisite: none

This course presents machining theory used in manufacturing. Topics include determining cutting speed and feed, cutting time, measurement over wires, chamfer depth, bolt circle dimensions and the coordinate system.

Transfer Curriculum Goal(s): none

### **MTTP 1261 Introduction to Computer Aided Manufacturing - CAM**

#### **Credits: 2**

Prerequisite: COCP 1201

Co-Requisite: none

This course is an introduction of Computer Aided Manufacturing (CAM). Students will primarily use a Computer Aided Design (CAD) package to draw or create blueprints consisting of two-dimensional drawings of machine tool related parts. Secondly, students will begin to use Computer Aided Manufacturing to produce G & M codes for Computerized Numerical Control (CNC) machines.

Transfer Curriculum Goal(s): none

### **MTTP 1262 Blueprint Reading II**

#### **Credits: 2**

Prerequisite: MTTP 1220

Co-Requisite: none

This course is a continuation of MTTP 1220 Blueprint Reading I and will cover basic and advanced blueprint reading principles. Topics included are interpreting thread specifications, section views, right triangle applications, dimensioning, tolerancing, and symbols. Geometric Dimensioning and Tolerancing concepts will also be introduced and applied to working drawings.

Transfer Curriculum Goal(s): none

### **MTTP 1265 Machining Fundamentals II**

#### **Credits: 4**

Prerequisite: MTTP 1208; MTTP 1245

Co-Requisite: none

This course is a continuation of MTTP 1245 Machining Fundamentals I and covers the basic principles of milling machine and engine lathe operation. Topics include machine safety, set-up, tool selection, use of attachments, documentation of manufacturing processes and inspection procedures.

Students will manufacture machine tool projects to blueprint specifications using appropriate manufacturing processes.

Transfer Curriculum Goal(s): none

### **MTTP 1277 Machining Process**

#### **Credits: 2**

Prerequisite: MTTP 1259, MTTP 1260

Co-Requisite: none

This course requires students to utilize the skills and knowledge from the Precision Machining Certificate courses. Students will work in teams to manufacture a multiple component assembly project to print specifications.

Transfer Curriculum Goal(s): none

### **MTTP 1279 CNC Set-up & Operate**

#### **Credits: 5**

Prerequisite: MTTP 1220, MTTP 1248, MTTP 1249, MTTP 1256

Co-Requisite: MTTP 1259, MTTP 1260

This course presents students with an introduction to Computer Numeric Controlled machining (CNC), providing the student with information to safely operate and set up machining and turning centers. Common formats and codes for manual CNC programming will also be covered.

Transfer Curriculum Goal(s): none

### **MTTP 2255 CNC Programming**

#### **Credits: 5**

Prerequisite: MTTP 1279

Co-Requisite: none

This course will present students with the Computer Numeric Controlled machining CNC word address programming language for a variety of machining and turning centers. Programs will be written both manually, using computer aided manufacturing (CAM) software and simulated prior to running on a machine. Process and inspection sheets will be used to manufacture projects and inspect for dimensional accuracy using appropriate precision tools.

Transfer Curriculum Goal(s): none

### **MTTP 2260 Cutting Tool Technology**

#### **Credits: 1**

Prerequisite: MTTP 1248, MTTP 1249, MTTP 1259, MTTP 1260, MTTP 1208

Co-Requisite: none

This course emphasizes the identification and use of standard and special cutting tools. Cutting tools will be examined as to their application in conventional machining. Cutting inserts such as carbides and cermets will be examined as to their use in CNC machining.

Transfer Curriculum Goal(s): none

### **MTTP 2263 Quality in Manufacturing**

#### **Credits: 2**

Prerequisite: READ 0210, MATH 0201 or placement determined by assessment

Co-Requisite: none

This course presents quality systems and concepts currently being utilized in the manufacturing industry. Topics include aspects of lean manufacturing with emphasis on the use of quality for continuous process improvement.

Transfer Curriculum Goal(s): none

### **MTTP 2268 Machining Internship**

#### **Credits: 0**

Prerequisite: Instructor Permission

Co-Requisite: none

This course provides students with work experience in precision manufacturing technology careers. An internship plan will be developed for each student. Actual hours of on-the-job work experience will be outlined in the internship plan.

Transfer Curriculum Goal(s):

### **MTTP 2290 Manufacturing Capstone Project**

#### **Credits: 3**

Prerequisite: MTTP 2255

Co-Requisite: none

This course presents students with a real-world manufacturing project, utilizing the knowledge and experience gained in previous manufacturing/machining courses. This involves designing a complete project including fixtures and a timeline for completion. Parts will be manufactured, inspected for tolerances, and assembled into a final product.

Transfer Curriculum Goal(s): none

## **Music**

### **MUSC 2200 Music Appreciation**

#### **Credits: 3**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

This course introduces students to musical elements, forms and stylistic periods from the Middle Ages through the popular music of today. In addition to concentrating on Western Art Music

and its representative composers, the course also touches on the increasing importance of different forms of popular music in the last century and its roots in various ethnic musical expressions. Attention will also be given to historical events, sociological influences and encounters with non-European cultures within each historical period and their effect on musical development.  
Transfer Curriculum Goal(s): 6

## Nursing

### **NURS 2922 Professional Nursing Practicum I**

#### **Credits: 4**

Prerequisite: Admission to the Associate Degree Nursing Mobility Program  
Co-Requisite: NURS 2921

This course provides theoretical application and skill development in the areas of professional nursing, care management, care plan process, health record management, community needs, and resources as care is delivered to clients in various health care facilities. Students will be provided the opportunity to demonstrate newly acquired cognitive and technical skills and to integrate previously learned skills and knowledge in a clinical setting.  
Transfer Curriculum Goal(s): none

### **NURS 2923 Role Transition: LPN to Professional Nurse**

#### **Credits: 2**

Prerequisite: Admission to the Associate Degree Nursing Mobility Program  
Co-Requisite: NURS 2924, NURS 2925, NURS 2922

This course is designed to transition the Licensed Practical nurse into the role of the professional nurse. Students will focus on new competencies necessary for the professional nurse including critical thinking, quality, and safety with emphasis on evidence-based practices. Topics include scope of practice, teamwork, communication, research skills, teaching-learning principles, development of the teaching role and others.  
Transfer Curriculum Goal(s): none

### **NURS 2924 Professional Nursing Theory I**

#### **Credits: 4**

Prerequisite: Admission to the Associate Degree Nursing Mobility Program  
Co-Requisite: NURS 2923, NURS 2925, NURS 2922

This course focuses on the expanded role of the professional nurse through nursing theory and nursing ethics. Students will learn the expanded role of the professional nurse, integration of Quality and Safety Education for Nurses

(QSEN) and Institute of Medicine (IOM) standards into nursing care, health promotion across the lifespan, and health care interventions in a variety of health-care settings. Additional areas of focus include nursing theory, pathophysiology, pharmacology, and medication/IV calculations.

Transfer Curriculum Goal(s): none

### **NURS 2925 Professional Nursing Lab 1**

#### **Credits: 2**

Prerequisite: Admission to the Associate Degree Nursing Mobility Program  
Co-Requisite: NURS 2923, NURS 2924, NURS 2922

This course focuses on the expanded role of the professional nurse through the integration of advanced nursing skills, management of health records, and prioritization of patient care. Students will focus on new competencies necessary for the professional nurse as well as a review of previously learned information. Areas include critical thinking, quality, safety, medication/IV calculations, assessments, and advanced nursing skills with emphasis on evidence-based practices.

Transfer Curriculum Goal(s): none

### **NURS 2930 Professional Nursing Leadership and Management**

#### **Credits: 4**

Prerequisite: NURS 2923, NURS 2924, NURS 2922  
Co-Requisite: none

This course focuses on the leadership responsibilities of a professional nurse. Students will be able to identify and develop professional leadership skills which include management, collaboration, ethical decision making, delegation, supervision, advocacy, teamwork, quality and safety, assessing learning needs, teaching and evaluation when working with nursing personnel, patients, family members and the health care team members.

Transfer Curriculum Goal(s): none

### **NURS 2935 Professional Nursing Theory II**

#### **Credits: 4**

Prerequisite: NURS 2923, NURS 2924, NURS 2922

Co-Requisite: NURS 2936

This course expands the role of the professional nurse. Focus will be on the application of evidence based nursing process in the care of persons throughout the lifespan who are experiencing complex, chronic, or multi-system conditions. Students will apply advanced nursing skills while integrating quality, safety, teamwork and communication

skills into various health care settings. Topics will include integration of Quality and Safety Education for Nurses (QSEN) and Institute of Medicine (IOM) standards into the delivery of care, recognition of potential clients, prioritizing more advanced nursing interventions, health teaching and community referrals and resources.

Transfer Curriculum Goal(s): none

### **NURS 2936 Professional Nursing Practicum II**

#### **Credits: 4**

Prerequisite: NURS 2923, NURS 2924, NURS 2922

Co-Requisite: NURS 2935

This capstone course provides students with the opportunity for theory and skill synthesis in a clinical setting. The course will address advanced professional nursing skills, care management, prioritization and care for multiple clients, health promotion across the lifespan, integration of management systems into health care, evaluation of patient (or client) safety and quality of care, and community health referral processes. Students will synthesize advanced cognitive and technical professional nursing skills in a variety of health care settings.

Transfer Curriculum Goal(s): none

## Philosophy

### **PHIL 1210 Foundations of Philosophy**

#### **Credits: 3**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

This is a survey course in classical and modern philosophy. The student will study the ways in which humans have reflected on questions of reality, religion, and knowledge. The course offers a topical approach to philosophy while providing students the tools to make reasonable, rational, and logical assessments of issues.

Transfer Curriculum Goal(s): 6

### **PHIL 1220 Human Ethics**

#### **Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course presents students with an examination of the basic philosophical questions about moral values through the analysis of various controversial issues. Students will increase their understanding of how ethical decisions are created and evaluated through reading, writing, and discussion.

Transfer Curriculum Goal(s): 6

## **PHIL 1230 Philosophy of Religion**

**Credits: 3**

Prerequisite: READ 0210 or placement determined by assessment score

Co-Requisite: none

<MnTC Goal 6&8> This course presents students with an examination of the basic philosophical questions about moral values through the analysis of various controversial issues. Students will increase their understanding of how ethical decisions are created and evaluated through reading, writing, and discussion.

Transfer Curriculum Goal(s): 6, 8

## **PHIL 1271 Critical Thinking in Modern Society**

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

The course centers on learning to think critically in a field or discipline. Emphasis is on developing an awareness of thinking in relation to others, and the assimilation of reasoning skills into life.

Transfer Curriculum Goal(s): 2, 9

## **Physics**

### **PHYS 1250 College Physics I**

**Credits: 4**

Prerequisite: MATH 1260

Co-Requisite: none

This course is an introduction to Newtonian statics and dynamics. Selected topics include vector forces, moments, constant acceleration, trajectories, friction, the concepts of simple machines, rotary motion, work, power, energy and torque. This course contains a lab component.

Transfer Curriculum Goal(s): 2, 3

### **PHYS 2250 College Physics II**

**Credits: 4**

Prerequisite: PHYS 1250

Co-Requisite: none

This course is a continuation of College Physics I, and includes the following topics: fluids, thermodynamics, selected topics in electricity and magnetism, AC and DC circuit theory, waves and light, modern physics, atomic and nuclear physics. This course contains a lab component.

Transfer Curriculum Goal(s): 2, 3

## **Plastics Technology**

### **PLST 1248 Introduction to Plastics Molding**

**Credits: 3**

Prerequisite: None

Co-Requisite: none

This course is designed to introduce students to the processes utilized in the production of plastic products and the materials used. Students will explore various processes including: Injection Molding, Extrusion, Blow Molding, Thermofforming and Compression Molding (Thermoset). Content will also include safety and proper industry standards for professional manufacturing personnel.

Transfer Curriculum Goal(s): none

### **PLST 1500 Fundamentals of Plastics/Chemistry/Ingredients**

**Credits: 4**

Prerequisite: None

Co-Requisite: none

This course will introduce the student to polymer science and compounding plastic materials. Students will learn how polymers differ chemically, the effects of chemical structure on properties, what other materials are used to modify polymers and what effect modifiers have on compounded plastic materials. That knowledge, combined with available resources, will be used to develop the student's ability to select a plastic material for a specific end-use. Quantitative and qualitative laboratory exercises will be used to reinforce course topics.

Transfer Curriculum Goal(s): none

### **PLST 1510 Properties and Tests of Selected Plastics**

**Credits: 4**

Prerequisite: PLST 1500

Co-Requisite: none

This course introduces the important methods of plastics identification and mechanical properties testing utilized in the plastics industry. Hands-on training in both destructive and non-destructive test methods is emphasized. The chemical and structural properties of polymers effecting mechanical properties are explained with an emphasis on how testing can be used to select the proper materials for specified applications.

Transfer Curriculum Goal(s): none

### **PLST 1520 Injection Molding Process I**

**Credits: 4**

Prerequisite: PLST 1248, PLST 1500

Co-Requisite: none

This course is designed to introduce students to the basic injection molding machine operation and operating controls. Students will be introduced to nationally recognized interactive software specific to injection molding

technology. Content includes optimizing molding machine control settings, standard mold components, designs and terminology. Content also compares various thermoplastics, their properties and molding characteristics for improved processing. This course will put emphasis on professional ethics and laboratory/shop safety.

Transfer Curriculum Goal(s): none

### **PLST 1530 Injection Molding Process II**

**Credits: 4**

Prerequisite: PLST 1248, PLST 1520

Co-Requisite: none

This course is a continuation of Injection Molding Process I. Students will use nationally recognized interactive software specific to injection molding technology. Content includes set-up, operating and advanced troubleshooting of thermoplastics and injection molding machines. Emphasis will be on set-up cycling/processing different materials and molds to produce quality parts. This course will cover characteristics of hazardous wastes and its safe handling, storage and disposal. This course will also cover design of experiments (DOE) for injection molders, terms, concepts, organization and analyzing data.

Transfer Curriculum Goal(s): none

### **PLST 1540 Extrusion Molding Processes**

**Credits: 4**

Prerequisite: PLST 1248, PLST 1500

Co-Requisite: none

This course introduces students to single screw extrusion technology. Students will be exposed to hands-on extrusion molding machines in a laboratory environment. Content includes set up, operation and troubleshooting on a single screw extrusion machine.

Transfer Curriculum Goal(s): none

### **PLST 1550 Electrical/Hydraulics for Plastics Processing**

**Credits: 4**

Prerequisite: None

Co-Requisite: none

This course introduces hydraulic and electric operation of the injection molding machines including their maintenance. Students will be exposed to nationally recognized interactive software specific to injection molding technology. Content includes machine maintenance, lockout/tag-out procedures and safety systems for injection molding machines. Students will troubleshoot injection molding machine symptoms to determine source as electrical, mechanical or Hydraulic

and choose a corrective action or plan.  
Transfer Curriculum Goal(s): none

### **PLST 1560 Capstone/Internship Credits: 4**

Prerequisite: PLST 1540

Co-Requisite: none

This course provides the student experience working in a real time plastics facility for the purpose of gaining practical hands-on experience in plastics products production. The focus of the course is bringing environmental awareness in the plastics production industry. Students will construct plastic projects from development to completion based on utilizing recycled plastics. A strict focus on safety, self-development, and critical thinking components are embedded into the course.

Transfer Curriculum Goal(s): none

## **Political Science**

### **POLS 1205 American Government and Politics Credits: 3**

Prerequisite: READ 0210 or placement determined by assessment score  
Co-Requisite: none

This course is a study of the American national government. Topics covered will include political theory, the constitution, federalism, the presidency, the congress, the judiciary, interest groups, the media, parties, campaigns, and contemporary issues. Students will also examine democracy and what it means to be a citizen.

Transfer Curriculum Goal(s): 5, 9

### **POLS 1210 Environmental Politics Credits: 3**

Prerequisite: READ 0210 or placement determined by assessment score  
Co-Requisite: none

This course in environmental politics will examine the human impact on the natural world - globally, regionally, and locally. It will examine the effects on both the national and international level. It will discuss the impact of recent environmental changes and examine various, potential, often conflicting, political solutions to the problems. Topics covered may include, but will not be limited to, global climate change, population patterns, energy use, international conflict and social justice.

Transfer Curriculum Goal(s): 5, 10

## **Practical Nursing**

### **PRSG 1100 Foundations of Practical Nursing Credits: 4**

Prerequisite: BIOL 1240, ENGL 1276, Must be admitted to Practical Nursing program.

Co-Requisite: PRSG 1200, MEDA 1501 (may have been completed prior to this course), PRSG 1400, PRSG 1500

This course will provide an introduction to the theoretical foundation for basic focused assessment and nursing skills. Students will be given an opportunity to demonstrate skills in the laboratory setting. Instruction of the nursing process provides the student with a beginning framework for decision making. The key concepts of teamwork and collaboration, safety, quality improvement, professional identity/behavior, patient/relationship centered care, nursing judgment/evidence based practice, managing care and informatics/technology are introduced. Application of pathophysiology, nutrition and pharmacology concepts are applied to common diseases discussed in the course.

Transfer Curriculum Goal(s): none

### **PRSG 1200 Nursing Care of the Adult Theory I Credits: 4**

Prerequisite: BIOL 1240, ENGL 1276, Must be admitted to Practical Nursing program.

Co-Requisite: PRSG 1100, MEDA 1501 (may have been completed prior to this course), PRSG 1400, PRSG 1500

This course will focus on the care of adults and older adult clients and assists the student to apply the concept of the health-illness continuum, nursing process and holism in health promotion and illness prevention. Students will study the disease processes, as well as nursing management for the client with respiratory, cardiovascular, hematological, lymphatic, endocrine and immune disorders. Application of pathophysiology, nutrition and pharmacology concepts are applied to common diseases discussed in the course.

Transfer Curriculum Goal(s): none

### **PRSG 1400 Psychosocial Nursing Care Credits: 1**

Prerequisite: BIOL 1240, ENGL 1276, Must be admitted to Practical Nursing program.

Co-Requisite: PRSG 1100, PRSG 1200, MEDA 1501 (may have been taken prior to this course), PRSG 1500

This course will focus on the understanding of human behavior and assists in developing skills in the care of clients with psychiatric and social/behavioral problems. Students will explore common psychiatric and behavioral disorders as well as promoting

and maintaining the mental health of individuals. Application of pathophysiology, nutrition and pharmacology concepts are applied to common diseases discussed in the course.

Transfer Curriculum Goal(s): none

### **PRSG 2100 Nursing Care of the Adult Theory II Credits: 4**

Prerequisite: PRSG 1100, PRSG 1200, MEDA 1501, PRSG 1400, PRSG 1500

Co-Requisite: PRSG 2200, PRSG 2300, PRSG 2400, PRST 2500, PRSG 2600

This course will build upon the concepts learned in Nursing Care of the Adult Theory I. Students will continue to apply the concept of the health-illness continuum, nursing process and holism in health promotion and illness prevention. Student will study the disease processes, as well as nursing management for the client with digestive, reproductive, genitourinary, neurosensory, integumentary and musculoskeletal disorders and require operative care. Application of pathophysiology, nutrition and pharmacology concepts are applied to common diseases discussed in the course.

Transfer Curriculum Goal(s): none

### **PRSG 2200 Human Development Across the Lifespan Credits: 2**

Prerequisite: PRSG 1100, PRSG 1200, MEDA 1501, PRSG 1400, PRSG 1500

Co-Requisite: PRSG 2100, PRSG 2300, PRSG 2400, PRSG 2500, PRSG 2600

This course will focus on the theories of human development and progressive stages of physical, psychosocial, cognitive and moral development throughout the lifespan from prenatal considerations to end of life. Students will apply evidence-based practices and theories which will promote patient-centered, high quality of life healthcare delivery interventions.

Transfer Curriculum Goal(s): none

### **PRSG 2300 Nursing Care of Women, Infants and Children Credits: 3**

Prerequisite: PRSG 1100, PRSG 1200, MEDA 1501, PRSG 1400, PRSG 1500

Co-Requisite: PRSG 2100, PRSG 2200, PRSG 2400, PRSG 2500, PRSG 2600

This course will focus on a family centered approach to rural obstetric nursing and care of the pediatric client. Students will explore normal and high-risk pregnancies, normal growth and development, and common pediatric disorders. Application of pathophysiology, nutrition and pharmacology con-

cepts are applied to common diseases discussed in the course.

Transfer Curriculum Goal(s): none

### **PRSG 2400 Transition to Practice Credits: 1**

Prerequisite: PRSG 1100, PRSG 1200, MEDA 1501, PRSG 1400, and PRSG 1500  
Co-Requisite: PRSG 2100, PRSG 2200, PRSG 2300, PRSG 2500, PRSG 2600

This course will focus on facilitating the transition of the student to the role of a licensed practical nurse (LPN). Student will learn concepts in leadership and management as well as career development options that enhance career mobility. Standards of practice and the importance of practicing in accordance to state regulations and statutes for the scope of practice for the LPN are examined.

Transfer Curriculum Goal(s): none

### **PRSG 2500 Practical Nurse Leadership Skills Credits: 2**

Prerequisite: PRSG 1100, PRSG 1200, MEDA 1501, PRSG 1400, PRSG 1500  
Co-Requisite: PRSG 2100, PRSG 2200, PRSG 2300, PRSG 2400, PRSG 2600

This course will focus on promoting the synthesis of learning which has occurred in prior theory and lab courses and promote the application of the nursing process utilized by the practical nurse. Students will learn the importance of individual holism, health promotion strategies which may prevent or delay the onset of illness or disease and global well-being. Application of pathophysiology, nutrition and pharmacology concepts are applied to common diseases discussed in the course. Experience in performing routine self and healthcare industry appraisals based on evidence based practice standards which may enhance employer-employee and consumer relations will also be addressed. There will be an opportunity to take a mock nursing test for state board review.

