

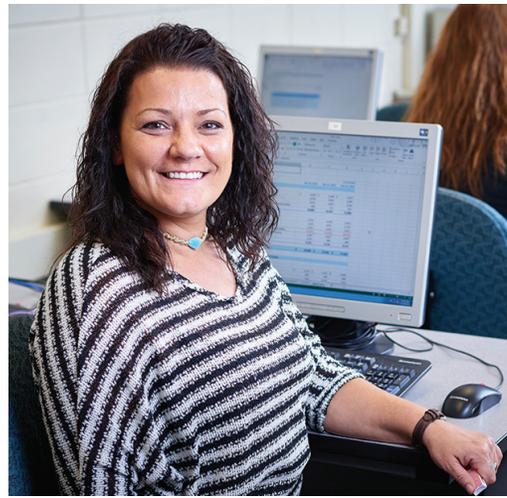
Pine Technical & Community College
Academic Catalog 2016-2017



Pine Technical & Community College

connect

with SUCCESS





Welcome to Pine Technical and Community College

Established in 1965, Pine Technical and Community College (PTCC) has a long history of providing quality education and being supportive of the communities we serve. Since 2014, PTCC expanded its mission to become a comprehensive technical and community college, offering new options for students and new ways to meet the needs of the region. This and many other accomplishments have established a strong foundation for us to build on as we continue our journey together.

I cannot express how honored I am to serve as the president of this outstanding college. The faculty and staff at Pine Technical & Community College are exceptional, and I'm proud of all we've accomplished together. We will continue to collaborate and set a course for the future, though our focus will continue to be on driving the economic growth of the region and guiding the educational journey of our students. We recognize that every student has a unique life experience and wants to pursue their own unique educational journey. At PTCC, these stories matter, and the personal success of our students is our ultimate goal.

So with both a rich history and a bright future in mind, I would like to thank you all for the warm welcome you have extended and let you know how much I am looking forward to the exciting opportunities that lay ahead for all of us.

All the Best,

A handwritten signature in black ink that reads "Joe L. Mulford". The signature is written in a cursive style.

Joe Mulford

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Minnesota State Colleges & Universities (MnSCU)

Office of the General Counsel

It is our intention to provide resources relevant to the academic, extracurricular, and social lives of students. Every effort has been made to ensure the accuracy of the material contained within this catalog as of the date of publication. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the college administration, the Minnesota State Colleges and Universities Board of Trustees or the Minnesota Legislature without prior notification. The provisions of this catalog do not constitute a contract between the student and the college. The information in this catalog is for use as an academic planning tool and is subject to change at any time. Upon printing of this catalog, all previous issues are revoked.

Student Responsibility for Catalog Information

Each student is responsible for compliance with the information appearing in this catalog. Failure to read the regulations and policies will not be considered an excuse for noncompliance.

Pine Technical & Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex,

color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, Pine Technical & Community College shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

This document is available in alternative formats to individuals with disabilities by calling Disability Services at 800-521-7463 or MN Relay 711.

Contact Information:

Amy Kruse
Chief Human Resources Officer
Pine Technical & Community College
900 Fourth Street SE
Pine City, MN 55063
320-629-5129

Rights & Protections provided by the American Disabilities Act

Pine Technical & Community College does not discriminate on the basis of disability in the admission or access to or treatment or employment in its programs or activities. The Office of Disabilities coordinates compliance with the nondiscrimination requirements contained in section 35.107 of the Department of Justice Regulations. Information concerning the provision of the Americans with Disabilities Act, and the rights provided thereunder, are available from the Office of Disabilities.

Contact Information:

Katie Krier
Disability Services Coordinator
320-629-5174 or 800-521-7463
MN Relay 711
Email: KrierKa@pine.edu

Degrees Offered

Associate of Arts

An Associate of Arts (AA) 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 AA degree requires the completion of at least a 40 credit general education curriculum that fulfills the Minnesota Transfer Curriculum goal areas.

Associate of Science Degree

An Associate of Science (AS) 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 AS degree must have one or more articulation agreement(s) between the institution awarding the AS degree and the institution awarding a related baccalaureate degree. An AS 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 AS degree may also be designed to prepare students for employment.

Associate of Applied Science Degree

An Associate of Applied Science (AAS) degree may be awarded upon successful completion of a 60 to 72 credit program. An AAS degree is intended to prepare students for employment or may be designed to transfer to a related baccalaureate major. An AAS 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. An undergraduate certificate less than 9 or more than 30 credits in length may be approved when the academic program prepares an individual for employment and the length or the designation as a certificate is (1) required by an employer, a licensing body or other regulatory agency, accrediting association, or board, or (2) based on a formal task analysis conducted within the previous three years and the results endorsed by an advisory committee.

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Advanced Manufacturing Technology - Computer Controlled Manufacturing Emphasis

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.

Career Outlook

The number of openings for machinists in Minnesota is projected to grow 12% by 2022, accounting for more than 12,000 jobs statewide, with a median salary of \$44,800.

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 or parts and components for manufactured products.

Course ID	Course Name	Credits
COCP 1201	Microsoft Office Basics	2
*MTTP 1208	Measuring Tools	1
*MTTP 1220	Blueprint Reading I	2
MTTP 1241	Introduction To CAD	3
*MTTP 1245	Machining Fundamentals I	4
MTTP 1256	Applied Machining Theory	3
MTTP 1262	Blueprint Reading II	2
*MTTP 1265	Machining Fundamentals II	4
MTTP 1279	CNC Set-up & Operate	5
MTTP 2263	Quality in Manufacturing	2
PRECISION MACHINING CERTIFICATE		28

Advanced Manufacturing Technology Diploma - Computer Controlled Machining Emphasis (17 additional credits)

ENGL 1276	College Composition	
	or ENGL 1277 Technical Communications	4
GSTP 1235	Heat Treating & Metallurgy	1
MTTP 1261	Introduction to CAM	2
MTTP 1277	Machining Processes	2
MTTP 2255	CNC Programming	5
MTTP 2260	Cutting Tool Technology	1
	Technical Electives	2
TOTAL DIPLOMA CREDITS		45

Advanced Manufacturing Technology AAS - Computer Controlled Manufacturing Emphasis (15 additional credits)

MATH 1260	College Algebra	3
MN Transfer Goal #1	Communication	3
MN Transfer General Education	Electives	6
MTTP 2290	Manufacturing Capstone Project	
	or MTTP 2268 Machining Internship	3
TOTAL ASSOCIATE IN APPLIED SCIENCE DEGREE		60





Course Number Course TitleCredits

General Education Courses

ENGL 1276 College Composition OR	
ENGL 1277 Technical Communications	4
MATH 1260 College Algebra	3
PHYS 1250 College Physics I	4
General Education Electives (MnTC Goal Areas 5-10)	4

Technical Courses

CMAE 1514 Safety Awareness	2
CMAE 1550 DC Power	3
CMAE 1552 AC Power	3
ETEC 1520 Intro to Robotics	2
MTTP 1241 Intro to CAD	3
CMAE 1554 Digital Electronics	3
CMAE 1556 Analog Circuits	3
ETEC 1541 Mechanical Systems	3
ETEC 2520 Robotic Controllers	3
ETEC 2522 Fluid Power	3
CMAE 1558 Motor Controls	3
ETEC 2524 Robotic Operations	3
ETEC 2542 Electric Motor Control II	3
ETEC 2543 Programmable Logic Controllers	3
ETEC 2545 Networking Systems	2
ETEC 2550 Advanced Robotics	4
ETEC 2552 Robotics Capstone Project	3
Technical Electives	4

TOTAL ASSOCIATE DEGREE CREDITS 68

Learn how to work with today’s advanced industrial, medical, and mobile robotics systems. You 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 toward providing both technical expertise to students wanting to work with robotics and automation in industry and those wanting to establish a foundation of understanding in medical and mobile robotics technology.

Pine Technical & Community 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.

Many companies are struggling to find technicians who know how to program, operate, maintain, or repair robots and automated systems. Graduates will be prepared to fill these higher-wage, high-demand positions. Pine Technical & Community 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.

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

Courses are subject to change. Not intended for advising purposes. Please see www.pine.edu for current course listings.



Pine Technical & Community College

800.521.7463/
320.629.5100

www.pine.edu

900 Fourth Street SE
Pine City, MN 55063



A MEMBER OF THE
MINNESOTA STATE COLLEGES
AND UNIVERSITIES SYSTEM

Robotics/Automation AAS



Pine Technical &
Community College

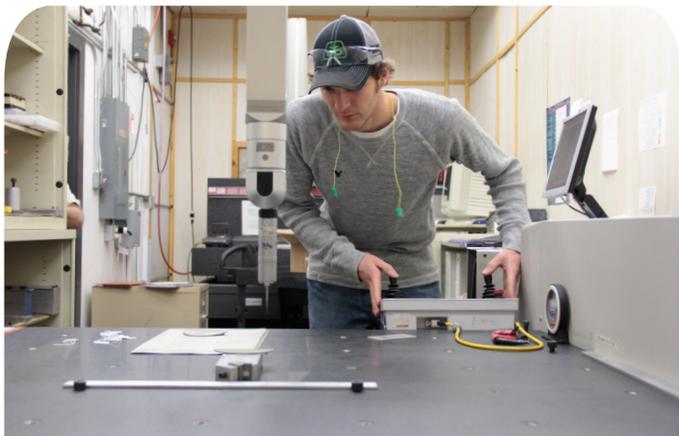
Online and Hands-on Manufacturing Education



Pine Technical & Community College's online and hands-on manufacturing program is designed to help you move forward in your career and education in advanced manufacturing. By enrolling in our online and hands-on courses, you are furthering your education and achieving your professional ambitions.

The courses are designed for learners who want to continue to work in their current profession and build their career pathway. Courses are a blend of online learning and hands-on experience.

Coursework also prepares you for the Manufacturing Skills Standards Council Certification (MSSC). After completing one of our programs, you will have the knowledge required to pass the full MSSC Certified Production Technician program.



Programs

We offer certificates in:

- Production Technologies (100% online)
- Automation Technologies (online and labs)
- Machine Technologist (online and labs)
- Welding Technology (online and labs)

Why take one of our courses?

These certificates are offered by accredited and reputable colleges and are taught by the same instructors who teach the same courses on-campus at participating colleges. In fact, our courses are comparable to more than 30 courses at participating colleges and universities.

Your education doesn't need to stop once you complete a program. Some credits may apply towards a diploma, AAS, or BAS degree.

According to Minnesota Department of Employment & Economic Development, 44,330 jobs will be available in manufacturing through 2022.

You need a promising, fulfilling career. These certificates provide you with the knowledge and skills that lead to a successful career within Minnesota's vibrant manufacturing industry.

Frequently Asked Questions

How much do the online courses cost?

Courses are \$187 per credit plus any applicable fees, books, and supplies.

How do I learn manufacturing online?

You are able to complete your coursework online. To gain the needed skills and experience, labs are a requirement for some classes so you can gain hands-on skills.

Where do I complete lab work?

There are lab sites throughout the state that are open for you to get your hands-on training for the certificates. Weekend lab times are set when you enroll for a class, so you can plan accordingly.

How long does each certificate take to complete?

Most courses are eight weeks. The length of time to complete a certificate depends on how many courses you enroll in each semester.

Do I have to take the 16 credits in Production Technologies before I can take other courses?

No, you are not required to complete the Production Technologies courses before enrolling in other courses. However, some individual courses do have prerequisite requirements.

Are there other ways to advance my education after earning these certificates?

Yes, you may continue your education at a 360 partner technical and community college or seek a bachelor's degree at Bemidji State University. Each institution is different so it is best to contact a representative for more information.

I'm an employee, is there a possibility for tuition reimbursement?

Many employers offer reimbursement. You would need to speak with your employer about this.

Can I receive financial aid?

Financial aid is available. Students may be eligible for loans, grants, work study, scholarships, or tuition assistance from third party agency programs. More information about options is available at 360etech.org.

How do I register and enroll?

You can work with our admissions department. You also can receive additional support from the 360 Online Support Center to register and enroll for courses. An advisor will help you work with Pine Technical & Community College to ensure registration and enrollments are taken care of correctly. The "Getting Started" tab at 360etech.org also has a useful checklist.



Enrolling & teaching colleges

You enroll and graduate as a student of Pine Technical & Community College, but you are taught by qualified faculty across the state that are part of 360. We have eight accredited enrolling and teaching colleges across Minnesota:



An affirmative action, equal opportunity employer and educator.

ADDITIONAL SUPPORT

Your admissions department can help you get started. Additional information is available at 360etech.org. The 360 Online Support Center Advisors are ready and waiting to provide additional support and answer your questions via phone, email, or web chat.

800-500-8938

distance360@custhelp.com

360etech.org



These programs are supported by an NSF ATE Program Grant, award number 1204550. Any opinions, findings, and conclusions or recommendations expressed are those of the author(s) and do not necessarily reflect the views of the National Science Foundation (www.nsf.gov).

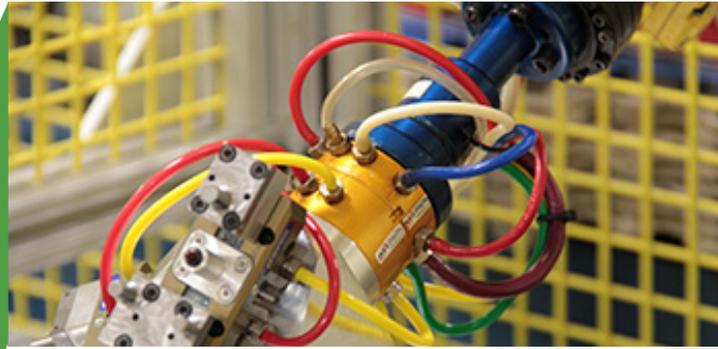
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AUTOMATION TECHNOLOGIES

Gain high tech and in-demand skills in automation

30 credit certificate | \$187 per credit



COURSE LIST

The Automation Technologies Certificate offers seven production technologies courses that provide core skills and five courses with advanced automation skill topics, including:

- AC/DC power
- Digital electronics
- Analog circuits
- Motor controls
- Hands-on experience through on-site labs

Specific locations and times for labs are set well in advance so you can plan accordingly.

AN AFFORDABLE EDUCATION

Our certificates provide entry-level, employable skills at a reasonable and comparable cost. You pay just \$187 per credit. Additional costs include books, online learning materials, and travel for labs.

APPROXIMATE COSTS

2 credits	\$500
3 credits	\$700
30 credit certificate.....	\$7,200



CMAE 1502	Technical Math	3 Credits
CMAE 1506	Intro to Computers.....	2 Credits
CMAE 1510	Print Reading.....	2 Credits
CMAE 1514	Safety Awareness.....	2 Credits
CMAE 1518	Manufacturing Processes & Production.....	2 Credits
CMAE 1522	Quality Practices.....	2 Credits
CMAE 1526	Maintenance Awareness.....	2 Credits
CMAE 1550	DC Power	3 Credits
CMAE 1552	AC Power*	3 Credits
CMAE 1554	Digital Electronics*	3 Credits
CMAE 1556	Analog Circuits*	3 Credits
CMAE 1558	Motor Controls*	3 Credits

*requires on-site lab

RETURN ON YOUR INVESTMENT

The full 30 credit Automation Technologies certificate equals 640 hours of instructor time—you are receiving instruction from qualified faculty at a bargain—paying just \$11 per instructional hour.

With reasonable costs and the potential payoff of a well-paying career, the return on investment can be high and happen quickly. A raise of just \$3.50 an hour would pay back the cost of a certificate in one year while working full-time!

FINANCIAL AID

Financial aid is available to help with the cost. More information about eligibility and options is available at 360etech.org.





MACHINE TECHNOLOGIST

Advance your CNC and machining skills

30 credit certificate | \$187 per credit



COURSE LIST

The Machine Technologist Certificate offers seven production technologies courses that provide core skills and seven courses with advanced machining skill topics, including:

- Machine tool print reading
- Machine tool technology theory & lab principles
- Machining math
- Introduction to computer numerical control (CNC)
- Geometric dimensioning and tolerancing
- Hands-on experience through on-site labs

Specific locations and times for labs are set well in advance so you can plan accordingly.

AN AFFORDABLE EDUCATION

Our certificates provide entry-level, employable skills at a reasonable and comparable cost. You pay just \$187 per credit. Additional costs include books, online learning materials, and travel for labs.