Transfer Curriculum Goal(s): none

### **PRSG 2600 Clinical Lab II Credits: 4**

Prerequisite: PRSG 1100, PRSG 1200, MEDA 1501, PRSG 1400, PRSG 1500  
Co-Requisite: PRSG 2100, PRSG 2200, PRSG 2300, PRSG 2400, PRSG 2500

This course will focus on providing a clinical experience for students to synthesize the learning from the practical Nursing program. Students will apply nursing judgment using evidence based care, critical thinking and clinical judgment to implement safe, patient/relationship centered care with sen-

sitivity and respect for the diversity of human experience in all age categories across the lifespan. Emphasis will be placed on the unique needs of the rural client. Professional behaviors of accountability, leadership, delegation, and time management are incorporated throughout the course.

Transfer Curriculum Goal(s): none

### **PRSG 2837 Basic Nursing Theory Credits: 1**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)  
Co-Requisite: PRSG 2838

This course is designed to assist beginning nursing students in acquiring a foundation of basic nursing theory. Description of the nurse's roles and responsibilities of basic nursing skills will be identified. Basic nursing theory related to performance of nursing skills will be emphasized. The nursing process is introduced. Nutritional and dietary concepts relating to patients across the health/wellness continuum will be presented.

Transfer Curriculum Goal(s): none

### **PRSG 2838 Basic Nursing Lab Credits: 2**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)  
Co-Requisite: PRSG 2837

This course is designed to assist beginning nursing students in acquiring a foundation of basic nursing skills. Demonstration of nursing responsibilities in performance of skills using the nursing process will be practiced and appraised.

Transfer Curriculum Goal(s): none

### **PRSG 2840 Medication Administration Theory Credits: 2**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)  
Co-Requisite: PRSG 2841

This course enables students to build upon the fundamentals provided in previous coursework. Medication administration theory related to the nurse's responsibilities, safe methods, and monitoring will be emphasized. Core concepts of pharmacology in support of clinical application using varied modes of drug reference materials are included. Co-Requisite: PRSG 2841 Medication Administration Lab.

Transfer Curriculum Goal(s): none

### **PRSG 2841 Medication Administration Lab Credits: 2**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)

Co-Requisite: PRSG 2840

This course enables students to build upon the fundamentals provided in previous coursework. The nurse's responsibilities, safe methods and monitoring of administered medications will be practiced and appraised. Clinical application of pharmacology and drug management using varied modes of drug reference materials will be utilized. Co-Requisite: PRSG 2840 Medication Administration Theory

Transfer Curriculum Goal(s): none

### **PRSG 2843 Clinical Lab I Credits: 4**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)  
Co-Requisite: PRSG 2840, PRSG 2841, PRSG 2837, PRSG 2838

Utilizing the nursing process, students will apply skills learned in concurrent practical nursing theory and lab courses. The course focuses on the healthcare needs of the rural client across the wellness continuum. (Co-requisite: PRSG 2840 Medication Administration Theory, PRSG 2841 Medication Administration Lab, PRSG 2837 Basic Nursing Theory, and PRSG 2838 Basic Nursing Lab. PRSG 2844 Adult Nursing I (prerequisite or co-requisite)

Transfer Curriculum Goal(s): none

### **PRSG 2844 Adult Nursing I Credits: 4**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)  
Co-Requisite: none

This course assists the student to apply the concept of the health-illness continuum and holism in promoting health and preventing illness. Emphasis will be placed on the unique needs of the rural client. Students will study the physiological aspects of client care, including health assessment, fluids and electrolytes, acid base balances. Included in this course is study of the disease process, as well as nursing management for the client with respiratory, cardiovascular, hematological, lymphatic, endocrine, and immune disorders.

Transfer Curriculum Goal(s): none

### **PRSG 2846 Adult Nursing II Credits: 4**

Prerequisite: PRSG 2844

Co-Requisite: none

This course builds upon the concepts learned in Adult Nursing I. Students will utilize the nursing process as they analyze the physiological aspects involved in operative care, digestive, reproductive, genitourinary, neuro-sensory, integumentary and musculoskeletal disorders. Student will continue to apply the concept of the health-illness

continuum and holism in promoting health and preventing illness. Emphasis will be placed on the unique needs of the rural client.

Transfer Curriculum Goal(s): none

### **PRSG 2870 Obstetrics/Pediatrics Credits: 3**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)

Co-Requisite: none

This course focuses on rural obstetric nursing and the care of the pediatric client. Emphasis will be placed on the concepts of antepartum nursing, principals of labor, delivery, postpartum, and newborn nursing care. The course also integrates nursing care of the pediatric client across the wellness continuum. The student will utilize a family centered approach to rural nursing.

Transfer Curriculum Goal(s): none

### **PRSG 2875 Psycho-Social Nursing Credits: 2**

Prerequisite: Acceptance into the Practical Nursing Program (PRSG courses)

Co-Requisite: none

This course focuses on rural obstetric nursing and the care of the pediatric client. Emphasis will be placed on the concepts of antepartum nursing, principals of labor, delivery, postpartum, and newborn nursing care. The course also integrates nursing care of the pediatric client across the wellness continuum. The student will utilize a family centered approach to rural nursing.

Transfer Curriculum Goal(s): none

### **PRSG 2880 Clinical Lab II Credits: 8**

Prerequisite: Successful completion of PRSG 2844, PRSG 2875, PRSG 2840, PRSG 2841, PRSG 2837, PRSG 2838, PRSG 2843

Co-Requisite: PRSG 2884

This course expands the application of the nursing process utilized by the practical nurse. The course focuses on providing patient centered care with sensitivity and respect for the diversity of human experience in the rural setting. Professional behaviors of accountability, leadership, delegation, and time management will be incorporated throughout the course. 2.(Prerequisites: Successful completion of PRSG 2844 Adult Nursing I, PRSG 2875 Psycho-Social Nursing, PRSG 2840 Medication Administration Theory, PRSG 2841 Medication Administration Lab, PRSG 2837 Basic Nursing Theory, PRSG 2838 Basic Nursing Lab and PRSG 2843 Clinical Lab I.) (Co-Req: PRSG 2885 Role of Practical Nurse)

Transfer Curriculum Goal(s): none

### **PRSG 2285 Role of the Practical Nurse Credits: 2**

Prerequisite: Successful completion of PRSG 2844, PRSG 2875, PRSG 2840, PRSG 2841, PRSG 2837, PRSG 2838, PRSG 2843, PRSG 2846, PRSG 2870

Co-Requisite: PRSG 2880

This course integrates topics and skills that relate to the graduate's role. This course synthesizes learning that has occurred in prior Practical Nursing Theory and lab courses. Students are encouraged to develop autonomy and facilitate the transitional process from student to beginning practitioner. This course illustrates employer-employee and consumer relations. There will be opportunity to take a mock nursing test for state board review. (Prerequisites: Successful completion of PRSG 2844 Adult Nursing I, PRSG 2875 Psycho-Social Nursing, PRSG 2840 Medication Administration Theory, PRSG 2841 Medication Administration Lab, PRSG 2837 Basic Nursing Theory, PRSG 2838 Basic Nursing Lab and PRSG 2843 Clinical Lab I, PRSG 2846 Adult Nursing II, and PRSG 2870)

Transfer Curriculum Goal(s): none

## **Psychology**

### **PSYC 1200 Introduction to Psychology Credits: 3**

Prerequisite: Completion of READ 0210 or above; completion/or concurrent enrollment in ENGL 0220 or appropriate assessment scores

Co-Requisite: none

This course presents a survey of contemporary and historical psychology, including the biological bases of behavior, the effects of social conditioning and environmental influences on behavior and personality. Additional topics include cognitive mechanisms, social influences, personality disorders and treatment.

Transfer Curriculum Goal(s): 5

### **PSYC 1220 Environmental Psychology Credits: 3**

Prerequisite: PSYC 1200

Co-Requisite: none

This course focuses on preferred environments, environmental stress and coping, and conservation behavior in a healthy way to build a more sustainable future. In this course, students will examine the relationship between environment and human behavior.

Transfer Curriculum Goal(s): 5, 10

### **PSYC 1225 Health Psychology Credits: 3**

Prerequisite: PSYC 1200

Co-Requisite: none

This course focuses on the psychological and behavioral aspects of physical and mental health, taking into account cross-culturally differences. Students will focus on the mind-body connection, major illness and implications for prevention, and impact on health care policy.

Transfer Curriculum Goal(s): 5, 7

### **PSYC 1250 Life Span Development Credits: 3**

Prerequisite: PSYC 1200

Co-Requisite: none

This course provides a comprehensive view of human development from conception to death. Topics include research methodology, theoretical perspectives and important aspects of physical, cognitive and psychosocial changes occurring throughout the lifespan. In addition students will focus on the application of research and theory to current issues.

Transfer Curriculum Goal(s): 5, 7

## **General Studies**

### **PTCG 1225 Job Seeking Credits: 1**

Prerequisite: None

Co-Requisite: none

This course offers an individualized approach to developing job-seeking skills. The student will create a resume, write a job application letter, complete a job application form, and prepare for the employment interview. Consideration will also be given to the critical attitudes needed for job keeping. Note: Should be taken at end of program.

Transfer Curriculum Goal(s): none

## **Reading**

### **READ 210 Reading Strategies I Credits: 3**

Prerequisite: Placement determined by assessment scores.

Co-Requisite: none

This course is a developmental course designed to build student reading skills and provide them with strategies to read and learn effectively in college. Reading with purpose, comprehension, and vocabulary will be emphasized in this course.

Transfer Curriculum Goal(s): none

### **READ 1200 Reading Strategies II**

**Credits: 4**

Prerequisite: READ 0100 or placement determined by assessment scores

Co-Requisite: none

This course is designed to help students learn and develop critical reading skills necessary for comprehending, analyzing and interpreting college-level material. Organizational, time management, and test-taking strategies will be emphasized. Students will be introduced to a variety of genres, including fiction and non-fiction. College-level vocabulary will be emphasized.

Transfer Curriculum Goal(s): none

## Sociology

### **SOCI 1205 Introduction to Sociology**

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course presents an overview of the characteristics, structures, and processes that shape human societies. Students will examine the impact of social forces on individuals and groups as well as the concurrent effect of individuals on society. Course emphasis is on cultural diversity and globalism.

Transfer Curriculum Goal(s): 5, 7

### **SOCI 1205 Drugs and Society**

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course is a study of the use and abuse of substances labeled as drugs in society. Topics covered will include specific drugs and their related pharmacology, histories, uses, and mechanisms of social control. Students will also examine criminal, economic, and cross-cultural aspects of drug use.

Transfer Curriculum Goal(s): 5, 9

### **SOCI 1220 Marriage, Family and Relationships**

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course introduces students to the diversity and theoretical perspectives of human relationships, marriages, and families in contemporary societies. Students will study diverse families in their functioning around intimacy, work, children, violence, marriage, divorce, economics, race, and gender. Common myths and challenges related to stereo-

types of the "typical" family and "functional" relationships will be explored.

Transfer Curriculum Goal(s): 5, 7

### **SOCI 1225 Human Diversity**

**Credits: 3**

Prerequisite: READ 0210, ENGL 0220 or placement determined by assessment score

Co-Requisite: none

This course provides an overview of individual, institutional, and cultural/societal issues of: racism, sexism, classism, ableism, heterosexism, ageism, and other forms of oppression. The student will address both disadvantage and privilege, concluding with an examination of social activism.

Transfer Curriculum Goal(s): 5, 7

## Spanish

### **SPAN 2200 Intermediate**

#### **Spanish Language and Culture I**

**Credits: 3**

Prerequisite: READ 0210 or placement determined by assessment

Co-Requisite: none

This course introduces literature, history, culture, and geography of the Spanish-speaking world. Students will continue to develop their language skills and cultural knowledge of the Hispanic world. They will study and review many aspects of the Spanish grammar, with emphasis on present subjunctive, ser and estar and preterit/imperfect. Short stories, poems, and essays will introduce the student to many Hispanic writers, both past and present.

Transfer Curriculum Goal(s): 8

### **SPAN 2250 Intermediate**

#### **Spanish Language and Culture II**

**Credits: 3**

Prerequisite: SPAN 2200

Co-Requisite: none

Students will continue reading, speaking, writing, and listening in the Spanish language for refinement and acquisition of grammar concepts. A variety of literary genres will be studied, including a full length play. Ample opportunity is available for communicating in both oral and written Spanish. A greater awareness of Hispanic culture and history will be obtained through readings and cultural vignettes.

Transfer Curriculum Goal(s): 8

## Speech

### **SPCH 1250 Intercultural**

#### **Communication**

**Credits: 3**

Prerequisite: READ 0210, ENGL or placement determined by assessment score

Co-Requisite: none

This course investigates the theories and processes of intercultural communication through both cognitive and experiential learning. course topics include the elements of culture, variations in cultural dimensions that affect communication across cultures, prevailing cultural belief and value systems, and an examination of human diversity both internationally and within American culture.

Transfer Curriculum Goal(s): 1, 7

### **SPCH 1270 Introduction to Speech**

**Credits: 3**

Prerequisite: READ 0210, ENGL or placement determined by assessment score

Co-Requisite: none

This course investigates the processes of interpersonal and small group communication, and practices of public speaking. Students will examine theories of communication and will participate in various forms of interpersonal, small group, and public communication. Along with the emphasis on communication studies, students will practice and heighten their skills of communicating with others directly, thinking critically, organizing ideas clearly, and speaking and listening effectively.

Transfer Curriculum Goal(s): 1, 2





POST-SECONDARY ENROLLMENT OPTION



# POST-SECONDARY ENROLLMENT OPTION

The Post-Secondary Enrollment Options (PSEO) Program is the program established by Minnesota State Statutes 124D.09 to “promote rigorous educational pursuits and provide a wider variety of options for students.” Through PSEO, 10th, 11th and 12th grade high school students can get a jump start on earning college credits by taking college courses while they are still in high school through Minnesota’s PSEO program. This program allows students to take college courses tuition free, saving both time and money on completing a college degree. PSEO courses may also fulfill high school course requirements and count toward a high school diploma. Pine Technical College gladly participates in the PSEO program and offers this wonderful opportunity to our high school students. Pine Technical College adheres to MnSCU PSEO procedures which can be found at: [www.mnscu.edu/board/procedure/3-05p1.pdf](http://www.mnscu.edu/board/procedure/3-05p1.pdf). PTC Policy 319 provides additional information: <http://www.pinetech.edu/about-ptc/campus-policies>

## Career and Technical Course Options

Students who are interested in career and technical courses may take one career and technical college level course taught by a college faculty member on a college campus, at their high school or online as early as grade 10. To be eligible to do so, they must be enrolled in a public school, have a minimum of a “proficient” score on the 8th grade Minnesota Comprehensive Assessment (MCA) test for reading and meet the assessment prerequisites set for the course that must be met by all students. If a student successfully completes the technical course with a C or higher, the student can take additional career and technical courses as long as he or she meets the assessment requirement for those courses. Students who first enter PSEO programming through career and technical education can also begin to take PSEO general education courses in grades 11 and 12 by meeting the assessment prerequisites for the general education course they wish to enroll in, regardless of class rank or percent-

ile on a nationally standardized exam.

## General Education Course Options

The PSEO program also allows high school students to take college courses on a college or university campus, at their high school or online taught by college or university faculty members. To be eligible to take PSEO courses at a Minnesota State Colleges and Universities, high school juniors must be in the upper one-third of their class or earn a score at or above the 70th percentile on a national test such as the ACT, SAT, PSAT or PLAN. Seniors must be in the upper half of their class or score at or above the 50th percentile on a national test such as the ACT, SAT, PSAT or PLAN. Eligible students will also need to meet the assessment prerequisites set for the course that must be met by all students taking the course.

## Concurrent Enrollment

Many high schools offer PSEO courses through concurrent enrollment, allowing students to take college courses taught by highly qualified high school teachers without having to leave the high school. Under certain circumstances, students in 9th or 10th grade may also be allowed to take concurrent enrollment courses. If you are interested in PSEO or concurrent enrollment, talk to your high school guidance counselor and college/ university admissions staff or go to [www.mnscu.edu/pseo](http://www.mnscu.edu/pseo).

## PSEO Admissions Process

Student applying as a PSEO student must provide the following information to Student Affairs:

Pine Technical College paper or online Application for Admission

Completed PSEO form signed by student, high school official and parent (if under 18).

Current high school transcript

Verification of College Readiness, completion of course placement assessment or submission of ACT documentation.

If required, schedule Accuplacer Assessment

# POST-SECONDARY ENROLLMENT OPTION

to determine if the student meets college readiness or other course prerequisite requirements.

## Courses and Credits

- Select courses that fulfill courses required for high school graduation and share that schedule with your high school counselor
- You may enroll in one or more courses but your college credits cannot exceed what is considered full-time in high school
- If you plan to transfer PSEO credits to another college after high school graduation contact Student Affairs Office, or call 320.629.5117, for transfer assistance.

PSEO students shall not register for developmental courses (college courses numbered below 1000) or LMXO courses.

PSEO students will register on assigned registration days according to total credits earned. Students must complete a post secondary option form each semester, which must be signed by a high school official and parent (if under 18). This form must be submitted to the Admissions Department.

PSEO students are not eligible for financial aid, PTC scholarships, or work-study.

PSEO students will be accepted into program majors only after all regular post-secondary students have been admitted.

## PSEO Academic Standard for GPA and Course Completion

Once admitted to the college, PSEO students are required to maintain a minimum Grade Point Average and Course Completion Rate in order to continue their participation in the PSEO program. PSEO students must maintain a cumulative GPA of 2.0 (C average) in their Pine Technical College courses and complete 67% of the courses that they attempt. If a student falls below either of these levels, they will receive a letter indicating that they are dismissed from the PSEO program and must return to their High School. Under extraordinary circumstances appeal of dismissal from the PSEO program will be

considered.

## Credit for Prior Learning (AP and IB Options)

Advanced Placement (AP) or International Baccalaureate (IB) courses are offered at many high schools and provide a rigorous curriculum that prepares students to take college level courses. Students who achieve a 3 or higher on an Advanced Placement test can have that score evaluated by a college or university for a college credit. Students who attain an International Baccalaureate (IB) diploma shall be granted six (6) lower division course credits for scores of 4 or higher on each Higher Level IB examinations and two (2) lower division course credits for scores of 4 or higher on each Standard Level IB examination will be awarded college credit at any MnSCU college or university.

Submit the following completed forms to the Admissions office.

- PTC application
- MN Dept. of Education enrollment form
- PSEO Guidance Counselor/Home School Parent Form

Have your school counselor or home school coordinator send your high school transcript directly to:

PSEO Admissions  
Pine Technical College  
900 Fourth St SE  
Pine City, MN 55063

Contact the Admissions office at 800-521-7463 to schedule an appointment for Assessment Testing and Orientation.





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All information in this document is accurate at the time of printing. Policies, procedures and practices are continuously reviewed and revised and may change throughout the academic year. Current Pine Technical College policies can be found at: <http://www.pine-tech.edu/about-ptc/campus-policies>

Pending accreditation approval by the North Central Association of the Higher Learning Commission, Pine Technical College will become Pine Technical & Community College. This catalog reflects information that is accurate at the time of publication and will still be reflective of the College's practices and policies once the name, mission, and Associate of Arts award has been approved.

## **COLLEGE INFORMATION**

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Pine Technical College has a long history of providing quality education to the Pine County community and beyond since 1965. Pine Technical College provides opportunities and resources for learning and offers services that enhance individuals' abilities.

### **Pine Technical College Mission, Vision and Values**

Mission Statement (pending final accreditation approval)

Through extraordinary technical and transferable education and superior services, Pine Technical and Community College develops innovative workers, fosters educated citizens, builds strong communities, and promotes healthy economies.

### **PTC Vision**

Pine Technical and Community College is a vibrant, comprehensive college and community resource for extraordinary education, empowering learners and honoring the needs of those we serve.

### **PTC Values**

Pine Technical College firmly believes knowledge improves lives; thus, the College is committed to the following values:

- Respect the dignity and worth of each individual;
- Honor the needs of those we serve;
- Maintain integrity in all endeavors;
- Provide quality education and services;

- Respond to change;
- Share our passion for learning and service.

### **PTC's Strategic Plan**

Pine Technical and Community College will grow in a planned, sustainable manner that is relevant and responsive to the needs of the region.

Pine Technical and Community College will:

- Contribute to the success of our learners in a changing world.
- Design and deliver learning opportunities beyond our physical walls to educate our citizenship.
- Enhance the economic vitality and quality of life of the region and state.

### **Accreditation**

Pine Technical College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools located at:

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500,  
Chicago, Illinois 60604-1413  
Phone: 800.621.7440 / 312.263.0456 . Fax:  
312.263.7462  
[info@hlcommission.org](mailto:info@hlcommission.org)

The college was originally accredited in 1977 and has been consistently accredited since that time. Our most recent visit of the NCA evaluation team was in 2008-2009, and the next comprehensive evaluation by NCA is scheduled for the year 2019. The college's goal is to maintain a 10-year accreditation status through the Open Pathways accreditation process, which is the maximum designation awarded.

## **PINE TECHNICAL COLLEGE FOUNDATION**

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The Pine Technical College Foundation is a nonprofit 501C-3 organization formed to solicit, receive and administer gifts, grants, bequests and donations. It provides a tax-exempt vehicle for people to donate to the college and thereby provide educational opportunities for Pine Technical College students. Private and corporate contributions are critical to fulfilling the college's missions. Persons or groups desiring to contribute to

the Foundation may contact the Foundation Director.

The Foundation was created in 1999 to help the college expand and meet the growing educational and cultural needs of residents and businesses in the Pine Area. The Foundation strives to enhance the college's standing as the most important source of postsecondary education and training and continuing education in the Pine Area and works with PTC to expand the relationships it has forged with businesses and the community. The annual Bridging the Dream campaign offers you a share in the success of this important institution. By making a gift to the college, you are helping yourself and your community!