APPROXIMATE COSTS

2 credits	\$500
3 credits	\$700
30 credit certificate	\$7,200

CMAE 1502	Technical Math	3 Credits
CMAE 1506	Intro to Computers.....	2 Credits
CMAE 1510	Print Reading.....	2 Credits
CMAE 1514	Safety Awareness.....	2 Credits
CMAE 1518	Manufacturing Processes & Production	2 Credits
CMAE 1522	Quality Practices.....	2 Credits
CMAE 1526	Maintenance Awareness	2 Credits
CMAE 1530	Machining Math.....	2 Credits
CMAE 1532	Machine Tool Print Reading.....	2 Credits
CMAE 1534	Machine Tool Technology Theory	2 Credits
CMAE 1536	Machine Tool Technology Lab I*.....	2 Credits
CMAE 1538	Machine Tool Technology Lab II*	2 Credits
CMAE 1540	Intro to CNC.....	3 Credits
CMAE 1542	Geometric Dimensioning & Tolerancing.....	2 Credits

*requires on-site lab

RETURN ON YOUR INVESTMENT

The full 30 credit Machine Technologist certificate equals 640 hours of instructor time—you are receiving instruction from qualified faculty at a bargain—paying just \$11 per instructional hour.

With reasonable costs and the potential payoff of a well-paying career, the return on investment can be high and happen quickly. A raise of just \$3.50 an hour would pay back the cost of a certificate in one year while working full-time!

FINANCIAL AID

Financial aid is available to help with the cost. More information about eligibility and options is available at 360etech.org.





Pine Technical & Community College

PRODUCTION TECHNOLOGIES

Learn foundational skills for careers in advanced manufacturing

16 credit certificate | \$187 per credit



COURSE LIST

CMAE 1502	Technical Math	3 Credits
CMAE 1506	Intro to Computers	2 Credits
CMAE 1510	Print Reading	2 Credits
CMAE 1514	Safety Awareness.....	2 Credits
CMAE 1518	Manufacturing Processes & Production.....	2 Credits
CMAE 1522	Quality Practices.....	2 Credits
CMAE 1526	Maintenance Awareness.....	2 Credits
CMAE 1528	Career Success Skills	1 Credit

This certificate will provide you with courses that are designed to be an introduction to production technologies and provide initial information to start you on a career pathway in manufacturing.

In the eight courses, topics include:

- Technical mathematics
- Introductory computer skills
- Print interpretation
- Manufacturing processes
- Quality control
- Maintenance
- Safety
- Professional skills

These classes are entirely online and do not require any on-site lab work.

AN AFFORDABLE EDUCATION

Our certificates provide entry-level, employable skills at a reasonable and comparable cost. You pay just \$187 per credit. Additional costs include books, online learning materials, and travel for labs.

APPROXIMATE COSTS

2 credits	\$500
3 credits	\$700
16 credit certificate	\$3,900



RETURN ON YOUR INVESTMENT

The full 16 credit Production Technologies certificate equals 320 hours of instructor time—you are receiving instruction from qualified faculty at a bargain—paying just \$11 per instructional hour.

With reasonable costs and the potential payoff of a well-paying career, the return on investment can be high and happen quickly. A raise of just \$3.50 an hour would pay back the cost of a certificate in one year while working full-time!

FINANCIAL AID

Financial aid is available to help with the cost. More information about eligibility and options is available at 360etech.org.





Pine Technical & Community College

WELDING TECHNOLOGY

Develop your welding skills for this high demand profession

30 credit certificate | \$187 per credit



COURSE LIST

The Welding Technology Certificate offers seven production technologies courses that provide core skills and six courses with advanced welding skill topics, including:

- Welding print reading & interpreting symbols
- Oxy Fuel
- SMAW (shielded metal arc welding)
- GMAW (gas metal arc welding)
- FCAW (flux cored arc welding)
- GTAW (gas tungsten arc welding)
- Metallurgy
- Hands-on experience through on-site labs

Specific locations and times for labs are set well in advance so you can plan accordingly.

AN AFFORDABLE EDUCATION

Our certificates provide entry-level, employable skills at a reasonable and comparable cost. You pay just \$187 per credit. Additional costs include books, online learning materials, and travel for labs.

APPROXIMATE COSTS

2 credits	\$500
3 credits	\$700
30 credit certificate	\$7,200



CMAE 1502	Technical Math	3 Credits
CMAE 1506	Intro to Computers	2 Credits
CMAE 1510	Print Reading	2 Credits
CMAE 1514	Safety Awareness	2 Credits
CMAE 1518	Manufacturing Processes & Production	2 Credits
CMAE 1522	Quality Practices	2 Credits
CMAE 1526	Maintenance Awareness	2 Credits
CMAE 1560	Interpreting Symbols	2 Credits
CMAE 1562	Oxy Fuel Welding*	3 Credits
CMAE 1564	Shielded Metal Arc Welding*	3 Credits
CMAE 1566	Gas Metal Arc Welding/Flux Cored Arc Welding*	3 Credits
CMAE 1568	Gas Tungsten Arc Welding*	3 Credits
CMAE 1570	Metallurgy	1 Credit

*requires on-site lab

RETURN ON YOUR INVESTMENT

The full 30 credit Welding Technology certificate equals 640 hours of instructor time—you are receiving instruction from qualified faculty at a bargain—paying just \$11 per instructional hour.

With reasonable costs and the potential payoff of a well-paying career, the return on investment can be high and happen quickly. A raise of just \$3.50 an hour would pay back the cost of a certificate in one year while working full-time!

FINANCIAL AID

Financial aid is available to help with the cost. More information about eligibility and options is available at 360etech.org.



Automotive Technology



With a high placement rate and great starting salaries, Pine Technical & Community College's Automotive Technology program features a large, state-of-the-art auto shop and the hands-on training you need to land your dream career.

This sequence of programs, from Certificate to Diploma to the Associate in Applied Science Degree, prepares you with the technical knowledge and skills to repair, service, and maintain all types of automobiles. PTCC's Automotive Technology program is ASE certified and NATEF accredited. 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, training is delivered in a mix of hands-on training and theory.

Career Outlook

The job market for automotive technicians is growing, and many job openings will be created by the need to replace retiring technicians. As a graduate of any level of the PTCC Automotive Technology program, you will learn the skills to place you in a competitive position to take advantage of this growth and opportunity. PTCC graduates are well-equipped with the right mix of sought-after skills, including diagnostic and problem-solving abilities, electronics training, as well as computer skills and communication skills.

Course ID	Course Name	Credits
ATMP 1207	Basic Electricity	3
ATMP 1209	Vehicle Service	3
ATMP 1219	Brakes	3
ATMP 1223	Engine Electrical and Accessories	6
ATMP 1230	Engines	6
ATMP 1265	Chassis	6
MATH 1251	Technical Math	3
TOTAL CERTIFICATE CREDITS		30
ATMP 1222	Air Conditioning & Heating Systems	3
ATMP 1243	Drivetrain	3
ATMP 1248	Automatic Transmission	6
ATMP 1255	Fuel Systems	6
ATMP 1261	Alternative Fuels	1
ATMP 1275	Wiring & Electrical Diagnosis	3
ATMP 1281	General Shop	4
ATMP 1289	Scan Tools OR	
ATMP 1212	Introduction to Auto	3
COCP 1201	MS Office Basics	2
PTCG 1225	Job Seeking	1
TOTAL DIPLOMA CREDITS		62
ATMP 1207	Basic Electricity	3
ATMP 1209	Vehicle Service	3
ATMP 1219	Brakes	3
ATMP 1223	Engine Electrical and Accessories	6
ATMP 1230	Engines	6
ATMP 1265	Chassis	6
ATMP 1222	Air Conditioning & Heating Systems	3
ATMP 1243	Drivetrain	3
ATMP 1248	Automatic Transmission	6
ATMP 1255	Fuel Systems	6
ATMP 1261	Alternative Fuels	1
ATMP 1275	Wiring & Electrical Diagnosis	3
ATMP 1281	General Shop	4
ATMP 1289	Scan Tools	1
PTCG 1225	Job Seeking	1
Total required general education credits		15
TOTAL ASSOCIATE IN APPLIED SCIENCE DEGREE		72



Pine Technical & Community College



800.521.7463/
320.629.5100



www.pine.edu



900 Fourth Street SE
Pine City, MN 55063



A MEMBER OF THE
MINNESOTA STATE COLLEGES
AND UNIVERSITIES SYSTEM

Courses are subject to change. Not intended for advising purposes.
Please see www.pine.edu for current course listings.



Course ID	Course Name	Credits
ENGL 1277	Technical Communication	
	or ENGL 1276 College Composition	4
ACCP 1210	Principles of Accounting I	4
ACCP 1216	Payroll Accounting	3
ACCP 1231	Business Math	3
ACCP 1252	Principles of Accounting II	4
ACCP 1258	Computerized Spreadsheets	2
ACCP 1260	Computerized Accounting	3
ACCP 2260	Cost Accounting I	4
COCP 1201	Microsoft Office Basics	2
PTCG 1225	Job Seeking	1
ACCOUNTING CERTIFICATE TOTAL CREDITS		30

Associate in Applied Science Degree (30 additional credits)

PHIL 1271	Critical Thinking in Modern Society	3
SPCH 1270	Introduction to Speech	3
General Education (MN Transfer)		
	Area 4 – Mathematical / Logical Reasoning	3
	General Education Elective	2
ACCP 1201	Business Law	3
ACCP 2250	Intermediate Accounting I	4
ACCP 2265	Income Taxes	3
ACCP 2290	Accounting Comprehensive Review	3
MGMT 1200	Principles of Management	3
MGMT 1205	Introduction to Business	3
ACCOUNTANT ASSOCIATE IN APPLIED SCIENCE DEGREE TOTAL CREDITS		60

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 AAS 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.

Career 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. During this timeframe, 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 AAS degree from Pine Technical & Community College provide solid bases in accounting as well as computer accounting skills critical to employers.

Accountant AAS/Accounting Certificate



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Course ID	Course Name	Credits
ECON 1250	Micro Economics	3
ENGL 1276	College Composition	4
MATH 1260	College Algebra	3
MATH 1265	Elementary Statistics	3
PHIL 1220	Human Ethics	3
PHIL 1271	Critical Thinking in Modern Society	3
PSYC 1200	Introduction to Psychology	3
SPCH 1270	Introduction to Speech	3
	General Education Electives	5
Required technical courses		
ACCP 1201	Business Law	3
ACCP 1210	Principles of Accounting I	4
ACCP 1252	Principles of Accounting II	4
ACCP 1258	Computerized Spreadsheets	2
COCP 1201	Microsoft Office Basics	2
MGMT 1205	Introduction to Business	3
MGMT 2205	Principles of Management	3
MKTG 1200	Introduction to Principles of Marketing	3
	Technical Electives	6
BUSINESS ADMINISTRATION		
TOTAL ASSOCIATE OF SCIENCE DEGREE		60

General Education (MN Transfer) must include general education courses from the following goal areas:

- Area 3 - Natural Sciences
- Area 6 - Humanities and Fine Arts
- Area 7 - Human Diversity
- Area 8 - Global Perspective
- Area 10 - People and the Environment

Technical Education Electives may be chosen from the following subject areas - ACCP, ASCP or COCP number 1000 or higher.

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 PTCC, 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. Articulation agreements are in place with Southwest Minnesota State University, Metropolitan State University and other colleges within the Minnesota State Colleges and Universities system.

Career Outlook

Overall employment of business practitioners is expected to increase by 13 percent through 2018.

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.

Business Administration AAS



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Course ID	Course Name	Credits
ENGL 1277	Technical Communications or	
ENGL 1276	College Composition	4
ACCP 1210	Principles of Accounting I	4
ACCP 1258	Computerized Spreadsheets	2
BTEC 1201	Microcomputer Word Processing	3
BTEC 1202	Presentation Technology	3
BTEC 1230	Customer Relationship Management	3
COCP 1201	Microsoft Office Basics	2
MGMT 1205	Introduction to Business	3
MKTG 1200	Introduction to Marketing	3
BUSINESS TECHNOLOGY		
CERTIFICATE TOTAL CREDITS		27

Associate in Applied Science Degree (33 additional credits)

General Education (MN Transfer)		
Must include general education electives from at least two different areas in MnTC Goals 2-10		
		12
ACCP 1260	Computerized Accounting	3
BTEC 2210	Desktop Publishing for Business	3
BTEC 2215	Fundamentals of Information Systems	3
BTEC 2280	Business Technology Internship / Capstone	3
MGMT 2205	Principles of Management	3
MGMT 2201	Career Management	3
Unrestricted Elective		3
BUSINESS TECHNOLOGY		
TOTAL ASSOCIATE IN APPLIED SCIENCE DEGREE		60

Career Outlook

Employment opportunities occur in businesses of all types and sizes. They may include hospitals, schools, government agencies, businesses, social services, and nonprofit organizations. Generally employers seek persons who demonstrate critical thinking skills and are trained in a variety of software applications. Good communication skills along with strong problem solving abilities are highly valued as well.

The Business Technology (BTEC) program offers a one-year certificate and a two-year Associate in Applied Science degree. These awards provide training and preparation for office administration and support positions.

First-year courses emphasize the basic knowledge and skills necessary to prepare students for entry-level office positions. Second-year offerings include advanced courses in business and technology as well as an internship and/or capstone course to prepare students for higher levels of employment.

PTCCs Business Technology program provides opportunities to become proficient in computer, business, and communication skills used by administrative and technology support positions in a wide variety of business office and customer service settings.

Coursework covers the fundamentals of business culture, written business communication, business presentations, computer fundamentals, use of current software applications, and interpersonal and team development skills.

Students receive hands-on training in current Microsoft Office applications including Word, Excel, Access, Power-Point, Publisher, and Outlook. In addition, students have the opportunity to develop job search techniques, interview skills, and résumé and portfolio development.

Students completing a Business Technology certificate or degree are prepared to immediately enter the workforce or may transfer credits toward the completion of a baccalaureate degree.

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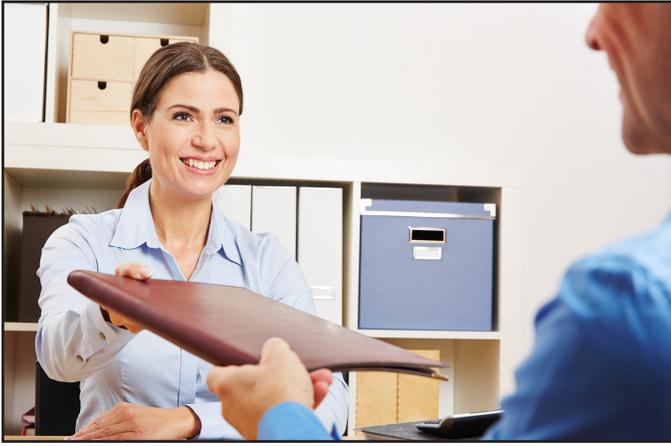
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Course ID	Course Name	Credits
ENGL 1277	Technical Communications	4
ACCP 1210	Principles of Accounting 1	4
ACCP 1216	Payroll Accounting	3
ACCP 1260	Computerized Accounting	3
COCP 1201	MS Office Basics	2
MGMT 1205	Introduction to Business	3
MGMT 1200	Principles of Management	3
MKTG 1200	Introduction to Principles of Marketing	3
ENTREPRENEURSHIP CERTIFICATE TOTAL CREDITS		25

The Entrepreneurship Certificate is designed for individuals who are creating or building a new business learn the essentials of business and venture initiation. 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 Business Administration AS Degree, Accountant AAS Degree and the Business Technology AAS Degree.

Career 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.

Entrepreneurship Certificate



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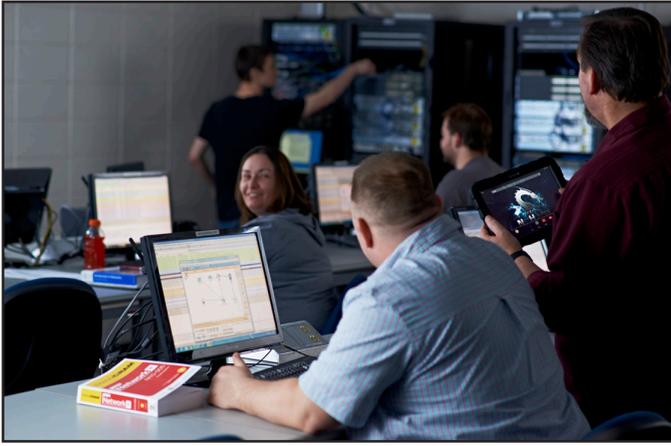


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Course ID	Course Name	Credits
ENGL 1277	Technical Communications	4
or ENGL 1276	College Composition	4
MATH 1260	College Algebra (or discrete math equivalent)	3
PHIL 1220	Human Ethics	3
SPCH 1270	Introduction to Speech	3
MnTC Goal Area 3	Natural Sciences	4
MnTC Goal Area 5	History and the Social and Behavioral Sciences	3
General Education and/or Technical Electives		3
General Education Courses Credits Subtotal		23