### **Foundation Mission**

The Pine Technical College Foundation is a partner to the college in providing leadership in education in the region. The Foundation will become a collaborator in building programs, services and facilities that benefit students, faculty, business and industry and the community. The Foundation will creatively assist and collaborate with college faculty, staff and administration to enhance college life and the college's place in the community.

### **Foundation Vision**

The Pine Technical College Foundation envisions expanded opportunities for students at the College and for those who wish to become students. The Foundation will involve key people at the College and in the region to develop a long-term endowment and programs to encourage and motivate students and faculty. The Foundation will facilitate, through the College, the economic development of the area and improve the region's ability to retain qualified people in the workforce.

### **Foundation Values**

- Students first
- Personal and professional development for staff
- Partnerships with business, industry, agriculture and units of local government
- Business and Industry

## **PINE INNOVATION CENTER**

Pine Technical College will be home to the new Pine Entrepreneurial Center and Technology Business Incubator. The incubator will support hi-tech and light manufacturing entrepreneurs in the community, and at the same time, give PTC students access to internships and practical experience in cutting-edge hi-tech industry. PTC and a body of experts from the Pine Area will provide consulting services, technical expertise, product evaluation, assistance with marketing and business planning, and much more to start-ups and growing businesses choosing to reside in the incubator while putting down roots.

PTC's current Continuing Education and Customized Training building is undergoing significant construction and remodeling to house the incubator. Cuningham Group Architecture was selected in Aug. 2010 to oversee the design, and more than 10 PTC staff and faculty members, administrators, and members of the larger Pine Area comprise the committee working closely with the firm toward the best design. Construction/ground-breaking began in spring of 2013 and the incubator's first tenants will begin operations from the center in the very near future.

"It is our vision the incubator will serve as a solid foundation for highly successful companies," says PTC President Robert Musgrove. "PTC can offer promising start-up companies a nurturing environment for growth as well as opportunities to tap into a rich network of business resources that are invaluable to a company's development," Musgrove adds.

The committee plans for the new Entrepreneurship Center and Technology Business Incubator to house light manufacturing and technology-based businesses working toward producing innovative products or services. The facility is designed to house two to three start-up companies simultaneously, as well as comfortable meeting space. Additionally, the facility is designed in a resource-efficient manner, using renewable energy. For more information, call 320-629-5140.

## **CONTINUING EDUCATION AND CUSTOMIZED TRAINING**

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The Pine Technical College Continuing Education department offers a broad range of courses designed for an individual's professional growth and development, while the Customized Training department provides education and training tailored to businesses' specific needs. With changing technologies and changing markets, it is more important than ever to invest in an organization's most important resource -- its people. Together, the PTC Continuing Education and Customized Training (CECT) department provides quality workforce training and development to help grow and prosper the Pine Area.

### **About Continuing Education**

Pine Technical College's Continuing Education department serves as the major regional provider of skill-based, short-term courses.

Courses are conveniently offered during the day, evening and on weekends.

Courses are open-enrollment and cater to a foreseen need such as new technology.

Many courses are designed to meet an occupational licensing or legal requirement.

Since class sizes are smaller, students receive more individual attention and learn more.

Courses are shorter in duration than college credit classes and are delivered to meet the needs of the participant.

### **About Customized Training**

"Training has become a strategic investment -- not just a cost to be budgeted." -American Society of Training and Development

Through innovative assessment, delivery and evaluation, Pine Technical College is able to assist organizations with training, plan development and implementation. Today's workplace is inundated with change as new technologies, processes and equipment emerge every day. To keep up with all these changes, an organization's employees need ongoing training. PTC provides efficient and effective training with an eye on the bottom line and with an eye on developing a compa-

ny's most important asset -- its employees.

### **Job-Site Delivery**

All training is available at your facility, so you're paying employees for training time, not commuting time. Also, we arrange training according to your schedule including early morning, evening or weekend training to accommodate the complex schedules of today's workplace.

### **Professional Instructors and Consultants**

Instructors are licensed professionals experienced in the classroom and the workplace. Training content meets your business goals, whether immediate, short-term or long-term. All training includes hands-on experience, participant involvement and plenty of time for questions and answers.

### **Customized for Your Needs**

Our experienced staff, instructors and consultants work in partnership with you to ensure every aspect of the training process is tailored to your exact requirements: from the development of custom-tailored curriculum to pre-course logistics planning and post-course evaluation. Classes may be customized to fit the specific needs of your organization. Expertise is available in the following core areas:

#### **Industrial Technology**

Workplace Safety, Right-to-Know, Hazard Communication, Bloodborne Pathogens, Lockout/ Tagout, Confined Space, AWAIR, Personal Protective Equipment, Respiratory Equipment, CPR, First Aid, Ergonomics, Maintenance, Blue Print Reading, Welding, Math & Measure, New Product Development, Virtual Reality Training Simulations, Lean Manufacturing and more.

#### **Information Technology**

Windows, Microsoft Office Applications, Web/ Internet, Website Development, Web-based Marketing Planning, Software Development & Testing, Network Set-ups and more.

#### **Health Education**

First Aid, CPR, Slips Trips and Falls, Back Injury Prevention, First Responders, Emergency Medical Training and more.

#### **Management Education**

Supervisory Training, Team-building, Human

Resource Development, Position Descriptions, Performance Appraisals, Compensation Systems, Employee Handbooks, Policy and Procedure Manuals, Workplace Violence Awareness, Stress Management, Customer Service, Change Management and more.

## **ADMISSIONS**

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All career and technical opportunities will be offered without regard to race, color, national origin, sex or disability. The college assures that the lack of English skills will not be a barrier to admission and participation.

### **Ability to Benefit**

As of July 1, 2012, students without a high school diploma or a GED may be accepted to the college, but will not be eligible for federal financial aid (See Policy 317 found at: <http://www.pinetech.edu/about-ptc/campus-policies>). You may be asked to verify your high school or GED completion prior to enrolling in courses.

### **Immunization**

Minnesota Law (MS 135A.14) requires that all students born after 1956 and who graduated from high school before 1997 and enroll in a public or private post-secondary school in Minnesota, including Pine Technical College, must provide evidence of immunization for measles, rubella, mumps, diphtheria, and tetanus. Immunization forms and additional information are available from the Student Affairs Office or at [www.pinetech.edu](http://www.pinetech.edu).

### **Assessment for Course Placement**

Pine Technical College, in order to comply with the MnSCU Board Policy, 3.3.1, "Assessment for College Readiness," requires students to complete an incoming student assessment or assess to appropriate levels on ACT.

The assessment includes reading, writing, and mathematics. It will be used to ensure that students have or develop the skills necessary to be successful with their college level curriculum.

Prior to registering for courses, incoming students complete an assessment of their basic academic skills. The assessment results are used for academic advising, career counseling, and to assist students in selecting

appropriate courses. Assessment appointments are scheduled for each student upon receipt of their completed application (see Policy 300 <http://www.pinetech.edu/about-ptc/campus-policies> ). Assessment testing dates and times are assigned by the Student Affairs Office. Students receive a letter notifying them of the assessment appointment.

Students are encouraged to take College Readiness courses as early in their college career as possible. These College Readiness skills are prerequisites for some courses.

## **POST SECONDARY ENROLLMENT OPTION**

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### **Program Overview**

The Post-Secondary Enrollment Options (PSEO) Program is the program established by Minnesota State Statutes 124D.09 to "promote rigorous educational pursuits and provide a wider variety of options for students." Through PSEO, 10th, 11th and 12th grade high school students can get a jump start on earning college credits by taking college courses while they are in still in high school through Minnesota's PSEO program. This program allows students to take college courses tuition free, saving both time and money on completing a college degree. PSEO courses may also fulfill high school course requirements and count toward a high school diploma. Pine Technical College gladly participates in the PSEO program and offers this wonderful opportunity to our high school students. Pine Technical College adheres to MnSCU PSEO procedures which can be found at: [www.mnscu.edu/board/procedure/3-05p1.pdf](http://www.mnscu.edu/board/procedure/3-05p1.pdf). PTC Policy 319 provides additional information: <http://www.pinetech.edu/about-ptc/campus-policies>

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prerequisites set for the course that must be met by all students. If a student successfully completes the technical course with a C or higher, the student can take additional career and technical courses as long as he or she meets the assessment requirement for those courses. Students who first enter PSEO programming through career and technical education can also begin to take PSEO general education courses in grades 11 and 12 by meeting the assessment prerequisites for the general education course they wish to enroll in, regardless of class rank or percentile on a nationally standardized exam.

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### **Concurrent Enrollment**

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If required, schedule Accuplacer Assessment to determine if the student meets college readiness or other course prerequisite requirements.

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- Select courses that fulfill courses required for high school graduation and share that schedule with your high school counselor
- You may enroll in one or more courses but your college credits cannot exceed what is considered full-time in high school
- If you plan to transfer PSEO credits to another college after high school graduation contact Student Affairs Office, or call 320.629.5117, for transfer assistance.

PSEO students shall not register for developmental courses (college courses numbered below 1000) or LMXO courses.

PSEO students will register on assigned registration days according to total credits earned. Students must complete a post secondary option form each semester, which must be signed by a high school official and parent (if under 18). This form must be submitted to the Admissions Department.

Post Secondary Enrollment Option (PSEO) students are allowed to charge required books and a reasonable amount of required supplies that will be used up in their courses. Books charged by PSEO students are the property of Pine Technical College unless otherwise specified. Post-Secondary students must have their PSEO enrollment forms completed and submitted to the college 1 week prior to picking up their books. Textbooks are the property of the local school sponsoring the PSEO student for Pine City, Hinckley-Finlayson, East Central, Rush City, Mora and Braham students. At the end of the semester, books must be returned to the sponsoring school. Homeschooled and all other PSEO students from Minne-

sota must return their books to the Campus Store. Failure to return your books at the end of the semester will cause the student/parent to be held financially responsible for the unreturned books.

PSEO students are not eligible for financial aid, PTC scholarships, or work-study.

PSEO students will be accepted into program majors only after all regular post-secondary students have been admitted.

### **PSEO Academic Standard for GPA and Course Completion**

Once admitted to the college, PSEO students are required to maintain a minimum Grade Point Average and Course Completion Rate in order to continue their participation in the PSEO program. PSEO students must maintain a cumulative GPA of 2.0 (C average) in their Pine Technical College courses and complete 67% of the courses that they attempt. If a student falls below either of these levels, they will receive a letter indicating that they are dismissed from the PSEO program and must return to their High School. Under extraordinary circumstances appeal of dismissal from the PSEO program will be considered.

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Submit the following completed forms to the Admissions office.

- PTC application
- MN Dept. of Education enrollment form

- PSEO Guidance Counselor/Home School Parent Form

Have your school counselor or home school coordinator send your high school transcript directly to:

PSEO Admissions  
Pine Technical College  
900 Fourth St SE  
Pine City, MN 55063

Contact the Admissions office at 800-521-7463 to schedule an appointment for Assessment Testing and Orientation.

### **PSEO Admissions Appeal Process**

PSEO applicants who do not meet the admissions requirements and are denied acceptance have the right to appeal the decision to the college using the Student Petition.

What constitutes an Appeal?

An appeal must include:

A statement by the student in writing defining how they can be academically successful as a PSEO student at PTC.

A letter of recommendation from the high school counselor or principal stating the student can be academically successful at PTC and that the high school supports the student's admission to the college.

The appeal must be submitted to the Chief Student Affairs Officer. Appeals received after this term starts will not be considered for the current semester. Notification of the decision will be sent to the student and the high school counselor/principal.

## **ADMISSION OF TRANSFER STUDENTS**

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### **Transfer of Credit**

Students transferring credits from another MnSCU institution will have their credits transferred in through e-transcripts and do not need to provide an official copy of their transcript. Students requesting transfer of credits from a non-MnSCU college or university must submit an official copy of that college's (host college) transcript for evaluation by PTC's Student Affairs Office. Courses are evaluated with information from the host college's course descriptions and/or catalog.

Transfer credits are not used in calculating PTC's Grade Point Average, but are considered in the completion percentage when applied to program majors. Only courses with grades of "C" or above within specific program majors may be considered. PTC will accept Minnesota Transfer Curriculum (MnTC) courses with grades of "D" or above for transfer for completion of the entire MnTC. The Transfer Specialist and/or Registrar will give final approval for acceptance of credits and accepted credits will appear on the student's official transcript and their interactive degree audit report (DARS). Up to date information regarding the Minnesota Transfer Curriculum can be found on the PTC website at: <http://www.pinetech.edu/academics/transfer-information>.

Pine Technical College considers courses for transfer from colleges and universities that have been accredited by their regional associations. Transfer credit also may be considered for courses taken at institutions that lack regional accreditation but have been accredited by specialized agencies or at institutions outside the United States that have been chartered or authorized by their national governments. In general, transfer credit is considered only for courses that fulfill Pine Technical College graduation and program requirements and have been completed with a grade of C or better. Grades of transfer courses are not included in the student's grade-point average (GPA). For PTC's Transfer Procedure, more about specific types of courses that transfer into PTC (general education courses, technical/occupational courses, developmental courses, etc.), information about Transfer Maximum, articulation agreements and more, visit the Transfer Information page at: [www.pinetech.edu/academics/transfer-information](http://www.pinetech.edu/academics/transfer-information)

Students have the right to appeal a transfer decision. For information on that process, contact the Student Affairs Office or MnSCU. Most recent transfer information can be found at: <http://www.pinetech.edu/academics/transfer-information>.

### **Auditing**

Non-credit auditing is available to individuals on a limited basis, depending on class size, at the same cost as a credit-seeking

student. Audits must be requested no later than the fifth day of the term on the forms provided by the Registrar.

### **Non-Degree Seeking (Visiting) Students**

Students may attend PTC on a part-time basis in any program area. However, degree-seeking students have enrollment priority if space is limited. Students taking one to eight credits must meet the requirements for the specific courses. Students taking more than eight credits or who intend to complete a certificate, diploma or degree are required to complete the entire admissions process, including assessments and orientation. Students attending other MnSCU institutions may register online for courses at PTC. Dates for registration can be found on the Pine Technical College's website.

### **Admission of International Students**

International applicants who are not permanent residents or citizens of the United States may be considered for admission upon submission of academic credentials, financial ability and English proficiency. If you would like to attend PTC and you currently reside in another country, you need to apply using the application process for international students.

1. Completed Pine Technical College Application.
  - Include permanent home address and country of birth and country of citizenship.
  - Include the names and relationship to you of any dependents who may be traveling with you.
2. Official transcripts verifying equivalency to a United States high school transcript.
3. Additional post-secondary transcripts if intending to transfer credits (subject to U.S. equivalencies).
4. Immunization records and/or evidence of recent physical examination (notarized).
5. Review the International Student Application Requirements and further information at: [www.pinetech.edu/future-students/international-students](http://www.pinetech.edu/future-students/international-students)

## Admission of English as a Second Language and Other Language Learners

It is the policy of Pine Technical College to provide effective access to all students, including those with Limited English Proficiency. All Students entering Pine technical College will be assessed with the MnSCU approved assessment tool (see policy 300). Students whose first language is not English will be advised to take the ESL version of the MnSCU approved assessment tool.

## REGISTRATION/OFFICIAL ENROLLMENT

### Registration

All students register for classes online at the PTC website. In order to register, all students must have a STAR ID and access eServices in order to register. Each semester, a registration access code is required and can be found on the Interactive Degree Audit Report (DARS). **Students are obligated financially for all registered courses.**

### Grade and Credit System

Pine Technical College has adopted Policy 209 found at: <http://www.pinetech.edu/about-ptc/campus-policies> for grading and grade point calculation. This policy also defines notations found on the student transcript and procedures to clarify processes.

Policy: The marking system in tabular form, which may include grade shades (plus and minus) as needed, is as follows:

- A – Superior Achievement – 4 Grade Points
- B – Above Average Achievement – 3 Grade Points
- C – Average Achievement – 2 Grade Points
- D – Below Average Achievement – 1 Grade Point
- F – Inadequate Achievement – 0 Grade Point

Note: The quality points for purposes of computing GPA is as follows:

Grade = Points

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.66
C+	=	2.33	F	=	0.00
			FN	=	0.00

### Cumulative Grade Point Average (GPA):

A student's GPA is the quotient obtained by dividing the total number of quality points earned by the total number of semester credit hours attempted. The GPA is computed at the end of each semester and is reported with the grades to the student. All grades "A" through "F" are utilized in determining the student's grade point average for the term and for the overall GPA (all PTC coursework.) Note: Courses transferring from other institutions are not computed in the GPA. (Some programs include transfer credits in major GPA calculations.)

**NC – No Credit:** The notation of "NC" is assigned for unsatisfactory achievement of established outcomes (equivalent to below a "C") in a course where the satisfactory grade is "P". This grade is not calculated in the GPA but counts toward credits attempted.

**P – Pass:** The grade of "P" is issued for work that is judged average "C" or above. Suitable for transfer, it is not computed in GPA, but counts toward credit completion.

**I – Incomplete:** The grade of incomplete "I" is assigned at the discretion of the instructor only in exceptional circumstances and is a temporary grade. An "I" grade is recorded as an "F" grade by the Registrar at the end of the eighth week of the next term (not including summer session) if requirements have not been satisfactorily met.

**FN – F Never-Attended:** The grade of "FN" is assigned by the instructor if the student has not attended any sessions of class. The grade is recorded the second week of the semester and students earning the "FN" will not have financial aid applied to their accounts.

**AU – Audit:** The notation of "AU" is given for a credit course in which the student elects to

take the course without credit. Audit courses do not apply toward GPA, credit completion and/or graduation requirements. Audit enrollment is dependent on available seats and instructor's approval.

**W – Withdrawal:** Withdrawal from a course must be declared after the fifth day of the semester, but not later than the 80% point of the class. Under special circumstances, the college may withdraw a student from a course. This action will take place no later than the deadline for student initiated withdrawal and the student will be notified of the action. A "W" is recorded for the grade on the student's permanent record and is not computed in the GPA but factors into credit completion.

**Z – In-Progress:** The notation of "Z" denotes a course in progress. The instructor submits the appropriate letter grades for each 'Z' upon completion of the course.

**R – Repeat:** The notation of "R" is added to a standard letter grade for a credit course retaken. The course grades remain on the transcript with the grade calculations suspended for the previous grade(s), thus it is not be computed in the GPA. All repeated courses are counted in the cumulative completion rate. Any course may be repeated and no limit is placed on the number of times a course may be repeated. A student may not be permitted to receive financial aid for more than one repetition of a previously passed course.

**CR – Credit by Examination or Experiential Credit:** The grade "CR" is given for a credit course in which a student satisfies the course requirements through testing based on standard class assessments. Not all courses are eligible for Credit by Examination, such as developmental courses. Availability of this option is determined by the instructor. The grade of "CR" is not computed in the GPA.

**EX – Experiential and Non-Academic Learning Credit:** The grade of "EX" is given for credit courses in which a student satisfies the course requirements through documentation of prior learning. Not all courses

are eligible for Experiential Learning Credit, such as Developmental courses. Availability of this option is determined by the instructor. The grade of "EX" is not computed in the GPA or credit completion ratio

### **Add/Drop Courses**

Students are entitled to have the opportunity to attend one class session for each registered, for-credit course, without obligation.

Students are permitted to add and drop courses up to the first five days of the semester, or one business day after the first class meeting, whichever is later.

Students are financially obligated for any classes not dropped after the fifth business day of the term, or one business day after the first class session, whichever is later and students are not able to have those courses removed from their academic record. For purposes of this policy, business days are defined as Monday through Friday (excluding posted holidays).

### **Adding Courses**

It is the student's responsibility to add courses from eServices found on the website at: <http://www.pinetech.edu/current-students>

Adding courses or other revisions to a schedule can only be done during the drop/add period. The period for dropping/adding a class expires after the fifth day of the semester. Adding courses after the drop/add period can only be done with faculty and Chief Student Affairs Officer approval. Adding courses will affect the tuition and fees due and may have financial aid impact. It is the student's responsibility to manage their finances accordingly. Please see the Business Services section for more information.

### **Dropping Courses**

Students have the opportunity to attend one class session for each registered credit-based course without financial obligation in accordance with MnSCU policy 5.12. Students are financially obligated for any classes dropped after the fifth business day of the term, or one business day after the first class session, whichever is later. For credit courses less than three weeks in length, the no obligation drop and refund period is one business day after the first course session.

## Withdrawing from a Course

A student may withdraw from a course after the drop/add period and prior to 80% of the semester or instructional days; however, the student encumbers all costs, and there are no refunds. The last date to withdraw for individual courses can be found in the course schedule within eServices on each course description. Students may obtain the withdraw form from the Student Affairs Office or from the website at <http://www.pinetech.edu/current-students/student-forms> and must meet with the counselor or faculty advisor prior to completing the form; withdrawals cannot be processed online. Students withdrawing from a single course (after the add/drop period listed above) are not eligible for a refund and will receive a grade of W. A withdrawal (W) on the transcript is not computed in the GPA, but factors into credit completion. Withdrawing from a course can affect financial aid. It is the student's responsibility to manage their finances accordingly.

## Withdrawing from all courses

Students wishing to completely withdraw from the college should obtain a "Withdraw Form" from the PTC website at <http://www.pinetech.edu/current-students/student-forms> or the One Stop Shop desk in the Student Affairs Office. Students who totally withdraw from the College may be eligible for a refund as defined below. A student who withdraws simply by non-attendance will not be eligible for a refund. When students do not officially withdraw, they will be liable for all tuition and fees for those courses. Business Services will determine if a refund is appropriate and to whom the refund should be distributed. Questions about refunds should be directed to Business Services.