COCP 1201	Microsoft Office Basics	2
COCP 1213	Introduction to Programming	3
COCP 1209	Workstation Operating System	3
COCP 1236	Java Programming I	4
COCP 1237	Java Programming II	4
COCP 1231	Web Development I	3
COCP 2261	Web Development II	3
COCP 2272	Programming Relational Databases	3
COCP 2258	Project Management	3
Required Technical Courses Credits Subtotal		28

Choose nine credits from one of these emphasis areas:

Computer Programming emphasis

COCP 2269	Emerging Programming Technologies	3
COCP 1278	Data Structures in C	3
Technical electives in COCP		3

Mobile Application Development emphasis

COCP 2277	Design of User Interfaces	3
COCP 2212	Android Development I	3
COCP 2213	Android Development II	3

Web Development emphasis

COCP 2277	Design of User Interfaces	3
COCP 2262	Web Content Management Systems	3
COCP 2263	Web App Security and Deployment	3

TOTAL ASSOCIATE IN APPLIED SCIENCE DEGREE 60



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Through Pine Technical & Community College's Computer Programming AAS degree program and the emphasis in Mobile App Development and Web Programming, you can attain the skills that are essential to addressing the needs of the modern business world. All three program options are taught in modern facilities, with a focus on hands-on learning and real-world applications.

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.

Career Outlook

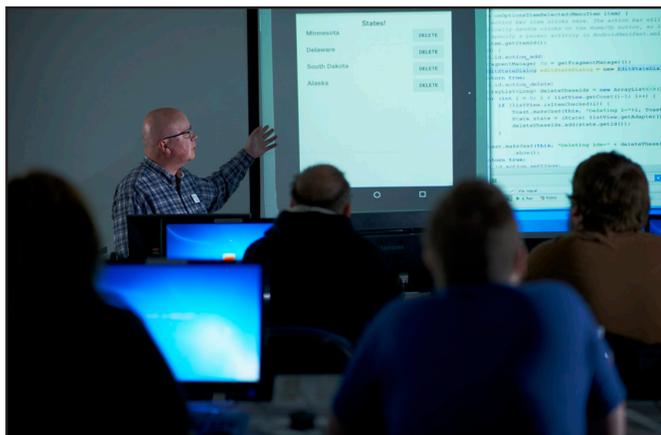
Languages in demand today include C++, Java, and other object-oriented languages as well as newer, domain-specific languages that apply to computer networking, database management and Internet application development.

According to the U.S. Department of Labor, median annual earnings of wage-and-salary computer programmers were \$71,510 in May 2010. The middle 50 percent earned between \$54,580 and \$88,080 a year. The lowest 10 percent earned less than \$40,460, and the highest 10 percent earned more than \$105,610.

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Computer Programming AAS

Computer Science AS



Course ID	Course Name	Credits
ECON 1250	Principles of Micro Economics	3
ENGL 1276	College Composition	4
MATH 126	Calculus I	5
MATH 2262	Calculus II	5
PHIL 1220	Human Ethics	3
PHYS 1250	College Physics I	4
ENSC 1250	Introduction to Environmental Science	4
PSYC 1200	Introduction to Psychology	3
SPCH 1270	Introduction to Speech	3
General Education and/or Technical Electives		3
Required General Education Courses Credits Subtotal		37
COCP 1236	Java Programming I	4
COCP 1237	Java Programming II	4
COCP 1231	Web Development I	3
COCP 2261	Web Development II	3
COCP 1278	Data Structures in C	3
COCP 2272	Programming Relational Databases	3
COCP 2258	Project Management	3
Required Technical Courses Credits Subtotal		23
TOTAL ASSOCIATE OF SCIENCE DEGREE		60

Program 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



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Pine Technical & Community College's Computer Science AS Degree is designed to give you options by providing you with the foundational understanding of computer theory and practical application. Upon completing the program, you'll be prepared to transfer to a four-year institution to complete a Bachelor's degree in computer information science, management of information systems or a related computer field.

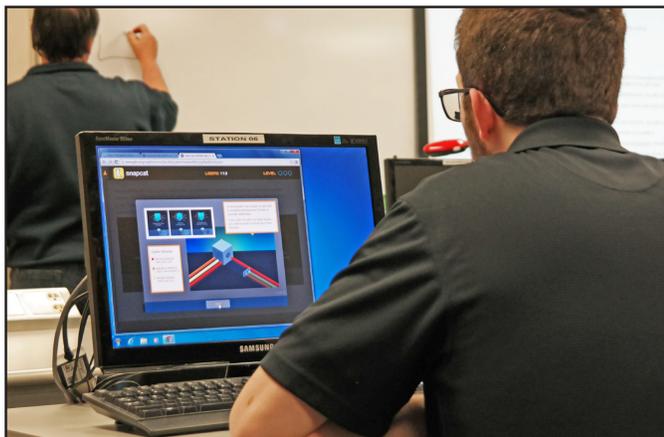
The computer science program focuses on computers, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. Graduates will find career opportunities in a variety of settings; however, the program is intended/ designed for the student planning to continue his or her studies toward a bachelor's degree.

Career 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.

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Course ID Course NameCredits

Cyber-Security Diploma

COCP 1201 MS Office Basics.....	2
COCP 1250 Microcomputer Hardware Support	3
COCP 1209 Workstation Operating Systems.....	3
COCP 1212 Networking Fundamentals	3
COCP 1211 Network Security.....	3
CSEC 2311 Computer Ethics	3
CSEC 2310 Network Intrusion.....	3
COCP 1214 Network Configuration and Routing	3
COCP 2230 Unix Administration.....	3
MATH 1260 College Algebra.....	3
ENGL 1277 Technical Communications	
Or ENGL 1276 College Composition.....	4
DIPLOMA TOTAL CREDITS.....	33

Cyber-Security AAS Degree (27 additional credits)

COCP 1213 Introduction to Programming.....	3
CSEC 2312 Emerging Technologies.....	3
COCP 1253 Microsoft Server Operating Systems	3
COCP 2258 Project Management.....	3
CSEC 2320 Advanced Network Defense.....	3
CSEC 2330 Security Capstone	3
SPCH 1250 Intercultural Communications	
Or SPCH 1270 Introduction to Speech.....	3
MnTC Goal Area 3 Elective	3
MnTC Goal Area 5 Elective	3
AAS DEGREE TOTAL CREDITS	60

In today’s digitally connected world, cyber security impacts nearly every person and every organization. In this field specialists are likely to be front line security for their employer’s information technology Infrastructure. You can expect to monitor networks, respond to attacks, assess vulnerabilities, strategize risk management, and regulate compliance among many other IT functions that focus on maintaining business integrity and security.

The Cyber-Security AAS Degree program prepares you to be a leader in the protection of data assets. The curriculum focuses on the techniques, policies, operational procedures, and technologies that secure and defend the availability, integrity, authentication, confidentiality, and non-repudiation of information and information systems, in local as well as more broadly based domains. It helps prepare students for careers as information systems security professionals and system administrators responsible for information systems and security of those systems.

Career Outlook

Cyber-Security specialists are in high demand. With the news headlines continuously full of data breaches and hackers continuing to compromise data, modern businesses have made cyber security a priority.

According to the U.S. Department of Labor, cyber security is one of the fastest growing career fields, with a 37% increase in employment projected between 2012-2022. The median rate of pay was listed as \$86,170 in May 2012.

Certifications

Cyber-Security course curriculum is designed to help you prepare to test for the following certifications:

- EC Council Network Security Admin
- EC Council Certified Ethical Hacker
- CompTIA A+ • Network +
- Security + • Project +
- Cisco CCNA • Linux +

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Within our interconnected online world, there is increasingly high demand for well-trained professionals who can manage computer networks and keep online data safe. The Network Administration program at PTCC will train you to administer and manage networks. You will also benefit from the program's focus on hands-on learning and certification opportunities.

The Network Administration program prepares graduates 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.

Overall employment of computer network administrators is projected to increase by 22 percent now through 2022, much faster than the average for all occupations. 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.

Certifications

Networking Administration course curriculum is designed, to help you prepare to test for the following certifications:

- CompTIA A+
- Linus+
- Security+
- Microsoft MCP
- MCSE
- Server+
- Network+
- Cisco CCNA
- MCSA

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COCP 1201 Microsoft Office Basics	2
COCP 1212 Network Fundamentals	3
COCP 1213 Introduction to Programing	3
COCP 1209 Workstation Operating Systems	3
COCP 1211 Network Security	3
COCP 1250 Microcomputer Hardware Support	3
COCP 1253 Microsoft Server OS.....	3
MATH 1260 College Algebra.....	3
MGMT 1205 Intro to Business	3
Network and Microcomputer Technology Certificate	
Total Credits	26

Network Administration Associate in Applied Science Degree (34 additional credits)

COCP 1214 Network Switching and Routing.....	3
COCP 2232 Network Scaling and Connectivity	5
COCP 2230 Unix Admin.....	3
COCP 2204 Windows Server Administration.....	3
COCP 2258 Project Management.....	3
COCP 2260 Advanced Network Technologies.....	3
PTCG 1225 Job Seeking	1
ENGL 1276 College Composition	
or ENGL 1277 Technical Communications	4
PHIL 1220 Human Ethics	3
SPCH 1270 Introduction to Speech	3

Network Administration Associate in Applied Science Degree	
Total Credits	60



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Course ID Course Name Credits
 ENGL 1276 College Composition 4
 SPCH 1270 Introduction to Speech..... 3
 SOCI 1220 Marriage, Family and Relationships 3
 Must include general education electives from the following goal areas:

Area 3 – Natural Sciences or	
Area 4 – Mathematical / Logical Reasoning	3
At least 3 additional courses must be in Goal Area 6-10	17
CDEV 1200 Introduction to Early Childhood Education	3
CDEV 1210 Child Growth and Development.....	3
CDEV 1222 Health, Safety, and Nutrition.....	3
CDEV 1230 Positive Child Guidance	3
CDEV 1252 Observation and Assessment	3
CDEV 1340 Learning Environment and Curriculum.....	4
CDEV 2510 Practicum I.....	3
CDEV 2610 Organizational Leadership and Management	2
CDEV 2620 Children with Differing Abilities.....	3
CDEV 2640 Curriculum Planning.....	3
TOTAL ASSOCIATE OF SCIENCE DEGREE CREDITS	60

Course Delivery Options

Early Childhood Development program options are offered in face-to-face classroom settings and many courses are also available online.

The AS 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. AS 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 focuses on developing an understanding of young children and their needs. Class instruction provides students with practical knowledge about the physical, social, emotional, cognitive, and creative principles critical in working with young children.

Career Outlook

The AS Degree in Early Childhood Development is designed for the student who wishes to transfer to an upper-division college or university to pursue a bachelor’s degree in a specialized area. The AS Degree program combines a solid foundation of core courses in ECD along with a well-paired foundation of general education courses that are commonly required for many baccalaureate degree programs.

After completing the AS Degree, many graduates choose to pursue an online BS in Early Childhood Education from Southwest Minnesota State University, taking advantage of a seamless articulation PTCC and SMSU have developed.

Early Childhood Development AS

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Early Childhood Development AAS, Diploma



The Early Childhood Development sequence of programs, including the Certificate, Diploma, and AAS Degree, is designed to prepare students as child development professionals for 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.

Career 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.

Course ID	Course Name	Credits
ENGL 1276	College Composition	4
CDEV 1200	Intro to Early Childhood Education	3
CDEV 1210	Child Growth & Development	3
CDEV 1222	Health, Safety & Nutrition	3
CDEV 1230	Positive Child Guidance	3
CDEV 1340	Learning Environment & Curriculum	4
CERTIFICATE TOTAL CREDITS		20
<i>Diploma (12 additional credits)</i>		
PSYC 1200	Intro to Psychology	3
CDEV 2510	Practicum I	3
CDEV 1252	Observation & Assessment	3
CDEV 2640	Curriculum Planning	3
DIPLOMA TOTAL CREDITS		32
<i>Associate in Applied Science Degree (28 additional credits)</i>		
SPCH 1270	Intro to Speech	3
SOCI 1220	Marriage, Family & Relationships	3
General education electives from Goal Areas 3 or 4 * and Goal Areas 6-10		2
CDEV 2530	Challenging Behaviors	3
CDEV 1240	Working with Diverse Families & Children	3
CDEV 2610	Organizational Leadership & Management	2
CDEV 2620	Children with Differing Abilities	3
CDEV 2810	Practicum II	3
Technical Elective		3
ASSOCIATE IN APPLIED SCIENCE DEGREE TOTAL		60
* Recommend for articulated bachelor degrees:		
MATH 1260	College Algebra	3
(Satisfies MnTC Goal Area 4)		



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Course ID	Course Name	Credits
COCP 1201	Microsoft Office Basics	2
GSTP 1206	Bolt Action Design and Function	2
GSTP 1214	Hinge and Lever Design and Function	3
GSTP 1217	Firearms Business & ATF Regulations	1
GSTP 1225	Welding, Soldering & Brazing	2
GSTP 1235	Metallurgy and Heat Treating	1
MTTP 1208	Measuring Tools	1
ENGL 1276	College Composition	
	or ENGL1277 Technical Communications	4
FIREARMS TECHNICIAN SKILLS CERTIFICATE		16
GSTP 1215	Accessories Installation	3
GSTP 1240	Pump and Self-Loader Design and Function	5
GSTP 1250	Handgun Design, Function, and Repair	4
MTTP 1241	Introduction to Computer-Aided Design [CAD]	3
PTCG 1225	Job Seeking	1
GUNSMITHING & FIREARMS TECHNICIAN APPRENTICE CERTIFICATE		16
MTTP 1245	Machine Fundamentals I	4
MTTP 1265	Machine Fundamentals II	4
MTTP 1261	Introduction to Computer Aided Manufacturing (CAM)	2
GSTP 2210	Tooling & Fixturing	4
GSTP 2230	Barreling & 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
Diploma Additional Credits		36
TOTAL GUNSMITHING & FIREARMS TECHNOLOGY PROGRAM TOTAL CREDITS		68

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

Since 1980, Pine Technical & Community College has helped firearms enthusiasts like you turn their passion into a career. PTCC's faculty-to-student ratio means you'll get individualized advising and training from instructors who have real world experience in the field. With an exceptionally high job placement rate, PTCC's Gunsmithing and Firearms Technology program will set you on the path to an exciting career.

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.

Career Outlook

Gander Mountain, Brownell's, Cabela's, Big Sky Rifle Company, and Dakota Arms are just a few organizations that have hired PTCC graduates. Since the program's inception in 1980, the average job placement rate has held between 96 and 100 percent. You will graduate with skills in diverse areas such as woodworking, machining, welding and business, and some graduates gain employment in these related fields.

Gunsmithing & Firearms Technology



Pine Technical & Community College

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Course ID	Course Name	Credits
BIOL 1240	Health and Disease in the Human Body	4
ENGL 1276	College Composition	4
HCCC 1215	Introduction to Health Careers I	2
HCCC 1220	Introduction to Health Careers II	2
HCCC 1225	Healthcare Careers Skill Set	2
HPPC 1002	Medical Terminology	1
HPPC 1004	Pharmacology	1
HPPC 1000	Medical Dosages	1
HPPC 1010	Trained Medication Aide	3
CERTIFICATE TOTAL CREDITS		20

The Healthcare Pre-Professional Certificate program is a great place to start for students wishing to explore several healthcare careers before deciding on a specific major. This certificate prepares students as a pathway into the other healthcare programs or to enter the workforce as a nursing assistant/ Trained Medication aide. Students taking this certificate will have completed credits towards Medical Assistant and Practical Nursing.

Career Outlook

PTCC's Healthcare Pre-Professional Certificate program prepares students to enter several different career programs. Students completing this certificate work in a residential, healthcare capacity for the elderly and chronically ill. As the population ages, the need for quality long-term care increases, and employment opportunities are expected to grow much faster than many other areas within the healthcare field. Working in nursing homes, assisted living facilities, retirement communities and hospice organizations require professionals who possess a sound understanding of healthcare and the practical aspects of managed care.

Certifications

Individuals wishing to work in Minnesota as a Nursing Assistant-Registered must successfully complete the Nursing Assistant State Competency Exam in Minnesota. Students successful completing this exam are placed on the MN State Nursing Assistant registry operated by the Minnesota Department of Health.