### Fall And Spring Terms:

#### Total withdrawal from College

##### Refund period

1st through 5th class day of the term.....100%  
6th through 10th class day of the term..... 75%  
11th through 15th class day of the term .....50%  
16th through 20th class day of the term .....25%  
After 20th class day of the term .....0%

### Summer Term:

#### Total Withdrawal from College

##### Refund Period

1st through 5th class day of the term ..100%  
6th through 10th class day of the term .50%  
After the 10th class day of the term .....0%

## Name and Address Change

For purposes of official college mailings and emergency situations, it is expected that all students report changes of address, telephone number, name change, or any other revision from the student's original application information to the Student Affairs office. Name changes may require copies of legal documentation. Students can change their name and address on the "eServices" site or in-person at the Student Affairs Office. <http://www.pinetech.edu/current-students/student-forms>

## Appeal For Tuition/Fees

### Refund

Student requesting refunds or other financial adjustments after a course has begun must file a petition with Student Affairs. Any tuition/fees refund will be recommended by the Dean based only on the following criteria:

- A student's course schedule is reduced by cancellation of a class or classes.
- College error.
- Student injury or illness requiring extensive hospital and/or convalescent care. (A doctor's statement may be required.)
- Extenuating circumstances or natural disaster involving a family/personal emergency which must be documented.
- Military duty (letter of assignment or notice of re-call is required).
- The Chief Financial Officer and President of the College must review all petitions where a tuition/fee refund is recommended.
- Petition forms are available in the Student Affairs Office or on PTC's website. Note: Financial Aid is based on the number of registered credits. Changes to enrollment and tuition and fees may have an impact on financial aid.

\*In the case of illness or injury, a family member is defined as the spouse, minor or dependant children/stepchildren/foster children (including wards and children for whom the student is legal guardian), or parent/step-parent living in the same household as the student.

\*\*In the case of death, a family member is defined as the spouse or domestic partner, the parents and grandparents of the spouse, the parents/step-parents, grandparents, guardian, children, grandchildren, brothers, sisters, wards, or stepchildren of the student.

Financial aid is based on the number of registered and paid credits. If a tuition appeal is approved, a student's financial aid may be reduced, which would require the student to repay a portion of his/her financial aid. Students need to contact the Financial Aid office before applying for a tuition refund to determine if their aid package will be impacted.

### **Cancellation of Classes**

There are times when classes may be canceled as a semester course offering. Many factors are considered before a class is canceled.

Three major factors are:

Instructor availability. Sometimes it is necessary to cancel a class because a qualified instructor is not available.

Low enrollment. The general rule is that a class may be cancelled if it has less than 50% of its capacity registered for it.

Room/time conflicts. Class changes or additions may trigger a need to cancel or move certain classes.

Every effort will be made to minimize the frequency of cancellations.

## **CLASSIFICATION OF STUDENTS**

### **Enrollment Status for Financial Aid**

For reporting purposes, students must be enrolled, in attendance, and maintaining Satisfactory Progress in order to receive financial aid. For purposes of determining financial aid eligibility, the following enrollment

guidelines will be used:

### **For Pell Grant, SEOG Grant, Student Loans, and Work Study**

12 credits or more/semester:..... Full Time

9-11 credits/semester: ..... 3/4 Time

6-8 credits/semester:..... 1/2 Time

1-5 credits/semester: ..... less than 1/2 Time

### **For Minnesota State Grant**

15 credits or more/semester:..... Full Time

Then a percentage decrease by number of credits until 3 credits/semester: ..... 1/5 Time

Students are not required to take a minimum number of credits each semester. However, to make progress toward the completion of a 60-credit associate degree or diploma within a two-year time frame, students must complete an average of 15 credits each semester. Students planning to take more than 19 credits fall and spring semesters and more than 9 credits summer semester must complete a student petition.

### **Visiting Students Auditing**

Non-credit auditing is available to individuals on a limited basis, depending on class size, at the same cost as a credit-seeking student. Audits must be requested no later than the fifth day of the term on the forms provided by the Registrar.

### **Visiting or Non-Degree Seeking Students**

Students may attend PTC on a non-degree seeking basis in any program area. However, full-time students have enrollment priority if space is limited. Students taking one to eight credits must meet the requirements for the specific courses. Students taking more than eight credits or who intend to complete a certificate, diploma or degree are required to complete the entire admissions process, including assessments and orientation. Students attending other MnSCU institutions may register online for courses at PTC. Dates for registration can be found on the Pine Technical College's website.

## **GRADUATION REQUIREMENTS**

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### **Graduation Requirements**

To receive a degree, diploma, or certificate, all required courses in the program major must be completed, including the prescribed general education courses, at a cumulative GPA of 2.00 or better on a 4.0 grading scale. Students are required to fulfill all financial obligation to the college and complete a graduation application.

Note: Students are subject to the requirements in their program in effect at the time of their enrollment. When enrollment has been broken for one year, the student is subject to the degree, diploma, or certificate requirements as stated in their program that is current at the time of re-enrollment.

### **Academic Honors**

Students achieving academic excellence will be eligible for several awards: inclusion on the President's List, Dean's List, or Notable Achievement List on a semester-by-semester basis and receipt of Honors, High Honors or the President's Honor Award upon graduation.

The President's, Dean's and Notable Achievement lists will be compiled and awarded twice annually, once in Fall semester and once in Spring semester.

Students who meet the following criteria will be included on the President's List

1. Current enrollment at PTC with a declared major as a full-time student (12 or more credits).
2. A GPA for the semester of 4.0.
3. Students will be eligible for each semester in which they are enrolled in a declared major.
4. Courses taken on a pass/no credit basis will be used to calculate full-time status but not GPA.

Students who meet the following criteria will be included on the Dean's List

1. Current enrollment at PTC with a declared major as a full-time student (12 or more credits).

2. A GPA for the semester of 3.0-3.9.
3. Students will be eligible for each semester in which they are enrolled in a declared major.
4. Courses taken on a pass/no credit basis will be used to calculate full-time status but not GPA.

Students who meet the following criteria will be included on the Notable Achievement List

1. Current enrollment at PTC with a declared major as a part-time student (registered for 6-11credits).
2. A GPA for the semester of 3.5 or above.
3. Students will be eligible for each semester in which they are enrolled in a declared major.
4. Courses taken on a pass/no credit basis will be used to calculate full-time status but not GPA.

Students who meet the following criteria will be recognized during spring commencement ceremonies

1. The President's Honor Award will be presented to students who are receiving a diploma or Associate's degree and have maintained an overall cumulative 4.0 GPA throughout their entire study at Pine Technical College and will wear a gold cord upon graduation.
2. Students with cumulative GPAs of 3.5-3.74 at time of application for graduation will be awarded Honors and wear a silver cord at graduation.
3. Students with cumulative GPAs of 3.75-3.99 at time of application for graduation will be awarded High Honors and wear a gold cord at graduation.

### **Commencement**

Attendance at spring graduation commencement ceremony is optional, but students must indicate their intention to participate in the ceremony on their Application for Graduation. Caps and gowns are required and will be available for purchase through the College Store.

Students may participate in spring commencement ceremonies if they complete a program of study any time during the academic year. Students having no more than eight credits or two courses, whichever is greater, remaining in their major program, or with approval from the Chief Student Affairs Officer, may participate in commencement ceremonies if they show evidence of planned completion within the next term.

## **CHANGE OF MAJOR**

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Students changing their major must complete the Request for Major Change form found at <http://www.pinetech.edu/current-students/student-forms>. Request for change of major must be filed in the Student Affairs Office for final approval.

Students are accepted into programs on a first-come, first-serve basis by the date of application or by the date of the Program Change form. Students who do not follow the proper procedure to change programs may be placed on a waiting list for their desired program if space is not available.

## **RECORDS & REGISTRATION ONLINE**

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Many of the Records & Registration services such as adding and dropping courses, changing your address, and printing your own unofficial transcript are now available on the Web through eServices. Access to student eService accounts and dashboards can be found here: [www.pinetech.edu/current-student](http://www.pinetech.edu/current-student)

### **Student Forms**

The most common student forms can be found on the Pine Technical College website at: <http://www.pinetech.edu/current-students/student-forms> or from the Student Affairs Office.

### **eServices**

EVERYTHING regarding your record can be accessed through eServices: <http://www.pinetech.edu/current-students>

- Financial Aid award letter
- Tuition Bill and balance due
- Student tax forms
- Registration windows

- Grades and unofficial transcripts
- Student employment opportunities
- Course descriptions and schedule (last date for adding/dropping or withdrawing) and special notes
- DARS - Academic progress and program completion

## **Registration Procedures**

Students may register for courses by using eServices.

Registration procedures vary depending upon whether you are a new, returning, or continuing student. As a new student, once you have completed the application and assessment processes, you will be contacted for an orientation/registration session where you will meet with a counselor, advisor or program faculty advisor to assist you in class selection.

## **Repeating A Course**

Repeat: The notation of "R" is added to a standard letter grade for a credit course retaken. The course grades remain on the transcript with the grade calculations suspended for the previous grade(s), thus it is not be computed in the GPA. All repeated courses are counted in the cumulative completion rate. Any course may be repeated and no limit is placed on the number of times a course may be repeated. A student may not be permitted to receive financial aid for more than one repetition of a previously passed course.

## **Transcript Requests**

The Records and Registration office maintains student academic records. Transcript records show all course work for which a student was registered during each term of enrollment and the grades awarded for those courses.

Students may obtain an official transcript of their grades by completing a Request for Transcripts form and paying the required fee for each transcript requested. The fee is determined annually and posted at <http://www.pinetech.edu/financial-aid/tuition-and-fees>. Students cannot request transcript by phone. Students must sign a request form before request is processed. The Minnesota State Colleges and Universities (MnSCU) system uses E-Transcript, designed for students

transferring within the MnSCU system. Official transcripts are shared, at no cost to the student, provided the student does not have any holds, such as a balance due.

Unofficial transcripts may be obtained through their eServices account and dashboard. Students will need their Star ID and Password to access their unofficial transcripts.

### **Transcript Hold**

Academic student transcripts are not released for students with financial obligations. This includes unreturned library materials, media equipment, and physical education equipment and unpaid tuition, fees, or bookstore charges.

### **Alternative Credit/Credit for Prior Learning**

#### **Test Out and Experiential Credit**

##### **Credit by Examination (Test Out)**

Students who are able to demonstrate achievement in the content of a college course may receive credit toward a degree through Credit by Examination. Not all courses are eligible for this option, however, and the student must check with the course instructor in order to proceed. Credits received through Credit by Examination count toward graduation requirements but are not calculated in the Grade Point Average or semester credit completion calculations. Credit by Examination credits are not eligible for financial aid or counted for financial aid status. The fee for Credit by Examination is 50% of the current tuition per credit.

#### **Experiential and Non-Academic Learning**

Policy 217 found at: <http://www.pinetech.edu/about-ptc/campus-policies>

Pine Technical College may give credit toward program completion for prior work, education and life experiences that are equivalent to the program requirements through documentation of prior learning. These credits are not eligible for financial aid or counted for financial aid status.

1. Credit for experiential and non-academic learning will be designated by 'EX' on the transcript and will be included in the credit count for program

completion.

2. Experiential and non-academic learning credits count toward graduation requirements, but are not calculated in the Grade Point Average or semester credit completion calculations for satisfactory academic progress.
3. A non-refundable fee amount of 50% of current tuition per credit is required and must be paid prior to submitting documentation for the evaluation.

### **Credit for CLEP**

Credit for both subject and area examinations of CLEP (College Level Examination Program) will be evaluated for credit according to the recommendation of the American Council on Education and according to the policies of Pine Technical College. Students wishing to apply for credit should have results mailed from CLEP directly to the Records and Registration office. Approved credits will be transcribed as "CLEP" credits.

### **Credit by Evaluation**

#### **Credit for Military Experience**

An enrolled student may request an evaluation of military experience and education for college credit from an official military transcript, form DD214, or Notice of Basic Eligibility (NOBE). This is evaluated and awarded by the Registrar according to the standards of the American Council on Education (ACE), the American Association of College Registrars and Admissions Officers (AACRAO), and the policies of Pine Technical College. Contact the Student Affairs office for additional information.

## **ACADEMIC INFORMATION**

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### **Hour-Based Courses**

Pine Technical College offers both credit and hour-based courses. Academic program completion is based on credit-based courses. However, Pine Technical College also offers classes, workshops, and seminars which are hour-based, rather than credit-based. Hour-based classes are generally shorter in length, are not applicable toward a diploma or degree, and are not transferable. An award or other written recognition is given

upon completion of the course. All hour-based courses are arranged and managed through PTC's Continuing Education and Customized Training Division.

### **Attendance**

Attendance requirements vary by course and are the prerogative of the course instructor. Attendance expectations for individual courses are listed on each course syllabus. Those expectations are supported campus-wide.

The attendance policy (PTC policy 307) outlines grades earned for never attending class (grade of FN) and an earned F for a student who stops attending classes. Both grades have financial aid impact. Please see Business Services section for additional information.

### **Definitions: Degrees, Diplomas, Certificates**

**Associate of Arts:** Pending Accreditation Approval An associate in arts degree is awarded upon completion of a 60 credit academic program in the liberal arts and sciences without a named field of study. It is designed for transfer to baccalaureate degree-granting institutions. An associate in arts degree requires completion of at least a 40 credit general education curriculum that fulfills the Minnesota Transfer Curriculum goal areas.

**Associate in Science:** The Associate in Science (AS) degree may be awarded for successful completion of a program in a designated field or area, which transfers to a baccalaureate major in a related scientific or technical field. An AS degree may also prepare students for employment. The program shall include a minimum of 30 semester credits in general education. General education courses must be selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum. An AS degree may include the entire Minnesota Transfer Curriculum and the degree is 60 semester credits.

**Associate of Applied Science:** The AAS degree may be awarded for successful completion of a program primarily intended to prepare students for employment. An AAS degree may be designed to transfer to a related baccalaureate major. An AAS program

shall include a minimum of 15 semester credits in general education. General education courses shall be selected from at least three of the ten goal areas of the Minnesota Transfer Curriculum. At least 30 semester credits shall be program-related occupational or technical credits. An AAS degree is 60 semester credits unless state or national certifications require additional instructional credits.

**Diploma:** The diploma is intended to provide a student with an intensive and thorough program of study in a given discipline. Diploma programs may include a combination of technical and general education courses. Diplomas range between thirty-one and seventy-two (31-72) semester credits.

**Certificate:** The certificate is intended to prepare a student for immediate employment in a minimum amount of time in a specialized area of study. As such, the courses will principally be in technology. Certificate credit length may range between nine and thirty (9– 30) semester credits.

**Award:** Transcripts or an equivalent (award) shall be provided to students for completion of a credit course. The transcript is the official record of the student's effort in a credit-bearing course.

### **Advisory Committees**

Pine Technical College works closely with business and industry. Over 200 volunteers from within and outside the area serve on PTC's various advisory committees. The committee members come from businesses and industries relating to the College's educational programs. Committee members advise staff on curriculum, equipment, current technology, and employment opportunities for graduates.

### **General Education Requirements**

In order to receive an A.A.S., A.S. or A.A. degree from Pine Technical College, all students must complete a prescribed number of credits in general education courses. PTC's general education courses are designed to include content goals to meet the Minnesota Transfer Curriculum broad-based goals. Use of computers, libraries, and other appropriate technology and information resources

are integrated throughout the general education and occupational education curriculum.

The College's general education courses are college level and appropriate to lower-division general education. The college's general education requirements are chosen to assist students with developing skills, insight, and understanding of the worth of life-long learning in today's global, inclusive, and ever-changing world. Additionally, the college has a commitment to providing student success courses (developmental courses) to promote and allow students access to its general education offerings.

General education courses must be consistent with the Minnesota Transfer Curriculum areas currently addressed by Pine Technical College.

### **Prerequisites**

Some courses are designed to be taken in sequence. Prerequisites are listed on course outlines available on the PTC website and must be met before the course is taken, unless written permission is obtained from the instructor or advisor. Students earning a "D" or an "F" in the first course in a sequence of some programs may not be permitted to take additional courses in the sequence until they have met the prerequisite requirements (grade of "C" or better).

Developmental (Student Success) courses are designed to prepare a student for college-level course work. These courses, usually numbered below the 1000 level, may not be used toward fulfilling graduation requirements. Students earning a "D" in a developmental course will need to repeat the course before being eligible to move into the next level of coursework. It is the student's responsibility to register appropriately for the next sequence of coursework.

### **Electives**

Each degree or diploma program may contain a number of elective credits – in the general education and/or technical area. These may be prescribed or open electives. Courses used as electives may be selected from technical or general education courses offered at PTC; transfer credits from other accredited institutions may also be considered

in the completion of elective requirements.

## **TUITION, FEES, AND FINANCIAL AID**

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### **Tuition and Fee Policy**

Students are financially obligated for every class in which they are registered. Students that register for, but do not attend classes at Pine Technical College and fail to formally withdraw or drop classes within the free drop/add deadline, will still be responsible for the full tuition amount due.

Tuition rates and per credit fees are subject to change according to Minnesota State College and Universities (MnSCU) and/or college policies. Current tuition and fee rates are posted at <http://www.pinetech.edu/financial-aid/tuition-and-fees>.

### **Tuition Payment**

No invoices or tuition statements are mailed. It is the student's responsibility to check their balance due online. Accounts may be reviewed and payments made online at: [www.pinetech.edu](http://www.pinetech.edu). Click on Current Students, then eServices, log into the on-line registration module and click on "bills/payments". Follow the directions provided to pay with e-checks or Visa, MasterCard, Discover credit/debit cards.

Per MnSCU Policy 5.12, payment of tuition and fees will be due 15 business days prior to the start of the semester. Students whose tuition is unpaid or who do not have other approved financial arrangements in place by this deadline will have their registration cancelled. To avoid registration cancellation, one of the following approved financial arrangements must be in place:

- Tuition/fees paid in full
- Down Payment of 15% of tuition/fees or \$300 through the Nelnet Business Service (NBS) tuition payment plan
- Financial Aid in place, meaning the FAFSA is complete and on file with the College.
- Scholarship or other agency/third party support verified and on file at PTC
- A completed PSEO Notice of Student Registration form (from Minnesota Department of Education) on file
- Active I-20 or DS2019 in place for an international student

Students are responsible to ensure that FAFSA and all requested financial aid documents have been submitted to the Financial Aid Office and agency awards (documents with Business Services) are complete and on file prior to the deadline date. Students will be allowed to add courses to their schedules through the drop/add period only with full payment unless an NBS account has been previously established. Changes may cause your NBS payment plan to change. If a student's account is not paid in full, a hold will be placed on the student's account and a \$30 late fee will be applied. The student will be unable to register for future classes or receive an official transcript until full payment is made. Individuals that submit Non Sufficient Fund (NSF) checks will be subject to a \$30 fine and be asked to make restitution by cash, money order or cashier's check. A registration hold will be placed on the student's account. The policy on NSF checks and the fine are subject to change without notice.

If a student's class registration is cancelled for non-payment, prior to end of the free drop/add period, the student may re-register for classes, depending on class availability and provided appropriate payment arrangements are made.

### **Tuition Due Dates**

Fall, Spring and Summer–15 business days prior to start of semester

### **Higher One – Refund of Financial Aid Funds**

PTC has partnered with HigherOne, a financial services company, to offer a safer, more convenient and more environmentally-friendly method of financial aid refund disbursement to students. Enrolled students should look in the mail for the bright green envelope from HigherOne. Once it arrives, use the card inside to let us know how you'd like to receive your money. Choose the option that best fits you - and be sure to get started as soon as it arrives. Even if you are not expecting a refund, we may have money for you in the future, so do not wait. Refunds are delivered in the manner that students choose:

- Refund to the My One Card debit card – the fastest way to get your money.

- Direct Deposit to your bank or credit union account – a fast way to get your money.
- Receive a paper check via mail.
- Please ensure that PTC has a current, accurate mailing address on file to ensure the My One Card and financial aid refunds are sent to the appropriate person(s).
- Go to PTC eServices
- Enter your login and password, Institution: Pine Technical College
- Account Management
- Address Info
- Select "View" or "Edit" (If the "Edit" option is not available, contact Student Affairs to update your address.)

For more information, visit [www.myonemoneycard.com](http://www.myonemoneycard.com) to learn more about the program, or contact Business Services at 320-629-5119.

## **TUITION FEES & RATES FOR 2014-2015**

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Tuition and required fees for the academic year can be found at: <http://www.pinetech.edu/financial-aid/tuition-and-fees>

### **Student Fees Access/Parking Fee**

All students must pay a per credit access/parking fee and display a current parking permit. New parking permits are required each year and are available in the Student Affairs Office/One Stop Shop. The parking fee is determined annually and posted at [www.pinetech.edu/financial-aid/tuition-and-fees](http://www.pinetech.edu/financial-aid/tuition-and-fees).

The purpose of such fees is for the development and upkeep of the College's parking lots, access road, parking security, associated lighting and sidewalks to the campus, administrative costs associated to access/parking and is used solely for that purpose. All students, regardless of whether their education includes actually parking in the lots, benefit from the establishment and maintenance of the lots. It is an embedded service that allows service providers, students, faculty, staff and administration, security, delivery vehicles, etc., the access to our buildings necessary to complete the mission

of the College. Students enrolled in purely online delivered courses will not be charged. Students on extended internships, or in situations where the student does not park on campus, may formally request a waiver of the fee. A parking permit refund may be obtained from Business Services on the same prorated basis used to refund tuition upon total withdrawal from the College.

Access/parking fees are reviewed annually and subject to change.

### **Senior Citizen Fee**

Minnesota residents 62 years or older may register for credit-based courses and are required to pay \$15 per credit fee. State law states that a senior citizen may take a course "when space is available after all tuition-paying students have been accommodated." This means senior citizens choosing to pay the discounted tuition rate may have to wait until the first class meeting to register. Senior citizens are responsible for all materials, personal property, or service charges for the course, including technology, parking, MSCSA, and student activity fees.