Healthcare Pre-Professional



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Course ID	Course Name	Credits
ENGL 1276	College Composition	
	or ENGL 1277 Technical Communication	4
BIOL 1240	Health and Disease in the Human Body	4
PSYC 1200	Introduction to Psychology	3
PSYC 1250	Lifespan Development	3
SPCH 1250	Intercultural Communications	
	or PHIL 1271 Critical Thinking in Modern Society	3
General Education Total Credits		17
HCCC 1215	Introduction to Health Careers I	2
HCCC 1220	Introduction to Health Careers II	2
HPPC 1000	Med Dosages	1
HPPC 1002	Medical Terminology	1
HPPC 1004	Pharmacology	1
MEDA 1101	Administrative Procedures I	4
MEDA 1201	Clinical Procedures I	5
MEDA 1301	Laboratory Procedures I	4
MEDA 1401	Electrocardiography – EKG/ECG	2
MEDA 2101	Administrative Procedures II	3
MEDA 2211	Clinical Procedures II	6
MEDA 2301	Laboratory Procedures II	4
MEDA 2400	Practicum	7
MEDA 2500	Certification Exam Review	1
Technical Courses Total Credits		43
TOTAL ASSOCIATE IN APPLIED SCIENCE DEGREE		60

Required for program:

- Current Health Care Professional CPR
- Cleared MN/WI State Background check
- Completion of Industry Standard Typing Competency



The Pine Technical & Community College Medical Assistant A.A.S. degree program is accredited by the Commission on Accreditation of Health Sciences Education Programs upon the recommendation of the Medical Assisting Educators Review Board (MAERB).



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Across the state, there is a high demand for Medical Assistants in a variety of healthcare settings. Pine Technical & Community College's Medical Assistant program will prepare you 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 principles, the administration of medications, and first aid. Students will study office practices, patient relations, medical law, and ethics and will be prepared to take a national certification exam upon the completion of the coursework.

Career Outlook

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. Medical Assistants held about 483,600 jobs in 2008. About 62 percent worked in offices of physicians.

Medical Assistant AAS

Courses are subject to change. Not intended for advising purposes.
Please see www.pine.edu for current course listings.



WORKING AS A NURSING ASSISTANT IN MINNESOTA

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

Course ID	Course Name.....	Credits
HEOP 1241	Nurse Assistant	2
HEOP 1242	Nurse Assistant Clinical Lab.....	1

To become a Nursing Assistant on the Registry (NA-R), candidates need to complete the required hours of training and take the registry testing that is also offered at Pine Technical and Community College.

Pine Technical & Community College's Nursing Assistant program is the perfect opportunity to train for a rewarding career in a short amount of time. NA training requires just a few weeks of time and provides the information and skills needed to become a Nursing Assistant on the Registry (NA -R), delivering care and support for residents and patients in nursing communities and hospitals.

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" healthcare 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 prepares students for the written and skills test to get on the registry. Once on the registry, NA-Rs deliver care and support for residents and patients in nursing communities and hospitals.

Career Outlook

As the population ages, job opportunities for NA-Rs are excellent, according to the Bureau of Labor Statistics. NA-Rs 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.

NA-Rs work in hospitals, nursing care facilities, and community care facilities for the elderly. The annual salary for NA-Rs in Minnesota ranges from \$20,790- \$37,040.

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Nursing Mobility-Associate Degree



With Pine Technical & Community College’s Nursing Mobility program, you can take your nursing career to the next level. PTCC’s Nursing Mobility program is designed for licensed practical nurses (LPNs) who aspire to pursue an Associate of Science Degree in Nursing to become a registered nurse (RN). With an AS in Nursing, students are eligible to apply to take the National Council Licensure Exam (NCLEX-RN) to become a registered nurse. At PTCC, you’ll receive hands-on education in a state-of-the-art simulation lab, clinical experience, along with hybrid courses to accommodate your busy schedule.

The AS 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 BSN.) Graduates will be competent in meeting the current and future health needs of society.

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.

Application Process

All applicants must complete an internal PTCC Nursing Mobility Application during the application window period to continue into the core Nursing Mobility program. All applicants also must apply to the college. Applicants are encouraged to apply to the college well in advance so any transfer work can be completed in a timely manner.

Course ID	Course Name	Credits
BIOL 1250	General Biology	4
BIOL 1255	Microbiology	3
BIOL 1260	Anatomy and Physiology I	4
BIOL 1270	Anatomy and Physiology II	4
ENGL 1276	College Composition	4
PHIL 1220	Human Ethics	3
PSYC 1200	Introduction to Psychology	3
PSYC 1250	Lifespan Development	3
Must include two credits from any MnTC goal area		2
Total General Education Courses		30

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.

NURS 2922	Professional Nursing Practicum I	4
NURS 2923	Role Transition: LPN to Professional Nurse	2
NURS 2925	Professional Nursing Lab I	2
NURS 2926	Professional Nursing Theory I	6
NURS 2931	Professional Nursing Leadership & Management	2
NURS 2934	Professional Nursing Theory II	8
NURS 2936	Professional Nursing Practicum II	4
LPN students will be awarded advanced standing nursing credits		6
NURSING ASSOCIATE SCIENCE DEGREE TOTAL CREDITS		64

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Licensed Practical Nurses are a vital part of any healthcare team, and the demand for skilled LPNs continues to grow. LPNs also enjoy job security, high earning potential, and advancement opportunities. Pine Technical & Community College’s Practical Nursing program prepares you for a fulfilling career caring for patients in a variety of settings.

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 Pine Technical & Community College Practical Nursing diploma program prepares students to take the practical nursing licensure exam (NCLEX-PN) upon successful completion of classroom and clinical coursework. Clinical experiences are scheduled in clinics, long-term care, transitional care, and assisted living settings. PTCC’s diploma program is designed with flexibility in mind; the program fulfills a prerequisite for the AS Degree in Nursing.

Course ID	Course Name	Credits
BIOL 1240*	Health and Disease in Human Biology	4
ENGL 1276	College Composition	4
HPPC 1000	Medical Dosages	1
HPPC 1002	Medical Terminology	1
HPPC 1004	Pharmacology	1
Preliminary coursework credits		11
PRSG 1110	Foundations of Practical Nursing	3
PRSG 1200	Nursing Care of the Adult Theory I	4
PRSG 1300	Medication Administration for the PN	3
PRSG 1410*	Human Development Across the Lifespan	2
PRSG 1500	Clinical Lab I	4
PRSG 2100	Nursing Care of the Adult Theory II	4
PRSG 2210	Psychosocial Nursing Care	2
PRSG 2220	Nursing Care of Women, Infants and Children	2
PRSG 2410	Transition to Practice	2
PRSG 2600	Clinical Lab II	4
TOTAL PRACTICAL NURSING DIPLOMA CREDITS		41

*Accepted substitutes for BOIL 1240 Health & Disease in Human Biology:

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

*Accepted Substitutes For PRSG 1410 Human Development Across the Lifespan (both courses listed below)

- PSYC 1200 Introduction to Psychology
- PSYC 1250 Lifespan Development

Application Process

All applicants must apply to the college and have a current application submitted. It is encouraged that applicants apply to the college well in advance of the posting of the internal PTCC Nursing Application so any transfer work can be completed in a timely manner.

All applicants must complete an internal PTCC Practical Nursing Application and complete the program requirements. With limited space available, Practical Nursing courses are selective and students are admitted based on a ranking/rubric.



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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.

Career 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

HPPC 1010 Trained Medication Aide for Unlicensed Personnel	4
TOTAL CREDENTIAL CREDITS.....	4



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Trained Medication Aide Credential



Course ID	Course Name	Credits
ENGL 1277	Technical Communication	
	or ENGL 1276 College Composition	4
SOCI 1225	Human Diversity	3
SPCH 1270	Intro to Speech	3
HSCS 1230	Administrative Process 1	4
HSCS 1235	CS Computer Systems 1	4
HSCS 2230	Administrative Process 2	4
HSCS 2235	CS Computer Systems 2	4
HSCS 2290	Internship	6
HSEW	Introduction to the HSEW Role	4
HSEW	Worker Skill	4
HUMAN SERVICES CHILD SUPPORT DIPLOMA		
TOTAL CREDITS		40

Associate in Applied Science Degree (20 additional credits)

Required for admission - CSO Diploma completed within last 12 months or an active login ID in Minnesota DHS system(s) within the last 12 months.

MN Transfer Curriculum courses from any goal area	20
HUMAN SERVICES CHILD SUPPORT ASSOCIATE IN APPLIED SCIENCE DEGREE TOTAL CREDITS	60

Child support professionals are employed by Minnesota County Human Services agencies across the state. Pine Technical and Community College offers the Diploma and AAS Degrees to prepare you for a career in this field. The classroom portion of the program can be completed through online learning and virtual attendance while the internship will occur at the local county agency. These programs have been developed in consultation with the Minnesota Department of Human Services, and PTCC is the only Minnesota institution with an approved DHS program, with access to the DHS computer systems. The AAS degree and Diploma levels provide the needed competencies to be successful on the job.