### **MSCSA Fee/Student Activity Fee**

The Minnesota State College Student Association (MSCSA) is the recognized student association for Minnesota technical college students. A per credit fee is charged to each student and credited to the association for state-wide representation. The fee is determined annually and posted at <http://www.pinetech.edu/financial-aid/tuition-and-fees>.

All students must pay a per credit student activity fee. The Student Senate uses these funds to sponsor special events for students. A complete budget may be requested from your Student Senate representative. The fee is determined annually and posted at <http://www.pinetech.edu/financial-aid/tuition-and-fees>.

### **Technology Fee**

The purpose of the technology fee is to increase service, quality and/or access to high-end technology. The technology fee will be charged to all students. The fee is determined annually and posted at <http://www.pinetech.edu/financial-aid/tuition-and-fees>.

### **Transcript Fee**

Students may obtain an official transcript of their grades by completing a Request for Transcripts form and paying the required fee for each transcript requested. The fee is determined annually and posted at <http://www.pinetech.edu/financial-aid/tuition-and-fees>. Students cannot request transcript by phone. Students must sign a request form before request is processed. The Minnesota State Colleges and Universities (MnSCU) system uses E-Transcript, designed for students transferring within the MnSCU system. Official transcripts are shared, at no cost to the student, provided the student does not have any holds, such as a balance due.

### **Deferment**

#### **Tuition Deferment**

PTC offers a service for those students who must defer tuition and other college costs, and who do not qualify or are not eligible for agency funding, loans or grants. The College contracts with Nelnet Business Services (NBS), a tuition management company that provides a low cost option for budgeting students' college costs. PTC/NBS has established several payment schedules requiring various down payment amounts and number of payment dates. Students register online with NBS via the PTC website, [www.pinetech.edu](http://www.pinetech.edu). Click on current students, then Financial Aid, then Payment Plan, scroll down to Sign up for a Payment Plan to authorize automatic bank payments or apply charges to a credit/debit card.

Students will not be allowed to register for a new term if deferred payments from a previous term are not current. Payments may be deferred for only the current semester and the entire balance must be paid in full by the end of that semester. A \$21 processing fee will be charged for each deferment agreement. Deferred payment plans cannot be established or extended for past debt or for students not currently enrolled. Additional information on NBS payment options is available from Business Services at 320-629-5182 or 320-629-5119.

## How to Apply for Financial Aid

The Free Application for Federal Student Aid (FAFSA) is available after January 1 of each year. (The FAFSA needs to be completed online each year the student is in school.) If you have Internet access, you can file a FAFSA at [www.fafsa.gov](http://www.fafsa.gov). A paper FAFSA may be requested by directly contacting the US Department of Education. Please contact the Financial Aid office if you have questions.

## Return of Federal Financial Aid

### Return of Title IV Funds

If a student withdraws after a term has begun, the school may be required to return some of the federal aid funds awarded to the student. This "Return of Title IV (meaning 'federal') Funds" policy is required by federal regulations.

The federal formula requires a return of the Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant, Direct Loan, or PLUS Loan and withdrew on or before completing 60% of the term. The student may owe money to Pine Technical College and to the financial aid programs in which they participate and will be required to repay the College.

State Financial Aid Refunds: Repayments to state aid programs will be calculated on a proportional basis using the institutional refund policy. To calculate the minimum refund due to the Minnesota State Grant, SELF Loan program, and other aid programs, PTC will utilize the Minnesota Office of Higher Education Refund Policy, Appendix 13 of the State Grant manual.

## Satisfactory Progress/ Warning/Suspension

Pine Technical College requires that students make satisfactory progress toward a degree, diploma, or certificate to remain in good standing. Additionally, federal law requires that a recipient of state or federal financial aid make satisfactory academic progress toward a degree, diploma or certificate to remain eligible for aid. In compliance with federal and state laws, and to implement policy, Pine Technical College has established the following criteria:

### 1) Qualitative Measure of Progress

A cumulative Grade Point Average (GPA) of 2.0 or higher is required to maintain satisfactory academic progress for students.

### 2) Quantitative Measure of Progress

- A. Completion at least 67% of the cumulative credits attempted.
- B. Maximum credits allowed for completion of an award: For Financial Aid purposes, the maximum number of credits a student may earn per academic award is 150% of the published credit length of the program major. At the point a student registers for credits beyond the 150% limit, he/she will be considered not making satisfactory progress.

### 3) Evaluation Period for Satisfactory Academic Progress

- A. Academic progress will be evaluated at the end of each semester. Incomplete grades (I), and Repeat course notation (R) are not included in Pine Technical College's GPA calculation for purposes of determining satisfactory progress. However, grades of F, FN, W, I, NC, are factored into the cumulative completion ratio.
- B. Students with a cumulative GPA of less than 2.0, or a cumulative credit completion rate of less than 67%, will be placed on warning status the following semester of enrollment.
- C. Students exceeding the 150% limit will be considered not making satisfactory progress for financial aid purposes.

### 4) Failure to Meet Standards

- A. Warning and Suspension
  - 1. Warning
    - a. All students with registered credits during a semester will be evaluated at the end of the semester.
    - b. Students who have not been evaluated in the prior semester will be identified and evaluated for warning by the tenth (10th) day of the semester.

- c. Any student who fails to meet the minimum satisfactory progress for one semester will be placed in warning status immediately for the next semester.
- d. During the warning term, a student must raise their cumulative GPA to 2.0 and raise their completion ratio to 67% to meet satisfactory academic progress.

## 2. Suspension

- a. A student in warning status who fails to meet the minimum academic requirements will be subject to suspension, one semester in duration (excluding summer semesters), commencing immediately.
- b. Subsequent suspensions will be for a minimum of one year in duration.
- c. All students must appeal at the point they wish to return.
- d. Once it is determined that it is not possible for a student to raise the GPA or course completion percentage to meet these standards before the end of their program for which they are receiving financial aid, the student may immediately become ineligible for financial aid.
- e. The notation of suspension will appear on the student's transcript. It remains on the student's transcript until a certificate, diploma, or degree is posted, at which time it will be removed.

## B. Extraordinary Circumstances

The college may also immediately suspend a student from financial aid eligibility in the event of extraordinary circumstances, such as:

- a. A student who was previously suspended and whose academic performance falls below acceptable levels during a subsequent semester;
- b. A student who registered for but

does not earn any credits for two consecutive semesters;

- c. A student who demonstrates an attendance pattern that abuses the receipt of financial aid, etc.

## 5) Notification

The Dean of Student Affairs, shall notify all students who are placed in warning status or suspension the academic and completion conditions to be met in warning status and the process by which a student may appeal for reinstatement if the student is on suspension.

## 6) Suspension Appeal

A student who is suspended from Pine Technical College, or suspended from another MnSCU institution, may appeal for immediate reinstatement based on unusual or extenuating circumstances, including but not limited to death of a relative, illness, hospitalization, or injury.

A. The student must meet with a counselor to complete the Suspension Appeal form. When possible, they must provide documentation of their circumstances. The appeal must include rationale for their return, including:

1. An explanation of the circumstances that affected academic progress.
2. An explanation of what has changed to allow the person to be successful, if allowed to return.
3. A statement of the student's academic and personal goals.
4. A Success Plan including concrete steps they plan to take to be successful upon return and accomplish their goals.

B. Appeals are then submitted in writing to the Chief Student Affairs Officer and reviewed by the Appeals Committee.

C. The Committee will make a decision on the merits of the appeal and arrive at a decision within five business days of the date of the appeal.

D. The Appeals committee will make a decision on the merits of the request with one of the following options: 1) uphold the suspension, 2) allow the student to return at their own expense, 3) allow the student to return with financial aid reinstated, if otherwise qualified.

E. The Appeals committee consists of the Chief Student Affairs Officer, Financial Aid Director, Registrar, and Counselor.

F. If the Appeal is granted, the student returns on academic probation with a Success Plan.

## **7) Reinstatement**

Students who have been suspended because of unsatisfactory progress or disruptive conduct must wait at least one academic semester (excluding summer sessions) before applying for reinstatement unless a suspension appeal has been granted.

## **8) Additional Elements**

### **A. Treatment of Grades**

Courses for which a student receives a letter grade of A, B, C, D, and P are included in the calculations of cumulative credit completion percentage as courses successfully completed.

Courses for which a student receives a letter grade of I, NC, W, FN and F shall be treated as credits attempted but not successfully completed. Blank (Z) grades shall be treated as credits attempted but not successfully completed. Audited Courses (AU) are not assigned credits and are not counted.

### **B. Audited Courses**

Audited courses shall not be funded by financial aid and are not included in any financial aid satisfactory academic progress measurement.

### **C. Consortium Credits**

Credits for which financial aid is received under a consortium agreement will be recorded in the Student Data System to be included in both the qualitative and quantitative measurement

of financial aid satisfactory academic progress.

## **D. Developmental Courses**

Developmental credits shall be included in the qualitative and completion percentage measurement of satisfactory academic progress. Up to 30 developmental credits shall be excluded from maximum time-frame calculations.

## **E. Repeated Courses**

The notation of "R" is added to a standard letter grade for a credit course retaken. The course grades remain on the transcript with the grade calculations suspended for the previous grade(s), thus it is not be computed in the GPA. All repeated courses are counted in the cumulative completion rate. Any course may be repeated and no limit is placed on the number of times a course may be repeated. A student may not be permitted to receive financial aid for more than one repetition of a previously passed course.

## **G. Transfer Credits**

Transfer credits accepted and applied to the student's program requirements shall be counted as credits attempted for calculation of cumulative completion percentage. However, grades associated with these credits shall not be used in calculating cumulative GPA for satisfactory academic progress. Transfer credits accepted and applied toward a student's general education, program, or degree requirements shall apply toward the maximum time-frame calculation.

## **H. Withdrawals**

Credits for which a grade of W is received are considered attempted credits but not completed for the purpose of monitoring satisfactory academic progress. A grade of W does not impact GPA but does negatively impact the cumulative completion percentage.

## **STUDENT SERVICES**

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### **Americans with Disabilities Act (ADA)**

It is the intent of Pine Technical College to comply with all provisions of the Americans with Disabilities Act of 1990, as well as all State and Federal laws which prohibit discrimination against employees or students. Further, it is the intent of Pine Technical College's mission to provide reasonable accommodations to individual with disabilities in their education while at Pine Technical College.

### **Disability Services**

PTC provides support services for students with documented physical, cognitive or mental/emotional disabilities. The College is committed to removing educational, programmatic and attitudinal barriers allowing students with disabilities equal access and opportunity to participate fully in educational programs and activities. Reasonable accommodations are based on the individual needs of the students. Examples of services that can be provided include: priority registration, sign language/oral interpreting, scribe, alternative and extended time on testing, note taking, taped textbooks, alternative format, and environmental modifications/accommodations. Additional information regarding Disability Services can be found at: <http://www.pinetech.edu/student-services/disability-services>. For further information or assistance regarding services, please contact our Disabilities Services Director in Student Affairs.

### **English as a Second Language**

The college must document for each non-English speaking student the necessity of the "English as a Second Language" (ESL) program. After a non-English speaking student is admitted to Pine Technical College with TOEFL scores of 500 or above, a PTC counselor will assist the student in further determining if his/her verbal skills, writing skills, and English comprehension are consistent with the skills needed for success in his or her chosen program major. If not, the student will be referred to an ESL program at a campus that has ESL services - Policy 301. For a list of available translators in the area

for non-English speaking prospects, please contact the Disabilities Services Director in Student Affairs.

### **Advising**

For Technical Academic Programs, unlimited part-time and full-time program faculty at Pine Technical College are the academic advisors. Associate of Arts students may be advised by the faculty in that subject area or Student Affairs. Students are assigned an advisor based on their major program. In general, the advising process provides an opportunity to discuss program requirements, course content and sequence, career plans, transfer of credits, college policies and procedures, employment opportunities, and other educational issues.

Students are encouraged to monitor their DARS reports and meet with their advisors throughout the semester to ensure they are on track for successfully meeting education or career goals. Your advisor can be found by accessing your Degree Audit Report (DARS) found in eServices.

### **Veterans' Education**

Presently all programs of study at Pine Technical College are approved for veterans' educational benefits. Additional information can be found on the PTC website at: <http://www.pinetech.edu/student-services/veterans-center>. Additional support and information for students (veterans) in higher education can be found at <https://mymilitaryeducation.org>.

### **Academic Skills Center**

The Academic Skills Center is a student-friendly area housed in the Learning Resources and Technology Center where students can study, receive tutor assistance individually or in small groups, and receive help with testing and make-up tests. The Center also hosts workshops each semester designed to assist all students including study skills, time management and use of instructional technology. Workshops are typically offered on Wednesdays between 11:00 and 12N. Watch campus announcements for dates and workshop topics. Additional information can be found at: <http://www.pinetech.edu/student-services/asc>.

## Counseling Services

Students have the opportunity to meet with a certified professional counselor in a confidential setting. Counseling services are provided to assist students in attaining their personal and educational goals. Services include:

## Learning Resource and Technology Center

Popular and specialized periodicals, books, and reference materials are available in the Learning Resource and Technology Center (LRTC) for student study and research, faculty needs and for business and community users with specific information needs. Audio-visual resources make up a portion of the library's collection also, and now a growing DVD collection is being heavily used. Research databases and other online resources provide excellent additional research information for students and faculty. Students also can easily access the college's online catalog as well as all libraries' catalogs throughout the State of Minnesota, either on campus or from home. For needed items not owned by Pine Technical College, students can utilize the convenient Minitex interlibrary loan service to obtain the resources. Another link on the LRTC web page, First Search, leads students to WorldCat, the world's largest union catalog resource. The college has developed several special collections in the LRTC which support the programs of firearms and gunsmithing, machining, nursing, computer sciences, child development and career guidance. For service/assistance call 320-629-5145.

## Child Care

Pine Children's Early Learning Center is a state-licensed child care facility for children ages 16 months to five years. Professional staff provide an enriched environment and activities that serve the children's intellectual, physical, social, emotional, and creative needs. Nutritious, well-balanced meals and snacks are provided daily. Information can be found at: <http://www.pinetech.edu/business-and-partners/pine-childrens-elc>. Post-Secondary Child Care grant funds are available, inquire with the Financial Aid office. Additional childcare resources can be found through Child Care Aware. Contact informa-

tion can be found at: <http://www.pinetech.edu/business-and-partners/cca>.

## Housing

With the majority of students commuting to campus, the college does not manage any housing of its own. However, the Student Affairs Office maintains a list of private housing available in the area. Generally, there is adequate housing available, but it is the student's responsibility to find housing appropriate to their needs.

## STUDENT LIFE PROGRAMS

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### Student Senate

Pine Technical College's Student Senate serves as the voice of the students. Membership is elected from each major program area. Officers of the organization are elected by the vote of the student body. The Student Senate assists other student organizations, establishes the regulations for student-sponsored activities, promotes good conduct, and allocates funds for many projects.

Student Senate elections may occur during Fall Semester as well as Spring Semester. If you are interested in running for a position on the Student Senate, please watch for information posted on campus monitors.

### Student Clubs/Organizations

Updated Student Club information can be found at: <http://www.pinetech.edu/student-life>. The following are recognized PTC Student Organizations:

**Computer Club:** The Computer Club is open to all students interested in computers and robotics. The club serves as a forum to learn and discover concepts in these fields. Events include guest speakers, competitions, service projects, social events, and field trips.

### Collegiate Entrepreneurs Organization:

This club is for PTC student entrepreneurs who are trying to get started in their own businesses. The club serves as a forum for the exchange of new business ideas for existing business owners to share their best practices.

**Ever Green Club:** The Ever Green Club encourages environmental responsibility and provides a broad spectrum of information and resources on environmental topics, de-

veloping leadership skills through projects and partnerships with the community. The Club participates in Adopt A Highway and sponsors an environmental fair during Earth Month.

**Math Club:** All students are welcome to join Math Club. Activities include monthly puzzles with prize drawings, PI day celebration and other events on campus.

**Nursing Club:** The Nursing Club goal is to involve the PTC nursing students in community service events, thereby enhancing their educational experiences through personal reward, promoting interaction between student group and business, fraternal, and public organizations within the influence area of Pine Technical College.

**Phi Theta Kappa:** The Beta Kappa Rho Chapter of PTC is the two-year college honor society. Invitations are extended to students without advanced degrees who have completed at least 12 credits leading to an associate degree in which they have earned a GPA of 3.5 or above.

**PTC Shooters Association:** Membership is open to any student interested in shooting sports and participating in collegiate competition in American Trap and Skeet, International Trap and Skeet, and Sporting Clays. The Shooters participate in several events each year and host a large, regional gun show each year as a fundraising event.

**Skills USA:** Skills USA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. Skills USA helps students become world class workers. Competitions are held on a local, state, national, and international level. (This organization was formerly known as VICA.)

**Student Parent Club:** The Student Parent Club is open to all students who parent (or are expecting to be parents) while attending college. The club identifies community resources and appropriate supports for students who balance their educational and family life goals.

**Veterans Club:** The Veterans Club helps connect PTC's veterans, service members and families with one another and to all

available resources.

## CAMPUS STORE

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Pine Technical College's Campus Store provides new and used textbooks, supplies, and other materials required or needed by students. The Campus Store is located across from the student lounge. A book list with estimated prices and ISBN numbers is available on the Campus Store website: [www.campus-store.pinetech.edu](http://www.campus-store.pinetech.edu) The Campus Store operates on cash, check, credit card basis and Financial Aid book voucher basis (see section below on ELECTRONIC BOOK VOUCHERS). The Campus Store sponsors a "Textbook Buyback" during finals week of fall and spring semesters. Campus Store hours can be viewed at [www.campus-store.pinetech.edu](http://www.campus-store.pinetech.edu)

### Purchasing Textbooks

Please bring a copy of your class schedule to the Campus Store. The books are arranged by the course and section number as shown on your schedule. Please check the shelf tag for verification. Whenever possible, Campus Store staff will help you in locating your supplies and textbooks.

### Textbook Rental

For information regarding textbook rental, please see: [www.campus-store.pinetech.edu](http://www.campus-store.pinetech.edu)

### Refunds and Returns

Save your receipt!

Textbooks must be returned within the first five (5) business days of the semester, and a receipt is required. All textbook sales are final if purchased after the posted Returns Deadline. If you write in new textbooks or remove the shrink-wrap, you will not be able to return them for the full price. Refunds will be issued with a cash register receipt only.

### Electronic Book Vouchers

Students who are eligible to apply their Campus Store purchases to their financial aid award must have a financial aid book voucher. Students will receive an email message from the Financial Aid Office stating their eligibility. Electronic book vouchers are linked to the student's TECH ID. Please have your printed class schedule, TECH ID number and a picture ID available when purchasing

books. If a student is uncertain about his or her eligibility and did NOT receive an e-mail message from the Financial Aid office, please contact the Financial Aid office. Electronic book vouchers are available for pre-determined published dates, typically the week before and the first week of classes.

### **Third Party Funding**

Students funded by special grants, agencies, employers, etc., must have a copy of their authorization on file with Business Services and the Campus Store. Verify this with Business Services before picking up your supplies and textbooks.

## **EMERGENCY, HEALTH AND SECURITY**

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### **Campus Security and Crime Awareness**

All criminal actions occurring on the PTC campus must be reported immediately to the Chief Student Affairs Officer or the Plant Maintenance Engineer. In their absence the person may contact the Pine County Sheriff's office directly by dialing 911. College personnel have no enforcement authority and are not expected to detain a person suspected of criminal activity. However, any intervention attempts will be viewed as voluntary and discretionary as a Good Samaritan response for the security of others.

The following are some general safety tips to keep in mind:

- Be sure to always lock your vehicle and remove any valuables from sight
- Be aware of your surroundings, especially at night. Report any suspicious activities or persons
- Move about with a friend or groups, especially to and from your vehicle at night.
- For students attending evening classes, park in well-lit areas as close to the main entrance doors as possible.

Statistics relating to PTC reporting under the Student Right to Know and Campus Security Act are available via the web at <http://oped.gov/security/Index.aspx>.

### **Weather/Emergency Closings**

The following procedure applies when it

becomes necessary to close the college or cancel academic or non-academic activities, or to delay the opening of the college due to inclement weather or other emergency conditions. The authority to close the college or delay opening and cancel classes when weather or other emergency exists resides with the President or the President's designee. Note: The closure of state agencies or the closure of Pine City Schools or other area schools does not apply to Pine Technical College.

### **Definitions**

**Closing of the College:** Closing the college means all operations are closed other than those operations deemed essential to the protection of life and property. Closing the college results in the cancellation of classes, student, faculty, and staff activities, and meetings. All general offices are closed.

**Delayed Opening:** Based on an 8:00 a.m. start, delayed opening refers to closing all operations for a designated period of time other than those operations deemed essential to the protection of life and property of the campus. Delayed opening of the college results in the cancellation of classes, student, faculty, and staff activities, and meetings during the delay. All general offices are closed during the delay.

**Cancellation of Classes and/or Activities:** Cancellation of classes (off-campus or on-campus) means to cancel one, several, or all classes, instead of officially closing the entire college. Cancellation of non-academic activities refers to cancellation of events such as meetings, workshops and special events. When non-academic activities are cancelled, the activities shall be rescheduled when appropriate and possible. Special attention will be given to night classes, many of whose students must travel considerable distances. Weather considerations shall be given considerable weight.

### **Notification**

**STAR ALERT NOTIFICATION SYSTEM:** Star Alert emergency messages are sent through text mail and email during emergency situations. Students, staff and faculty register for the service and then receive text or email messages on their cell phones. Notifications

are brief and clearly identified as Star Alerts. They include information on the situation at hand, action to take, and where to find additional information. Students register for Star Alert at: <http://www.pinetech.edu/current-students/star-alert> (please note - this is not the same as text message opt-in but is a separate text message system dedicated to campus delays or closings or safety issues.)

The following are also methods of notification of campus closings appropriate to employees, students, and the public.

- WCMP (1350 AM/100.9 FM Pine City)
- WCCO (830 AM, Twin Cities)
- KKCB-B105 (105.1 FM, Duluth)
- KOOL (101.7 FM, Duluth)
- KARE 11 (Twin Cities)

Determination of closing or delayed opening shall be made by 6:30 a.m., and an announcement of the closing/delayed opening will be available at the college via voice mail and on the front page of the website when possible.

In case of a weather emergency, students who are deaf or hard of hearing will receive notification by faculty, the supervisor or designated back-up staff. If a weather emergency is called after school hours, students who are deaf or hard of hearing can obtain official notification by watching weather broadcasts on WCCO or KARE 11 Television. Broadcasts are close captioned.

### **Fire/Building Evacuation**

In the case of fire or similar emergency, information and routes delineating evacuation of the building are posted in each classroom and laboratory. When the fire alarm sounds, move outside through the nearest exit and remain until instructed to return.

### **Tornado/Severe Weather**

In cases of pending severe weather, staff is constantly monitoring weather resources. If a siren sounds or similar warning occurs, move immediately from classrooms/labs into the hallways. Remain until instructed otherwise.

### **Safety**

General shop/classroom safety is a must at PTC. Students and staff must strictly adhere

to safety rules and regulations. Instructors are responsible to thoroughly advise students regarding all safety precautions to be followed in shop, as well as classroom areas.

### **Accidents/Insurance**

Students should report all accidents to an instructor or staff, even if it appears to be minor. Immediate first aid is available and additional help is available from area clinics.

Students are responsible for their own accident or health insurance. Pine Technical College does not provide students with coverage. Several vendors offer low-cost insurance to students; brochures and more information are available in the Student Affairs Office.

## **STUDENT RESPONSIBILITIES**

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### **Student Conduct Code**

Policy 314 found: <http://www.pinetech.edu/about-ptc/campus-policies>

Authorities: Minnesota State Colleges and Universities Policy and procedure 3.6 and 3.61,

Minnesota State Colleges and Universities Policy 3.1: Students Rights and Responsibilities,

Minnesota State Colleges and Universities Policy and Procedures 2.3 and 2.31 Student Involvement in Decision Making, PTC Policy 600 – Smoking, Food, and Beverage Policy

Students of the College have certain rights as both citizen and student. In the same manner, students, as members of the greater College community, have certain obligations and responsibilities. As an introduction to this policy, outlined below are Students Rights and Responsibilities.

The College is committed to the creation and maintenance of an academic community which fosters the intellectual, personal, social and ethical development of its students. Our goal is to help students develop the employment competencies needed in their selected program major. Reaching this goal requires cooperation on the part of all students.

The College expects that each student will

obey the laws enacted by federal, state, and local governments. In addition, there are certain rules and regulations governing student conduct which have been established by the Minnesota State Colleges and Universities Board.

The College is an educational institution and not a court of law. Therefore, the concept of fair play will take precedence in all settings, and the philosophy of discipline will be one of an educational approach. It is hoped that most disciplinary concerns may be settled early in the process in an informal setting.

Allegations of discrimination and/or harassment shall be adjudicated under separate procedures in accordance with the College's Policy 108: Discrimination and Harassment.

The College has the right to take necessary and appropriate action to support and protect the safety and well-being of the College community - its students, faculty, staff, guests, facilities, and programs. Members of the College community and their guests are expected to abide by local, state, and federal laws and Minnesota State Colleges and Universities board policy. Should the violation of civil or criminal law by a community member involve College interests, the College has the right to proceed with disciplinary action without regard to civil or criminal proceedings.

These regulations apply on all campus property and at all College-sponsored activities, or at activities sponsored by College clubs or organizations on or off-campus, including public social media. The College may also hold students accountable for a violation of the Student Code of Conduct committed off campus when Hazing is involved;

- The violation is committed while participating in a College sanctioned or sponsored activity;
- The victim of the violation is a member of the College community;
- The violation constitutes a felony under state or federal law;
- The violation adversely affects the educational, research, service or image of the College.

Code of Conduct – Student Rights and Responsibilities

### **Freedom to Learn**

In addition to the basic constitutional rights enjoyed by all citizens, students of the College have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.

### **Freedom of Expression**

Individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not disrupt the regular and essential operation of the institution. In the classroom, students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

### **Freedom of Association**

Students shall be free to organize and join organizations to promote their common and lawful interests, subject to institutional policies or regulations. Registration or recognition may be withheld or withdrawn from organizations that violate institutional regulations.

### **Student-Sponsored Forums**

Students shall have the right to assemble, to select speakers, and to discuss issues of their choice. The College shall establish reasonable time, place and manner restrictions to assure that the assembly does not substantially disrupt the work of the institution or does not interfere with the opportunity of other students to obtain an education or otherwise infringe upon the rights of others. Such regulations shall not be used as a means of censorship. The President may prohibit any forum when holding the event, in his or her judgment, would result in physical harm or threat of physical harm to persons or

property. Prior to any such prohibition, the president shall make his or her best effort to consult with the student senate.

### **Student Publications**

Student-funded publications shall be free of censorship and advance approval of copy, and their editors and managers shall be free to develop their own editorial and news coverage policies. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. The student fee allocation process shall not be used as a means of editorial control of student-funded publications. All student publications shall explicitly state on the editorial page that the opinions there expressed are not necessarily those of the College, system, or student body.

## **STUDENT POLICIES**

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The policies of the College regarding student expectations, rights and responsibilities shall be readily accessible to students.

### **Preponderance of evidence**

In disciplinary proceedings under this code, the College will use preponderance of evidence as a measure and a standard of responsibility for determining guilt or innocence. The measure holds that if evidence will be examined during the due process portion of the process, and, if the bulk of that evidence indicates that a violation has occurred, that will be sufficient for a finding. In legal terms, the standard is met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than 50 percent chance that the proposition is true.

### **Catalog and Course Information**

To the extent possible, students will be provided relevant and accurate information regarding courses prior to enrollment. Catalog descriptions will be accurate and based on information existing at the time of publication. To the extent possible, class schedules will list the names of faculty teaching courses.

### **Student Academic Standing Information**

Students shall have access to accurate information about general requirements for establishing and maintaining acceptable academic standing, information which will enable students to determine their individual academic standing, and information regarding graduation requirements.

### **Academic Evaluation**

Student academic performance shall be evaluated solely on the basis of academic standards, including any requirements that are noted in the catalog, course syllabus, or student handbook. Students shall have protection against prejudiced or capricious evaluation and shall not be evaluated on the basis of opinions or conduct in matters unrelated to academic standards. Students shall have the right to review their corrected examinations or other required assignments used by the faculty in evaluating the student's academic performance.

### **Property Rights**

Term papers, essays, projects, and similar property shall be returned to a student upon request, within a reasonable timeframe, when no longer needed for evaluation purposes, unless the student grants written permission for them to be retained.

### **Student Review and Consultation**

Students shall have the right to appropriate levels of participation in College and university decision-making pursuant to Minnesota State Colleges and Universities Policy 2.3 and Procedure 2.31, Student Involvement in Decision-Making.

### **Off-Campus Conduct**

Students who violate a local ordinance or state law risk the penalties prescribed by civil authorities. The College may not concern itself with every violation. However, the College reserves the right to take disciplinary action against students for off-campus behavior following the procedures of the Student Code of Conduct. This includes, but is not limited to, public posted social media, arrest and conviction of a College student or staff member, or when the activity adversely affects the interests of the College.

- Student- The term “student” includes all persons who
- Are enrolled in one or more courses, either credit or non-credit.
- Withdraw, transfer, or graduate, after an alleged violation of the student conduct code.
- Are not officially enrolled for a particular term but who have a continuing relationship with the College.
- Have been notified of their acceptance for admission or have initiated the process of application for admission and financial aid.

The following are defined as disciplinary offenses actionable by the College:

1. Academic dishonesty: Submission of false academic records, cheating, plagiarism, altering, forging, or misusing a College academic record; falsely claiming to represent the College or a student organization or club; acquiring or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors or awards; aiding and abetting another person in cheating or plagiarism.
2. Theft and damage of property: Attempted theft, unauthorized borrowing or use of public or private property on College premises; destroying, damaging or littering College property.
3. Disruptive conduct/behavior: Actions which unreasonably interfere obstruct or prevent the regular and essential operations of the College or infringe upon the rights of others to participate in its programs and services. This may include, but is not limited to: being openly disruptive; verbal outbursts; talking loudly to classmates independently of class discussion; talking in an openly abusive manner or disrespectful manner to the instructor and/or classmates; using any device that causes disturbances during classroom instruction; participating in or promoting disruptive activity that interferes with teaching, College events and activities.

4. Disorderly conduct on campus: Threat to, physical abuse of, or harassment which threatens to or endanger the health, safety or welfare of a member of the College community; physically assaulting another and fighting; acting in a manner that is disorderly, lewd, indecent or a breach of peace; continuing and willfully using profanity or vulgarity or openly and persistent challenging or circumventing College authority.
5. Weapons on campus: Use or possession of weapons on the College premises, in violation of, or not covered in PTC policy 116: Possession and Carry of Firearms. “Weapon” is broadly defined to mean any object, device or instrument designed as a weapon or capable of threatening or producing bodily harm, including but not limited to all firearms (including BB guns), dangerous knives, explosives, explosive fuels, dangerous chemicals, billy clubs, and fireworks.

Because the College has a Gunsmithing program, these standards do not apply in the following instances: a) transporting firearms for repair or instruction purposes delivered to the outside (west) door of the Gunsmithing department; b) possession or transportation of firearms within the College building(s) under supervision of an instructor; c) possession of a firearm during the annual College Gun Show in February.

Gunsmithing students must abide by the policies of their program.

6. Controlled substances on campus: Use, possession or distribution of a controlled substance, drugs and/or drug paraphernalia on College premises.
7. Alcohol on campus: Use, possession or distribution of alcohol on College premises except as expressly permitted by College policy.
8. Abuse of the smoking policy: Smoking, including electronic cigarettes on College premises outside of published and permitted areas is prohibited. Please see Policy 600 – Smoking, Food, and Beverage Policy for additional information.

9. Criminal sexual behavior: Including but not limited to, the implied use or threatened use of force to engage in any sexual activity against a person's will and/or engaging in such behavior with a person who is unconscious, or substantially mentally impaired (including intoxicated).
  10. College facilities and services: Unauthorized use of the College facilities, telephone system, mail system, or computer system or use of any of the above for any illegal act or any act prohibited by the Code of Conduct.
  11. College rules and policies: Violation of published College policies, rules or regulations including but not limited to smoking or sexual harassment regulations.
  12. Retaliation: Harassing, threatening or intimidating a complainant or other person alleging misconduct.
  13. Terms of sanctions: Knowingly violating the terms of the sanctions imposed for prior code offense.
  14. Hazing: Endangering the mental or physical health or safety of a person; subjecting a person to public humiliation or ridicule, or removing public or private property for the purpose of initiation, admission into, affiliation with or as a condition of continued membership in a student group or organization.
  15. Encouraging conduct violations: Attempts to commit acts prohibited by this code, or encouraging others to commit acts prohibited by this code will be punished to the same extent as if one had committed the prohibited act.
4. Restitution: Payment required to the College for damages incurred. Student violators will be held financially responsible for direct and/or indirect costs and charges associated with Code of Conduct violations.
  5. Suspension: Separation from the College for a specified period of time. During this time the student may not register for or attend classes or other College functions or be on College property. The College reserves the right to restrict transfer of credits earned elsewhere during the suspension period. Conditions for readmission may be specified, including faculty approval of re-admittance to their courses.
  6. Expulsion: Permanent denial of the privilege of enrollment at the College.
  7. Denial/loss of related privilege: Denial of specified privileges for a designated period of time, or exclusion from participation in extracurricular activities, including the holding of any student office.
  8. Community service: Set number of uncompensated hours of service to the College, community non-profit or similar agency.
  9. Discretionary sanctions: Work assignments, service to the College, counseling or referral to community agencies, rehabilitative programs, or other related discretionary assignments. Failure to participate may result in the imposition of additional sanctions.
  10. Immediate removal: Faculty members have the right to remove disruptive student(s) from the classroom and also govern when, or if, said student(s) may return. If the student refuses or there is a threat to the safety of the faculty and class, faculty may immediately call local law enforcement and/or immediately cancel class.

## Sanctions

These sanctions are examples of possible penalties for Conduct Code violations:

1. Warning: Oral or written warning, admonition or reprimand.
2. Confiscation: Confiscation of property or goods used or possessed in violation of College rules.
3. Compliance: Carrying out an action or behavior as a condition of admission or

continuing enrollment.



## Filing a complaint

Any member of the College community (students, faculty, and/or staff) may file a complaint alleging a student or organization

has violated the student conduct code. The steps to file a complaint are as follows:

1. The complaint will be filed in writing with the Chief Student Affairs Officer (forms are available for this purpose, and assistance can be provided in outlining the complaint if needed).
2. The complaint will be signed by the person entering the complaint. Anonymous citations will not be accepted.
3. Any student cited for violation of the Code of Conduct will be assumed innocent until it is determined otherwise.

### **Informal Action**

Following the filing of an accusation against a student, the Chief Student Affairs Officer (or designee) will conduct an investigation of the charges. If the accusation seems unwarranted, the Chief Student Affairs Officer may dismiss the complaint and discontinue the process. If there is sufficient evidence to support the accusation, the Chief Student Affairs Officer shall offer the accused student an opportunity to resolve the violation at an informal meeting. Prior to this meeting, the student shall be given oral or written notice of the specific charges against him/her and of the evidence available to support the charge. If a mutually acceptable resolution cannot be reached during the informal meeting, including any applicable sanctions, the case shall be referred to a Judicial Committee for a formal hearing and adjudication process.

### **Summary Suspension**

The College reserves the right to suspend and remove from campus without hearing, any student that poses an immediate threat to the health or safety of persons on campus. Before implementing the summary suspension, the accused student shall be given oral or written notice of the intention to impose the summary suspension and shall be given an opportunity to present oral or written arguments against the imposition of the suspension. Notice of the intention to impose the summary suspension shall be provided in writing to the student. After the student has been summarily suspended, a properly constituted hearing on the matter will take place within nine (9) working days of the sus-

pension.

During the summary suspension, the student may not enter the campus without obtaining prior permission from the Chief Student Affairs Officer.

### **Judicial Committee Procedure**

**Judicial Committee:** The Judicial Committee is a standing committee consisting of three faculty members, two students and a College administrator. Candidates are recommended each year and approved by both the College Leadership Team and Student Senate. The Chief Student Affairs Officer is a non-voting member. The Committee elects, by consensus, one member to chair each hearing. Additional persons may be asked to attend hearings to provide expert testimony or other information of benefit to the process.

The Chief Student Affairs Officer will prepare and send a written notice to the accused no less than five (5) working days prior to the date set for the hearing. The notice will be hand delivered directly to the accused or be sent by certified mail to the last known address listed with the Records Office and will include:

1. Statement of the date, time location and nature of hearing.
2. Written statement specifying the Student Code of Conduct violation.
3. Notice of student's right to have an advocate at the hearing.

The Judicial Committee shall proceed as follows:

1. The Chief Student Affairs Officer or Chair of the Judicial Committee will schedule the meeting and notify members of the committee and the students involved of the time and place of the meeting. Every attempt will be made to convene the Committee no later than ten (10) working days following the receipt of a request for hearing by the Chief Student Affairs Officer.
2. Three members of the Committee shall constitute a quorum for decision making.
3. A simple majority of the Committee

members present shall constitute the decision.

4. Members of the Judicial Committee who have a personal interest or involvement in a particular case may not participate in that hearing.
5. The hearing will be audio tape recorded. Copies of the tapes may be obtained by the accused student by making a request in writing to the Chief Student Affairs Officer. Students may be billed for the cost of the audio tape.
6. The Chief Student Affairs Officer will present an opening statement. The accused may also present an opening statement.
7. The complainant will attend the hearing and will present the statement of complaint and the supporting evidence.
8. In connection with presenting the case, the complainant and the accused may present witnesses.
9. An advocate may attend the hearing with the complainant and/or the accused; the advocate may advise the student but may not participate in the hearing. When there is likelihood that a student involved in conduct proceedings will face criminal prosecution for a serious offense, it may be advisable that the student have an attorney as the advisor. In such cases, the College may also request the presence of a representative of the Minnesota Attorney General's Office.
10. Members of the committee may ask questions of any persons present, including witnesses.
11. At the conclusion of the hearing, the Committee shall meet privately and render its decision on the matter before it. The decision shall be rendered in writing within two (2) working days of the hearing. The decision shall set forth the findings of fact and the recommendations of the Committee regarding sanctions, if any. The Chief Student Affairs Officer shall be given the written findings of the fact and recommendations, and it shall be the duty of the

Chief Student Affairs Officer to notify the student or students involved within three (3) working days after receipt of the decision.

12. The decision of the committee will include the recommended sanction.
13. Hearings and records of hearings are private. They are protected by the Family Educational Rights and Privacy Act, but may be subpoenaed or released under court order due to subsequent litigation.
14. A written report of the proceedings will be placed in the student's permanent file.

### **Lack of Cooperation**

If the student does not respond when requested to participate in the disciplinary process, the following steps will be taken:

1. The Chief Student Affairs Officer shall make every reasonable effort to locate the student through ordinary channels.
2. If the student does not respond, the Chief Student Affairs Officer will initiate the normal disciplinary procedures in the student's absence.

### **Appeals**

The student has the option to appeal any disciplinary action of the Judicial Committee to the President of the College. The appeal must be made in writing and given or mailed to the President within five (5) business days after notice of the written decision of the Judicial Committee.

The findings and recommendations of the Judicial Committee will be sent by the Chairperson to the President of the College for consideration. No further evidence will be considered at this stage. The President will announce the decision to all involved parties within five (5) days of the receipt of the Committee report.

In cases involving sanctions of suspension for 10 days or longer, students have the right to a contested case hearing under Minnesota law (Chapter 14, MSA).

### **Savings Clause**

Should any article, section or portion of this student policy be held unlawful and/or

unenforceable by any court of competent jurisdiction, such decision of the court shall apply only to the specified article, section, or portion thereof directly specified in the decision. All other articles, sections or portions of this student policy shall remain in full force and effect.

## **RESPONSIBILITIES:**

Responsibility for campus judicial matters is vested in the President of the College who may delegate to the Chief Student Affairs Officer the task of adjudication of student conduct issues as set forth in this policy. All College students and staff are also asked to assume positions of responsibility in the resolution of disciplinary cases.

### **Responsibility of Student Clubs, Groups and Organizations:**

Student clubs, groups and organizations may be charged with violations of the Code of Conduct. Charges may be made, collectively or individually, against the club, group or organization, its leadership, and/or the individual member(s) responsible for the violation. A club, group or organization may be held responsible for an individual's actions if that person received either direct or implied consent, encouragement or support to violate the code.

Code violations by student clubs, groups or organizations will be reviewed by the Chief Student Affairs Officer or designee to determine the appropriate manner in which the violation should be addressed.

Officers, leaders or other identifiable representatives for a student club, group or organization may be directed to take appropriate action designed to prevent or end violations of this code by the club, group or organization or by any persons associated with the club, group or organization who can reasonably be said to be acting in the club's, group's or organization's behalf.

Violation of the Code of Conduct by student clubs, groups or organizations may additionally result in review by the Student Senate and loss of privileges, status, and official recognition.

## **Drug and Alcohol Free Schools Policy**

Pine Technical College encourages students, faculty and employees to review and understand the following commitment and responsibilities for a Drug-Free College.

State of Compliance: Pine Technical College adheres to the federal Drug-Free Schools and Campuses Act (DFSCA) and Minnesota State Colleges and Universities (MnSCU Board Policy 5.18 and PTC policy 120) which prohibits the unlawful possession, use, or distribution of alcohol and illicit drugs by students and employees on the college premises, or in conjunction with any college-sponsored activity or event, whether on- or off- campus. In accordance with federal regulations, this policy is included with the annual Campus Crime and Security Report, which is distributed to every student and employee. The college conducts a biennial review of this policy to determine the effectiveness of this policy and to ensure that disciplinary sanctions for violating standards of conduct are enforced consistently.

### **Standards of Conduct**

- No student or employee shall manufacture, sell, give away, barter, deliver, exchange, or distribute; or possess with the intent to manufacture, sell, give away, barter, deliver, exchange, or distribute a controlled substance or drug paraphernalia while involved in a college-sponsored activity or event, on- or off- campus.
- No student or employee shall possess a controlled substance, except when the possession is for that person's own use, and is authorized by law while involved in a college-sponsored activity or event, on- or off-campus.
- No student shall report to campus, and no employee shall report to work while under the influence of alcohol or a controlled substance, except as prescribed by a physician, which affects alertness, coordination, reaction, response, judgment, decision-making, or safety.
- Except as allowed by MnSCU Board Policy 5.18, the possession, use, sale or distribution of alcoholic beverages and 3.2% malt liquor at PTC and PTC-sponsored events is prohibited.

## Legal Sanctions

Federal and state sanctions for illegal possession of controlled substances range from up to one year imprisonment and up to \$100,000 in fines for a first offense, to three years imprisonment and \$250,000 in fines for repeat offenders. Additional penalties include forfeiture of personal property and the denial of federal student aid benefits. Under federal laws, trafficking in drugs such as heroin or cocaine may result in sanctions up to and including life imprisonment for a first offense involving 100 gm or more. Fines for such an offense can reach \$8 million. First offenses involving lesser amounts, 10-99 gm, may result in sanctions up to and including 20 years imprisonment and fines of up to \$4 million. A first offense for trafficking in marijuana may result in up to five years imprisonment and fines up to \$500,000 for an offense involving less than 50 kg, and up to life imprisonment and fines up to \$8 million for an offense involving 1,000 kg or more. The State of Minnesota may impose a wide range of sanctions for alcohol-related violations. For example, driving while intoxicated (blood alcohol content of .08 or more) may result in a \$700 fine, 90 days in jail, and/or revocation of driver's license for 30 days. Possession of alcohol under age 21 or use of false identification to purchase alcohol results in a \$100 fine. Furnishing alcohol to persons under 21 is punishable by up to a \$3,000 fine and/or one year imprisonment.

## Health Risks

- Alcohol consumption causes a number of changes in behavior and physiology. Even low doses significantly impair judgment, coordination, and abstract mental functioning. Statistics show that alcohol use is involved in a majority of violent behaviors on college campuses, including acquaintance rape, vandalism, fights, and incidents of drinking and driving. Continued abuse may lead to dependency, which often causes permanent damage to vital organs and deterioration of a healthy lifestyle.
- Amphetamines can cause a rapid or irregular heartbeat, headaches, depression, damage to the brain and lungs, tremors, loss of coordination, collapse, and death.

Heavy users are prone to irrational acts.

- Cocaine/Crack users often have a stuffy, runny nose and may have a perforated nasal septum. The immediate effects of cocaine use include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature, paranoia, and depression. Cocaine is extremely addictive and can cause delirium, hallucinations, blurred vision, severe chest pain, muscle spasms, psychosis, convulsions, stroke, and even death.
- Hallucinogens – Lysergic Acid Diethylamide (LSD) causes illusions and hallucinations. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even when use has ceased. Phencyclidine (PCP) affects the section of the brain that controls the intellect and keeps instincts in check. Hallucinogens can cause liver damage, convulsion, coma, and even death.
- Marijuana may impair or reduce short-term memory and comprehension, alter sense of time, and reduce coordination and energy level. Users often have a lowered immune system and an increased risk of lung cancer. Users also experience interference with psychological maturation and temporary loss of fertility. The active ingredient in marijuana, THC, is stored in the fatty tissues of the brain and reproductive system for a minimum of 28 to 30 days.
- Methamphetamines, known as speed, meth, ice, glass, etc., have a high potential for abuse and dependence. Taking even small amounts may produce irritability, insomnia, confusion, tremors, convulsions, anxiety, paranoia, and aggressiveness. Over time, methamphetamine users may experience symptoms similar to Parkinson's disease, a severe movement disorder.
- Narcotics such as codeine, heroin or other opiate drugs cause the body to have diminished pain reactions. The use of heroin can result in coma or death due to a reduction in heart rate.
- Steroid users experience a sudden in-

crease in muscle and weight, and an increase in aggression and combativeness. Steroids can cause high blood pressure, liver and kidney damage, heart disease, sterility, and prostate cancer. Additional information can be found at: [www.nida.nih.gov](http://www.nida.nih.gov).

## **Reporting/Investigation of Harassment and/or Discrimination**

(Mnscu Policy 1b.1 and PTC policy 108)

Current version of PTC Policy 108 : <http://www.mnscu.edu/board/policy/>

**Purpose:** This policy is designed to further implement Minnesota State Colleges and Universities (MnSCU) policy 1B.1 relating to non-discrimination in employment and education opportunity by providing a process through which individuals alleging violation of system or campus non-discrimination policies may pursue a complaint. This includes allegations of discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, and marital status, status with regard to public assistance, or membership or activity in a local commission.

**Policy:** The Report/Complaint of Discrimination/Harassment Investigation and Resolution Procedure will be available in the President's Office, the Human Resources Office, posted on the Pine Technical College website at: <http://www.pinetech.edu/about-ptc/campus-policies> and the Minnesota State Colleges and Universities' web site at: <http://www.mnscu.edu/board/policy/1b01.html>

**Designated Officer:** A designated officer is an individual(s) designated by the President to be primarily responsible for responding to reports and complaints of discrimination/harassment in accordance with this procedure. Upon receiving a complaint of a discrimination/harassment, the designated officer will notify the President of the area from which the report or complaint originated; the President will assign an investigator whose position would not constitute a conflict of interest.

**Decision-Maker:** A decision-maker is an individual designated by the President to

review investigative reports, to make findings whether the discrimination/harassment policies have been violated based upon the investigation and other measures deemed necessary to reach a decision, and to determine the appropriate action for the institution to take based upon the findings.

**Maintenance of Report/Complaint Procedure Documentation:** During and upon the completion of the complaint process, the complaint file shall be repositied in a secure location in the Human Resources Department for the College. Access to the data shall be in accordance with the respective collective bargaining agreement or personnel plan, the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act, or other applicable law.

PTC policy 108 is designed to further implement Minnesota State Colleges and Universities (MnSCU) policy 1B.1 (<http://www.mnscu.edu/board/policy/1b-01.pdf>) and procedure 1B.1.1 (<http://www.mnscu.edu/board/procedure/1b01p1.html>) <http://www.mnscu.edu/board/procedure/1b-01p1.pdf> relating to non-discrimination in employment and education opportunity by providing a process through which individuals alleging violation of system or campus non-discrimination policies may pursue a complaint. This includes allegations of discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, marital status, status with regard to public assistance, or membership or activity in a local commission.

**Policy:** Pine Technical College is committed to maintaining a learning and working environment that is free from discrimination and harassment. The College shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching, and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation, or coercion. Discrimination and harassment are not within the protections of academic freedom.

**Procedure:** This procedure shall apply to all individuals affiliated with Pine Technical College, including its students, employees, and

applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this policy/procedure shall be subject to disciplinary or other corrective action.

**Reporting an Incident:** Pine Technical College encourages any individual, including any student, employee, applicant for employment, or person eligible for employment (as defined by Minnesota Statutes Section 43A.02), who feels she or he has been or is being subjected to discrimination/harassment to report the incident to a designated officer. Any student, faculty member, or employee who knows of, receives information about, or receives a complaint of discrimination/harassment is urged to report the information or complaint to a designated officer.

**Personal Resolution:** In instances where an individual believes he or she has been subjected to behavior prohibited by the 1B.1 Non-Discrimination in Employment and Education Opportunity policy (<http://www.mnscu.edu/board/policy/1b-01.pdf>), that individual may voluntarily choose to directly address the offensive behavior. In such a situation, he or she should clearly explain to the alleged offender as soon as possible after the incident that the behavior is objectionable and that it stops. Communication with the alleged offender may be in person, on the telephone, or in writing. If the behavior does not stop, or if the individual believes some employment or education consequences may result from the discussion, he or she should go to the designated officer to process the complaint. Under no circumstances shall an individual be required to use personal resolution to address prohibited behaviors rather than reporting the behavior to a designated officer.

**Institutional Responsibility:** This procedure applies to all members of the educational community, including students. Reports/complaints against the President of the College shall be filed with the System Office. Reports and complaints against College Vice Presidents or Deans are filed at the campus level with the President as decision-maker.

**Retaliation and Reprisal:** No retaliation, re-

prisal, or intimidation in conjunction with a complaint of discrimination/harassment shall be tolerated by the College. State law prohibits reprisal by a respondent, employer, educational institution, employee, agent of the above, and others as specified in statute. (Minnesota Statutes Section 363.03). Any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing in relation to a discrimination/harassment complaint shall be subject to disciplinary or other action. Retaliation includes, but is not limited to, any form of intimidation, reprisal, coercion, discrimination, harassment, or unwanted sexual contact toward a complainant, or the complainant's relatives, friends, or associates. Reprisal also includes discrimination against an individual because that person is associated with a protected group member. Allegations of retaliation or reprisal shall be reported to the designated officer for appropriate action.

**False Statements Prohibited:** Any individual who provides false statements regarding the filing of a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

**Withdrawn Complaints:** If a complainant no longer desires to pursue a complaint, the College reserves the right to investigate and resolve the complaint.

**Investigation and Resolution:** The College has an affirmative duty to take timely and appropriate action to stop inappropriate behavior, conduct investigations, and facilitate resolutions as appropriate.

**Making a Report/Complaint:** The designated officer must be contacted in order to initiate a report/complaint. The report/complaint should be brought as soon as possible after the incident occurs. The designated officer shall retain control of the investigatory process and determine whether and/or how to proceed.

**Confidentiality:** Confidentiality cannot be guaranteed, however, care will be taken to keep investigation discussions sufficiently broad to protect the complainant's identity when appropriate. There may be instances

in which the college has a responsibility to act even if the complainant requests that no action be taken. In such instances, the college may investigate and take appropriate action on the basis of the facts or evidence available.

**Investigative Data:** Information gathered during the investigation will be handled in accordance with federal and state data privacy laws.

**Effect of Review:** Pending the appeal, disciplinary, or corrective action taken as a result of the decision shall be enforced. In addition, in cases involving sanctions of suspension for ten (10) days or longer, students shall be informed of their right to a contested case hearing under Minnesota Statutes, Chapter 14.

**Appeal Process:** The President or designee shall review the record provided and determine whether the complaint is substantiated or not substantiated. The President or designee may receive additional information if the President or designee believes such information would aid in the consideration of the appeal. The decision on appeal will be made within a reasonable time and the complainant, respondent, and designated officer shall be notified of the decision. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

## **Sexual Violence Policy**

**Subject:** Violence Prevention

**Authorities:** MnSCU Procedure 1C.0.1 Employee Code of Conduct Part 4.F and Minnesota State Statute sections 1.50 and 15.90 86

To provide an educational and employment environment that is free from threats or acts of violence of any type, from any source.

The State of Minnesota hereby adopts a policy of zero tolerance of violence. It is state policy that every person in the state has a right to live free from violence.

In furtherance of this policy, Minnesota Statute 15.86 mandates that each agency of State Government adopt a goal of zero tolerance of violence in and around the workplace.

It is the policy of Pine Technical College and the responsibility of its managers, its supervisors and all of its employees to maintain an educational and employment environment that are free from threats and acts of violence. The college will not tolerate violence of any type, from any source. This includes threatening or violent actions by employees directed against other employees, by employees directed against students or visitors, and by students and visitors of the college.

No person may engage in violent conduct or make threats of violence, implied or direct, on College property or in connection with College business. Prohibited conduct includes but is not limited to:

- The use of force or inflicting bodily harm on any person (e.g. physical attacks, any unwanted contact such as hitting, fighting, slapping, pushing, poking or pinching.);
- Behavior that diminishes the dignity of others through racial, sexual, religious or ethnic harassment; (ref. 1.B.1 Policy and Student Handbook)
- Acts or threats made directly or indirectly by oral or written words (e.g. shouting or swearing), making or sending harassing or threatening telephone calls, letters or messages (electronic, print or other method including but not limited to instant messaging or texting) to any employee, student or visitor to campus;
- Acts or threats made directly or indirectly by gestures. Examples include but are not limited to throwing objects in the workplace regardless of size or type or whether a person is the target of the object being thrown, slamming fists, fist shaking, or slamming doors;
- Displaying symbols that communicate a direct or indirect threat of physical or mental harm;
- Directing verbal abuse at another person because the individual is carrying out duties and responsibilities associated with her/his role as a faculty, staff, or student staff at the College;
- Carrying, possessing, or using a firearm, explosive, or other dangerous weapon

on College property. Employees, visitors, students, and clients are prohibited from having firearms on campus, except as provided in policy 116 on the Possession or Carry of Firearms. This policy is in accordance with the Minnesota Citizens' Personal Protection Act of 2003, Minnesota Statutes section 624.714 and other applicable laws.

#### Procedure:

The college will foster an environment where employees, students and visitors are at a low risk of involvement in workplace violence. This will be accomplished by encouraging mutual respect among individuals, establishing open and honest communication, inviting all employees to provide input and enforcing zero tolerance for any type of violent behavior. All reports of violent behavior will be taken seriously and will be dealt with appropriately.

#### Escalated Behavior or Imminent Acts of Violence

1. Call 911
2. Remove yourself and others as appropriate from threatening environment
3. Once law enforcement arrives and the situation is stable, contact immediate supervisor. If supervisor is unavailable, follow Pine Technical College Chain of Command Policy (107).
4. Complete Documentation Form and submit to supervisor.
5. Supervisor and/or appropriate management authority will follow up with employee(s) and take action as needed until resolution of incident up to and including obtaining documentation from authorities and pursuing legal measures as warranted. (Ex. Site visit, provide alternate safety resources, order for protection, etc.)
6. Supervisor will provide the Documentation Form and resolution of incident to the Human Resources office in a prompt manner.

In the case of suspicious or troubling behavior that does not warrant the need for authorities, refer to Pine Technical College

Policy 131 – CARE Team.

Pine Technical College will:

- Actively work to prevent and eliminate acts of work-related violence.
- Respond promptly and positively to deal with threats or acts of violence. This response will include timely involvement of law enforcement agencies, when appropriate.
- Take incidents of work-related threats or acts of violence seriously. Reports of such acts will be promptly investigated, and management will take action as necessary to appropriately address each incident.
- Take strong disciplinary action, up to and including discharge from state employment, against employees of the College who are involved in the commission of work-related threats or acts of violence. Students engaging in such behavior will be dealt with in accordance with the Student Code of Conduct.
- Support criminal prosecution of those who threaten or commit work-place violence against employees, students, or visitors to or work environment.

#### Responsibilities:

All incidents should be reported to the President or, in the absence of the President, to a College official as listed on the PTC Chain of Command Policy (107). This policy shall not prohibit prompt notification to appropriate law enforcement authorities when an immediate threat to personal safety exists. Individuals shall not make reports knowing they are false or in reckless disregard of the truth.

Pine Technical College policy on violence protection (Policy 123) follows the Minnesota State Colleges and Universities Policy 1.B.3 (<http://www.mnscu.edu/board/procedure/1b01p1.html>) and its Procedure 1B.3.1 regarding sexual violence. Sexual violence is an intolerable intrusion into the most personal and private rights of an individual and is prohibited at Minnesota State Colleges and Universities. Pine Technical College as a member of Minnesota State Colleges and Universities is committed to eliminating sexual violence in all forms and will

take appropriate remedial action against any individual found responsible for acts in violation of this policy. Acts of sexual violence may also constitute violations of criminal or civil law or other Board Policies that may require separate proceedings.

**Application of policy to students, employees, and others:** This policy applies to all Minnesota State Colleges and Universities students and employees and to others, as appropriate, where alleged incidents of sexual violence have occurred on System property. Incidents of sexual violence alleged to have been committed by a student at a location other than on System property are covered by this policy pursuant to the factors listed in Minnesota State Colleges and Universities Board Policy 3.6, Part 5. Incidents of sexual violence alleged to have been committed by a Minnesota State Colleges and Universities employee at a location other than System property are covered by this policy. Individuals alleged to have committed acts of sexual violence on System property who are not students or employees are subject to appropriate actions by Minnesota State Colleges and Universities, including, but not limited to, pursuing criminal or civil action against them.

### Definitions

**Sexual violence:** Sexual violence includes a continuum of conduct that includes sexual assault and non-forcible sex acts, as well as aiding acts of sexual violence.

**Sexual assault:** “Sexual assault” means an actual, attempted, or threatened sexual act with another person without that person’s consent. Sexual assault is often a criminal act that can be prosecuted under Minnesota law, as well as form the basis for discipline under Minnesota State Colleges and Universities student conduct codes and employee disciplinary standards. Sexual assault includes but is not limited to:

1. Involvement without consent in any sexual act in which there is force, expressed or implied, or use of duress or deception upon the victim. Forced sexual intercourse is included in this definition, as are the acts commonly referred to as “date rape” or “acquaintance rape.”

This definition also includes the coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another.

2. Involvement in any sexual act when the victim is unable to give consent.
3. The intentional touching or coercing, forcing, or attempting to coerce or force another to touch an unwilling person’s intimate parts (defined as primary genital area, groin, inner thigh, buttocks, or breast).
4. Offensive sexual behavior that is directed at another such as indecent exposure or voyeurism.

**Consent:** Consent is informed, freely given, and mutually understood. If coercion, intimidation, threats, and/or physical force are used, there is no consent. If the complainant is mentally or physically incapacitated or impaired so that the complainant cannot understand the fact, nature, or extent of the sexual situation, and the condition was known or would be known to a reasonable person, there is no consent; this includes conditions due to alcohol or drug consumption, or being asleep or unconscious. Whether the respondent has taken advantage of a position of influence over the complainant may be a factor in determining consent.

**Non-forcible sex acts:** Non-forcible sex acts include unlawful sexual acts where consent is not relevant, such as sexual contact with an individual under the statutory age of consent, as defined by Minnesota law, or between persons who are related to each other within degrees wherein marriage is prohibited by law.

**System property:** “System property” means the facilities and land owned, leased, or under the primary control of Minnesota State Colleges and Universities, its Board of Trustees, Office of the Chancellor, colleges and universities.

**Employee:** “Employee” means any individual employed by Minnesota State Colleges and Universities, its colleges and universities and Office of the Chancellor, including student workers.

**Student:** “Student” means an individual who

is:

1. Admitted, enrolled, registered to take or is taking one or more courses, classes, or seminars, credit or noncredit, at any System college or university; or
2. Between terms of a continuing course of study at the college or university, such as summer break between spring and fall academic terms; or
3. Expelled or suspended from enrollment as a student at the college or university, during the pendency of any adjudication of the student disciplinary action.

### Reporting incidents of sexual violence

Prompt reporting is encouraged. Complainants of sexual violence may report incidents at any time, but are strongly encouraged to make reports promptly in order to best preserve evidence for a potential legal or disciplinary proceeding.

Reporting and a medical examination within 72 hours are critical in preserving evidence of sexual assault and proving a criminal or civil case against a perpetrator. The Pine County Sheriff's Office can be contacted directly by dialing 911. Campus pay phones can be direct dialed to 911 without coins. College phones require 9-911 to secure emergency assistance. Any incidence occurring on the PTC campus or involving a PTC student must also be reported immediately to the Chief Student Affairs Officer.

Assistance in reporting: PTC staff, when informed of an alleged incident of sexual violence, shall promptly assist the complainant, including providing guidance in filing complaints with outside agencies including law enforcement; obtaining appropriate assistance from victim/survivor services or medical treatment professionals; and filing a complaint with the Chief Student Affairs Officer regarding implementation of the student conduct code or employee conduct standards.

When appropriate, the college may pursue legal action against a respondent, including, but not limited to, trespass or restraining orders, in addition to disciplinary action under the applicable student or employee conduct standard.

Victims of sexual assault and violence have rights under the crime victims bill of rights, Minnesota Statutes Sections 611A.01-611A.06, including the right to assistance from the Crime Victims Reparations Board and the commissioner of public safety; are eligible for assistance in obtaining, securing, and maintaining evidence in connection with a sexual violence incident; and can be assisted by the college in shielding the complainant from unwanted contact with the alleged assailant.

Confidential reports: Because of laws concerning government data contained in Minnesota Statutes chapter 13, the Minnesota Government Data Practices Act, colleges and universities cannot guarantee confidentiality to those who report incidents of sexual violence except where those reports are privileged communications with licensed medical professionals. Some off-campus reports also may be legally privileged by law – e.g., reports to clergy, private legal counsel or health care professionals. Data that is collected, created, received, maintained, or disseminated about incidents of sexual violence will be handled in accordance with the privacy requirements of the Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), and other applicable laws, including the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act.

Reports to campus security authorities: Complainants of sexual violence may contact Student Affairs staff for appropriate assistance or to report incidents. Absolute confidentiality of reports cannot be promised. However, staff shall not disclose personally identifiable information without the complainant's consent unless reasonably necessary to address an on-going threat of safety to the complainant or others, or as otherwise may be required or allowed by law. There may be instances in which PTC and/or law enforcement determines it needs to act regardless of whether the parties have reached a personal resolution or if the complainant requests that no action be taken.

Required Reports: The college may be obligated to report to law enforcement the fact that a sexual assault has occurred, but the

name or other personally identifiable information about the complainant will be provided only with the consent of the complainant, except as otherwise required by law.

#### Investigation and disciplinary procedures

**Immediate action:** The College may, at any time during the report/complaint process, reassign or place on administrative leave an employee alleged to have violated this policy in accordance with System Procedure 1B.1.1. The college may summarily suspend or take other temporary measures against a student alleged to have committed a violation of this policy.

**General principles:** The College, when applying investigation and disciplinary procedures concerning allegations of sexual violence against employees or students, shall:

1. Be respectful of the needs and rights of individuals involved;
2. Proceed as promptly as possible;
3. Permit a student complainant and a student respondent to have the same opportunity to have an appropriate support person or advisor present at any interview or hearing, in a manner consistent with the governing procedures and applicable data practices law;
4. Employees shall have the right to representation consistent with the appropriate collective bargaining agreement or personnel plan;
5. Be conducted in accordance with applicable due process standards and privacy laws;
6. Inform both the complainant and respondent of the outcome in a timely manner, as permitted by applicable privacy law.

The past sexual history of the complainant and respondent shall be deemed irrelevant except as that history may directly relate to the incident being considered. A respondent's use of any drug, including alcohol, judged to be related to an offense may be considered to be an exacerbating rather than mitigating circumstance.

**Relationship to parallel proceedings:** In general, the College's investigation and disci-

plinary procedures for allegations of sexual violence will proceed independent of any action taken in criminal or civil courts. When aware of a criminal proceeding involving the alleged incident, staff may contact the prosecuting authority to coordinate when feasible. PTC procedures are not a substitute for criminal or civil court proceedings.

**False statements prohibited:** Minnesota State Colleges and Universities takes allegations of sexual violence very seriously and recognizes the consequences such allegations may have on a respondent as well as the complainant. Any individual who knowingly provides false information regarding the filing of a complaint or report of sexual violence, or during the investigation of such a complaint or report may be subject to discipline or under certain circumstances, legal action. Complaints of conduct that are found not to violate policy are not assumed to be false.

**Withdrawn complaint:** If a complainant no longer desires to pursue a complaint, PTC reserves the right to investigate and resolve the complaint as it deems appropriate.

**Discretion to pursue certain allegations:** The College reserves discretion whether to pursue alleged violations of policy under appropriate circumstances, including, but not limited to, a determination that an effective investigation is not feasible because of the passage of time, or because the respondent is no longer a student or employee of the college.

The College reserves the right to determine whether to pursue violations of policy by students or employees other than the respondent, including a complainant or witness that comes to light during the investigation of an incident of sexual violence. In order to encourage reporting of sexual violence, under appropriate circumstances staff may choose to deal with violations of Minnesota State Colleges and Universities policy in a manner other than disciplinary action.

**Procedure for employees, students, and individuals who are both an employee and student:** If the respondent is both a student and employee, the investigation shall be conducted by the designated officer, as

defined by Board Procedure 1.B.1.1., Part 2, Subpart A (<http://www.mnscu.edu/board/policy/1b-01.pdf>).

The results of said investigation shall be submitted for review to both the decision maker appointed under Procedure 1.B.1.1 Part 2, Subpart B, (<http://www.mnscu.edu/board/policy/1b-01.pdf>) concerning the personnel action, and to the President or designee concerning the student action.

**Sanctions:** Sanctions that may be imposed if a finding is made that sexual violence has occurred include, but are not limited to, suspension, expulsion of students or termination from employment. The appropriate sanction will be determined on a case-by-case basis taking into account the severity of the conduct, the student's or employee's previous disciplinary history, and other factors as appropriate.

**Retaliation prohibited:** Actions by a student or employee intended as retaliation, reprisal or intimidation against an individual for making a complaint or participating in any way in a report or investigation under this policy are prohibited and are subject to appropriate disciplinary action.

**Sexual violence prevention and education:** Information on preventing, reporting and the legal ramifications of sexual violence are available through PTC's Counselor's Office.

### **Student Records/Data Privacy**

Pine Technical College complies with all state and federal data privacy laws. Essentially, this means that a student has the right to see all of their records and to determine, for the most part, who also may see or use this data. A student also has the right to refuse to provide any or all of the data requested. However, there may be consequences for not supplying some of the data. Information on data privacy is covered at Orientation.

Directory information as defined by Policy 313 is found at: Policy 314 found: <http://www.pinetech.edu/about-ptc/campus-policies> and is data that may be released to anyone without the student's consent. Pine Technical College's Directory Information includes name, hometown, program major, and participation in school activities, dates of enrollment, certificates/diplomas/degrees earned,

and awards received.

No other information will be released to anyone, with the exception of certain agencies and school officials as defined by state and federal law, without written permission from the student. If a student does not want this information released, he/she must request confidentiality in writing. This must be done within two weeks after a term begins; a form is available in the Student Affairs office for this purpose.

Student records are maintained by the Registrar in the Student Affairs Office. Requests to review student records must be made in writing to the Registrar. Students have the right to challenge the contents of their records and request that corrections or explanations be placed within those records. Contact the Chief Student Affairs Officer for information.

### **Computer Use Policy**

Policy 708 and Policy 314 found at: [found: http://www.pinetech.edu/about-ptc/campus-policies](http://www.pinetech.edu/about-ptc/campus-policies)

Pine Technical College's Information Systems (IS) department provides computer services to College faculty, staff, and students. The IS department offers technical assistance to faculty and staff and maintains all computers in the college. Students may use lab facilities to work on assignments and to conduct research.

The IS department also provides a variety of application software, and World Wide Web, and multimedia production tools. Faculty, staff, and students may check out digital cameras, computer projectors, notebook computers, and other AV equipment for projects directly related to their academic work. The IS department, in cooperation with Disability Services, also provides assistive technologies for College students with disabilities.

As defined in policy, College information technology resources are the property of Pine Technical College, and are provided for the direct and indirect support of the College's educational, research, service, student and campus life activities, administrative and business purposes, within the limitations of available College technology, finan-

cial and human resources. The use of Pine Technical College information technology is a privilege conditioned on compliance with Pine Technical College policy 708 and any other applicable policies and/or procedures and/or guideline. Users have no explicit or implicit expectation of privacy. Pine Technical College's computer systems are provided for authorized users only. Unauthorized or improper use of the College's information technology resources may result in administrative disciplinary action and civil and criminal penalties. By logging into Pine Technical College's system you indicate your awareness of, and consent to, these terms and conditions of use. In order to receive a college login account, all students must sign a Computer Responsibility Agreement.

### **Parking Regulations**

New parking permits are required each year and are available in the Student Affairs Office. Please observe the parking restrictions indicated by signs, snowplowing requirements, yellow lines, etc. – especially areas reserved for visitors and handicapped parking spaces. No overnight parking of vehicles is allowed unless permission from the maintenance department is obtained. There is a designated area for motorcycles and bicycles. Everyone using the parking lots between 7:00 am and 10:00 pm is required to display a current parking permit from the rear view mirror. Vehicles without a properly displayed permit will receive a ticket. The purchase of a permit does not guarantee the availability of a parking space at all times. Any vehicle parked on the campus is parked at the risk of the owner. The College assumes no responsibility for care or protection of any vehicle or its contents. Please keep your vehicle locked. Unpaid parking tickets will be recorded and will prohibit a student from registering for classes and obtaining transcripts.

Violators will be ticketed and fined.

#### **Parking Violations**

- Parking fine (second offense for unauthorized parking): \$25.00
- Visitor parking is designated for guests only.
- Circumstances under which vehicles will

be ticketed and/or towed shall include (but not limited to) the following:

1. Parking operations receives a complaint that a vehicle is illegally parked, obstructing traffic, impeding emergency responses and/or college operations, blocking pedestrian traffic, etc.
2. Vehicles parked in such a way to constitute a hazard, impede vehicular and pedestrian traffic, emergency responses and repair, or grounds operations.

### **Student Petition**

Students are provided a process whereby they can request waivers or other exceptions to existing academic or college policies or procedures. The Petition is found on the website under student forms at: <http://www.pinetech.edu/current-students/student-forms>

[www.pinetech.edu](http://www.pinetech.edu).

Important Note:

College policies can be subject to changes throughout the academic year. Most current policies

are listed at [www.pinetech.edu](http://www.pinetech.edu)

#### **Academic-Related Activities**

These activities provide opportunities that expand the academic experience beyond the classroom. Academic-related activities include clubs and organizations, Phi Theta Kappa honor society, field trips, forums and conferences, community projects, other class projects, exhibits, and displays. "Diverse Needs" are those services made available to assist students with various personal needs. Although not considered part of general student services, these resources involve child care, support groups for special needs students, commuter services, and residential programs. Upcoming Student Life Activity programs are announced weekly.



# EMPLOYEE DIRECTORY

## Faculty

### A

John Abulu, Chemistry  
B.S. Texas A&M University  
M.S. Texas A&M University  
Ph.D. Clark Atlanta University

Kathleen Arola,  
Counseling and Advising  
B.A. College of Saint Scholastica  
M.A. University of Minnesota Central Office  
M.A. University of Minnesota-Duluth

James Ascheman, Auto Mechanics  
Diploma, Ridgewater College

### B

Jennifer Baker-Jones, Psychology  
B.A. Marquette University  
M.A. University of Minnesota Twin Cities

Elayne Beehler, Practical Nursing  
A.S. Anoka-Ramsey Community College  
B.S.N. Metropolitan State University  
M.S. Metropolitan State University

Karen Blackbird, Nursing Assistant  
A.A.S. Inver Hills Community College

Ann Boldt, English  
B.S. University of Wisconsin-Eau Claire  
B.S. University of Minnesota, Mankato  
M.A. Minnesota State University, Mankato  
M.F.A. Minnesota State University, Mankato

Cheryl Bond-Fay,  
Medical Assistant Program/Phlebotomy  
B.S. University of Northern Colorado  
B.S. University of Colorado  
M.B.A. Bethel University

Michael Borash, Information Technology  
A.A.S. Pine Technical College  
B.S. Capella University

### C

Stephen Cody,  
Computer Networking  
A.A.S. Dakota State College  
B.A. Gustavus Adolphus College

### D

Philip Darg, Speech/History  
B.A. University of Minnesota Twin Cities  
M.A. Minnesota State University, Mankato  
Ph.D. University of Minnesota Twin Cities

David Defenbaugh,  
Gunsmithing and Firearms Technology  
Certificate, Colorado School of Trades

Julie Dillenburg,  
Advanced Manufacturing Technology  
Diploma, Pine Technical College

### F

Melissa Felland,  
Early Childhood Development  
B.S. University of Minnesota Twin Cities  
B.S. University of Minnesota Twin Cities

Stacey Foster, English  
B.S. University of Minnesota-Duluth  
M.F.A. Hamline University

Marc Fournier, Micro Economics  
B.A. University of Minnesota Twin Cities  
M.A. University of Wyoming

John Fox, Customized Training

### G

Malinda Gahm, Human Services Eligibility Worker  
Program  
B.A. University of Minnesota Twin Cities

Anne Grahn, Practical Nursing  
A.S. Anoka-Ramsey Community College  
B.S. Bemidji State University

Alexis Grinde, Biology  
B.S. Bemidji State University  
M.S.C. University of North Dakota

### H

Kathleen Hedberg, Child Care Aware Program  
B.S. University of Minnesota-Duluth  
M.E.D. University of Minnesota-Duluth

Mindy Hicks, Librarian  
B.A. Bemidji State University  
B.S. Bemidji State University

Janice Hofschulte,  
Child Care Aware  
B.A. Metropolitan State University  
M.A. Concordia University, St. Paul  
M.S. St. Cloud State University

Gavin House, Business Technology  
B.A. University of St. Thomas  
M.A. University of St. Thomas  
M.A. Bethel University

### J

Eric Jensen, Biology  
B.S. University of Wisconsin-Stevens Point  
M.S. University of Minnesota-Duluth

### K

Carleen Kendall, Nursing Assistant  
A.S. Anoka-Ramsey Community College

Janet Kinney, Mathematics  
B.S. University of Cape Town  
M.S. University of Cape Town

Kathryn Krier, American Sign Language  
A.A. S. University of St. Catherine

Jami Kritzeck, Conceptualized Education  
Endorsement, Concordia University  
Certificate, St. Cloud State University  
B.A. College of Saint Scholastica  
M.A. Saint Michael's College

Jennifer Kroschel, Practical Nursing  
Diploma, Algonquin College  
B.S. University of Victoria

Louisa Krueger, Practical Nursing  
A.L.A. University of Minnesota Moorhead  
B.A. Concordia College at Moorhead  
M.S. College of Saint Scholastica

### L

James Lawson,  
Limited Scope Radiography  
A.A. Bismarck State College  
A.S. Bismarck State College  
B.A. University of Mary

### M

Kristin Madigan, Practical Nursing  
B.S.N. University of Minnesota, Mankato  
M.S. Minnesota State University, Mankato

Gale Mason-Chagil, Anthropology  
B.A. Grinnel College  
M.A. University of Minnesota  
Ph.D. University of Minnesota Twin Cities

Robert Meyer, Customized Training

Nanci Milbrath, Medical Assistant Program  
A.A.S. Anoka Technical College

Anthony Mueller, Computer Science and  
Programming Programs  
M.S. University of Minnesota Twin Cities

Pamela Munkberg, Practical Nursing  
A.S. Labette Community Junior College

Kevin Muramatsu, Gunsmithing and Firearms  
Technology  
Certificate, Pine Technical College  
B.S. Olivet Nazarene University

# EMPLOYEE DIRECTORY

- N**  
Terrance Nelson, Customized Training
- O**  
Christine Olson, Early Childhood Development  
B.A. Westmar College  
Richard Olson, Customized Training
- P**  
Karry Pepper, Practical Nursing  
B.S. Bethel University  
M.S. University of North Dakota  
Douglas Pieper, Gunsmithing and Firearms  
Technology  
Certificate, Pine Technical College  
Diploma, Pine Technical College
- R**  
James Rogers, Customized Training  
Certificate, Hennepin Technical College  
Certificate, Hennepin Technical College  
Jordan Ruble, Sociology  
B.A. California State University-Northridge  
M.A. California State University-Northridge  
Jeffrey Ruth, Auto Mechanics  
License, Minnesota Colleges and Universities  
A.A.S. Iowa Central Community College  
Jody Ryan, Practical Nursing  
B.S. Bethel
- S**  
Bryan Schaupp, Plastics Technology  
A.S. Pine Technical College  
Phyllis Scofield, Practical Nursing  
A.A. Anoka-Ramsey Community College, Cambridge  
A.S. Anoka-Ramsey Community College  
Julie Shores, Accounting/Business Administration  
B.S.B. Indiana State University  
Randall Steinhoff, Customized Training  
Diploma, Anoka-Hennepin Technical College  
Marcella Sylvester, Nursing Assistant  
Diploma, Anoka-Hennepin Technical College  
A.S. Anoka-Ramsey Community College
- T**  
Dione Thoma, Practical Nursing  
A.A.S. College of Saint Catherine-Minneapolis  
Certificate, College of Saint Catherine-Minneapolis
- Jonathan Thompson, Mathematics  
A.A. Minnesota State Community and Technical  
College  
B.A. University of Minnesota Twin Cities
- V**  
Timothy VanRavenswaay, Robotics/Automation  
B.S. Northwestern University  
M.S. University of Illinois at Urbana-Champaign
- W**  
Daniel Wanless, Sociology  
B.A. Nyack College  
M.A. Nyack College  
Rita Watson, Human Services Eligibility Worker  
Program  
B.S. St. Cloud State University  
Kristen Wheeler-Highland, Child Care Aware Program  
B.A. University of Minnesota Twin Cities  
Yolanda Williams, Music Appreciation  
B.A. Hamline University  
M.M. University of Minnesota Twin Cities
- Y**  
Christopher York,  
English/American Studies  
B.A. University of Minnesota Twin Cities  
M.A. California State University-Fullerton  
Ph.D. Michigan State University
- Z**  
Joy Zasadny, Biology  
D.C. Northwestern Health Sciences University
- Staff**  
.....
- A**  
Kathryn Anderson, Academic Affairs  
Michael Anderson, Continuing Education/Customized  
Training
- B**  
Marc Balgobin, Johnson Center for Simulation  
Linda Bergstrand, Parent Aware Program  
Stephen Bobowski, Information Technology  
Michael Borash, Information Technology  
Heidi Braun, Continuing Education/Customized  
Training  
Sandra Buckley, Employment and Training Center
- C**  
Darla Calverley, Student Affairs  
Sandra Carlisle, Executive Administrative Assistant  
Emily Clifton, Strategic Initiatives  
Theresa Collins, Employment and Training Center  
Krisanda Corelli, Employment and Training Center  
Sandra Currie, Employment and Training Center
- D**  
Kelly Darwin, Parent Aware Program  
Douglas Davis, Veterans Services  
Connie Doenz, Plant Operations  
Melissa DuChene, Employment and Training Center
- E**  
Maria Engen, Employment and Training Center
- F**  
Kerry Fridstrom, Strategic Initiatives
- G**  
Patricia Gerhardson, Nursing Lab Assistant
- H**  
Jodie Haavisto, Business Office, Bookstore  
Heather Hansen Mead, Information Technology  
Kristi Hanson, Strategic Initiatives  
Jodie Hochstatter, Student Affairs  
Lisa Hosna, Business Office
- J**  
Timothy Jewell, Johnson Center for Simulation  
Dale Johnson, Plant Operations  
Nancy Johnson, Student Affairs  
Laurie Jorgensen, Information Technology
- K**  
Jill Kaminski, Employment and Training Center  
Jodie Klinkhammer, Student Affairs  
Katie Krier, Disability Services  
Annisa Kubesh, Parent Aware Program
- L**  
Steven Lange, Plant Operations
- M**  
Jeffery Miller, Academic Planning, Program  
Development, Assessment

# EMPLOYEE DIRECTORY

## N

Michele Naab, Medical Assistant Lab Assistant

## O

Diane Odegard, Strategic Initiatives  
Ching Ching Olson, Student Affairs  
Jessica Orand, Strategic Initiatives

## P

Lucas Pederson, Business Office  
Jennifer Peterson, Parent Aware Program  
Jennifer Phillips, Employment and Training Center  
Teresa Pierce, Business Office  
David Pixley, Plant Operations  
Doreen Polzin, Employment and Training Center  
Leslie Price, Employment and Training Center

## R

Marty Rabens, Johnson Center for Simulation  
Shawn Reynolds, Student Affairs  
Kenneth Ries, Information Technology  
Jane Robbins, Continuing Education/Customized Training

## S

Carole Samuelson, Nursing Administrative Assistant  
Dawn Sandberg, Continuing Education/Customized Training  
MaryAnn Schefers, Business Office  
Shawnda Schelinder, Marketing and Enrollment  
Laura Shaleen, Strategic Initiatives  
Erinn Shaw, Parent Aware Program  
Brenda Skluzacek, Human Resources  
Steven Smith, Employment and Training Center  
Timothy Soderbeck, Information Technology  
Amanda Spencer, Student Affairs  
Sandra Sterling, Parent Aware Program  
Kevin Sturma, Manufacturing Lab Assistant  
Jeanne Svedjan, Continuing Education/Customized Training

## W

Wendy Walburg, Parent Aware Program  
Keven Wanless, Gunsmithing Lab Assistant  
Annette Weaver, Parent Aware Program  
Susan Welinski, Employment and Training Center  
Erin White, Academic Skills Center  
Laureen Williams, Student Parent Support Services

## Administration

### B

Joan Bloemendaal-Gruett, Chief Academic Officer  
B.A. Southwest Minnesota State University  
E.D.D. University of Minnesota Twin Cities

### G

Dwayne Green, Director of Employment and Training  
A.A. Willmar Community College  
B.A. University of Minnesota Duluth  
H.S.E. University of Wisconsin-River Falls  
M.A. University of Minnesota Duluth

### H

Krista Hoekstra, Director of Nursing and Health Science Programs  
B.S. Bethel College  
M.A. Bethel College

Paula Hoffman, Chief Student Affairs Officer  
B.S. St. Cloud State University  
M.S. Capella University

### K

Amy Kruse, Chief Human Resources Officer  
B.A. University of Minnesota Duluth

### M

Robert Musgrove, President  
B.A. University of Texas at Austin  
M.A. University of Virginia  
M.Ed. University of Virginia  
Ph.D. University of Texas at Austin

### O

Michael Olesen, Strategic Initiatives RITA Consortium Grant Director  
B.A. Hamline University  
M.A. St. Cloud State University

### S

Stefanie Schroeder, Dean of Workforce and Economic Development  
A.A. Anoka Ramsey Community College  
B.A. St. Cloud State University

Jason Spaeth, Dean of Customized Training/  
Continuing Education  
A.A. Fergus Falls Community College  
B.A. Moorhead State University

## W

Janis Wegner, Chief Financial Officer  
A.A. Anoka Ramsey Community College  
B.S. St. Catherine University



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## MnSCU Board of Trustees Staff

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Secretary to the Board

Patty McCann  
Executive Assistant to the Board



## Admissions

Admissions Office  
Pine Technical College  
900 4th Street SE  
Pine City, MN 55063

Call or email the Admissions Office at  
800.521.7463 or  
[admissions@pinetech.edu](mailto:admissions@pinetech.edu).

Or visit us online at  
[www.pinetech.edu/future-students/](http://www.pinetech.edu/future-students/)  
first-time-students.

## Academic Calendar 2014-2015

### Fall Semester 2014

August 21	Jump Start
August 25	First Day of Classes
September 1	Labor Day Holiday
October 7	Program Advisory Meetings
October 10	Mid-term Ends
October 13-17	Advising Week
October 16-17	No Classes
October 18	Saturday Classes Held
November 11	Veterans Day (Campus Closed)
November 27-28	Thanksgiving Holiday (Campus Closed)
December 15-20	Final Exam Week
December 25	Holiday (Campus Closed)
December 22-January 6	Semester Break (No Classes)

### Spring Semester 2015

January 1	New Year's Day (Campus Closed)
January 8	Jump Start
January 12	Spring Semester Begins
January 19	Martin Luther King Holiday (Campus Closed)
February 16	Presidents' Day (Campus Closed)
March 6	Mid-term Ends
March 9-13	Spring Break (No Classes)
April 7	Advisory Meetings
May 7-13	Final Exam Week
May 14	Commencement

### Summer Session 2013

June 1	First Day of Classes
July 3	Independence Day Holiday (Campus Closed)
July 24	Last Day of Classes

## Telephone Directory

800-521-7463 • TTY 320-629-1030

General Information	320-629-5100
Administration	320-629-5140
Admissions	320-629-5113
Campus Store	320-629-5137
Counselor	320-629-5135
Disability Services	320-629-5174
Employment & Training Center	320-629-1588
Financial Aid	320-629-5127
Help Desk	320-629-5113
Johnson Center for Simulation	320-629-1030
Library	320-629-5546
Pine Innovation Center	320-629-5140
Pine Children's Early Learning Center	320-629-5147
PSEO Specialist	320-629-5133
Transfer Specialist	320-629-5193
Veteran's Liaison	320-629-5181

For up-to-date information  
check PTC's Website.  
[www.pinetech.edu](http://www.pinetech.edu)



# Pine Technical College

## vision

Pine Technical College will be a vibrant, comprehensive college and community resource for quality education and social services that improve lives and empower learners.

## mission

Our mission is to provide superior education and social services that enhance the communities we serve.

## values

Pine Technical College firmly believes that knowledge improves lives; thus, we are committed to the following values:

- Respect the dignity and worth of each individual
- Honor the needs of those we serve
- Maintain integrity in all endeavors
- Provide quality education and services
- Respond to change
- Share our passion for learning and service

## student learner outcomes

Pine Technical College is committed to preparing students for a changing, diverse, and global society. To affirm that commitment, PTC provides teaching and learning opportunities in a broad-based foundation of general knowledge and skills. Through that core of general knowledge and skills, students will gain experience and development in the following areas:

- Computer, Informational and Technical Literacy
- Communication
- Critical Thinking
- Self-development
- Global Issues