PTCC's program trains people who have an interest in assisting parents in the collection of support for their children when there is a noncustodial parent. The program includes instruction in policy and procedures for collection of child support, court processes, and how to establish, enforce, and modify court orders utilizing an automated computer system. Child support professionals have extensive contact with clients, the courts, and other professions, thus the student must develop strong interpersonal skills.

Students have the opportunity to obtain the HSCS Diploma and may continue on to earn their HSCS AAS Degree.

Career Outlook

The Human Services Child Support program is approved and supported by Minnesota Department of Human Services. Human Services Child Supports work with individuals when there is a child support obligation. They represent the county in court and monitor and enforce court-mandated child support efforts.

Courses are subject to change. Not intended for advising purposes. Please see www.pine.edu for current course listings.

Human Services Child Support AAS



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Human Services Eligibility Worker



Pine Technical & Community College offers two program levels to prepare you for a career as an Eligibility Worker in a county human services agency. These programs have been developed in consultation with the Minnesota Department of Human Services. The A.A.S. and Diploma levels provide the needed competencies to meet the requirements of the Minnesota Merit System.

Human Services Eligibility Workers are becoming highly sought after by Minnesota County Human Services agencies across the state, and Pine Technical and Community College offers two program levels to prepare you for a career in this field. The classroom portion of the program can be completed through online learning and virtual attendance while the internship will occur at the local county agency. These programs have been developed in consultation with the Minnesota Department of Human Services, and PTCC is the only Minnesota institution with an approved DHS program, with access to the DHS computer systems MAXIS, MEC2, and MMIS. The A.A.S. degree and Diploma levels provide the needed competencies to meet the requirements to test with the Minnesota Merit System.

Career 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.

Course ID	Course Name.....	Credits
ENGL 1277	Technical Communications	
	or ENGL 1276 College Composition	4
SOCI 1225	Human Diversity	3
General Education (MN Transfer Curriculum)		
	Elective from any goal area.	3
HSEW 1201	Introduction to the HSEW Role	4
HSEW 1205	Worker Skill	4
HSEW 1230	Public Assistance Policy 1	4
HSEW 1235	Eligibility Systems 1	4
HSEW 2230	Public Assistance Policy 2	4
HSEW 2235	Eligibility Systems 2	4
HSEW 2290	Internship	6
TOTAL HSEW DIPLOMA CREDITS		40
Associate of Applied Science Degree		
REQUIREMENT FOR ADMISSION		
PFWF or HSEW Diploma completed within last 12 months or an active login ID in Minnesota DHS eligibility system(s) within the last 12 months		
AND		
General Education (MN Transfer)		
	Electives from any goal area.	20
TOTAL ASSOCIATE IN APPLIED SCIENCE DEGREE		60



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 & Community 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 AAS or AS 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 & Community 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

AAS 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



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Course ID	Course Name	Credits
SPCH 1270	Introduction to Speech	3
LASL 1205	American Sign Language 1	3
LASL 1265	American Sign Language 2	3
LASL 1270	American Sign Language 3	3
LASL 1275	American Sign Language 4	3
LASL 1210	Fingerspelling & Numbers	3
TOTAL CERTIFICATE CREDITS		18

Career Outlook

According to the U.S. Department of Labor, employment of interpreters and translators is projected to grow faster than the average for all occupations through 2024, reflecting growth in the industries employing interpreters and translators.

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 PTCC's programs; specifically, it is well-paired and recommended for those pursuing the AAS and/or AS in Early Childhood Development, as well as for those pursuing the Practical Nursing Diploma and/or AS Degree in Nursing. Additionally, the ASL program meets "Goal Area 8," "Global Perspectives," within the Minnesota Transfer Curriculum.

American Sign Language



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Start your Bachelor's Degree close to home and save money! Pine Technical & Community College's Associate of Arts degree allows students who are seeking a four-year degree the ability to take the first two years of general education credits and transfer to one of the Minnesota State College and University system schools or transfer to a number of other partner colleges.

The AA is a 60 credit program which 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, 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.

An Associate in Arts Degree earned at Pine Technical & Community College is recommended primarily as the transfer degree that enables a student to transfer to a Minnesota four-year college or university and complete a bachelor's degree. Through special agreements, the AA 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.

Any student who anticipates transferring to a four-year college or university is encouraged to meet with an advisor and should plan appropriately to meet the general and major requirements of the bachelor program requirements.

Courses are subject to change. Not intended for advising purposes. Please see www.pine.edu for current course listings.

- Required Minnesota Transfer Curriculum (MnTC)
- Goal 1 Communication (3 courses; 2 English Composition courses, 1 Speech/Communication course)
- Goal 2 Critical Thinking (0-1 course; fulfilled when all other goal areas are complete)
- Goal 3 Natural Science (2 courses from different disciplines)
- Goal 4 Mathematical/Logical Reasoning (1 course)
- Goal 5 History, Social Science, and Behavioral Science (3 courses from three different disciplines)
- Goal 6 Humanities and the Fine Arts (3 courses from three different disciplines)
- Goal 7 Human Diversity (1 course)
- Goal 8 Global Perspective (1 course)
- Goal 9 Ethical and Civic Responsibility (1 course)
- Goal 10 People and the Environment (1 course)

Notes:

- Credits for a course will count in ONLY one goal area
- A listed course may count once in Goal Areas 1 through 6, AND once in Goal Areas 7 through 10
- See your advisor for clarification

Required Minnesota Transfer Curriculum (MnTC) Credits 40

Required Courses (3-5 additional credits)

FYEX 1010 First Year Experience: Focus on College.....	2 credits
COCF 1201 Microsoft Office Basics.....	2 credits
or	
PTCG 1225 Job Seeking	1 Credit
or	
MGMT 2201 Career Management	3 credits
or	
CRDV 1200 Career Exploration	1 credit
Total Required Course Credits	3-5

Total Electives General Education or Technical Credits 15-17

TOTAL ASSOCIATE DEGREE CREDITS 60



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Pine Technical & Community 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 PTCC 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.

PTCC’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 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 commu-

nication, 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.

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

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

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

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

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 mathematical/logical argument(proof).
- Apply higher-order problem-solving and/or modeling strategies.

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

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	(Goal 5, 10)	.....	3
ANTH 1200	Intro to Anthropology	(Goal 5, 8)	.....	3
ECON 1230	Principles of Macroeconomics	(Goal 5, 9)	.....	3
ECON 1250	Principles of Microeconomics	(Goal 5, 8)	.....	3
HIST 1200	United States History Since 1877	(Goal 5, 7)	.....	3
HIST 1600	Minnesota History	(Goal 5, 10)	.....	3
POLS 1205	American Government and Politics	(Goal 5, 9)	.....	3
POLS 1210	Environmental Politics	(Goal 5, 10)	.....	3
PSYC 1200	Introduction to Psychology	(Goal 5)	.....	3
PSYC 1250	Lifespan Development	(Goal 5, 7)	.....	3
PSYC 1220	Environmental Psychology	(Goal 5, 10)	.....	3
PSYC 1225	Health Psychology	(Goal 5, 7)	.....	3
SOCI 1200	Introduction to Sociology	(Goal 5, 7)	.....	3
SOCI 1205	Drugs and Society	(Goal 5, 9)	.....	3

SOCI 1220	Family, Marriage, & Relationships	(Goal 5, 7)	.....	3
SOCI 1225	Human Diversity	(Goal 5, 7)	.....	3

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

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

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

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

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.
- 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 (Goal 3, 9).....	4
BIOL 1262 Biology of Humans (Goal 3, 9).....	4
BIOL 1263 Critical Issues in Biology (Goal 3, 9).....	4
ECON 1230 Principles of Macroeconomics (Goal 5, 9).....	3
PHIL 1220 Human Ethics (Goal 6, 9).....	3

PHIL 1271	Critical Thinking in Modern Society	(Goal 2, 9).....	3
POLS 1205	American Government and Politics	(Goal 5, 9).....	3
SOCI 1205	Drugs and Society	(Goal 5, 9).....	4

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 challenges.
- 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	(Goal 5, 10).....	3
BIOL 1217	Nutrition and Wellness	(Goal 10).....	3
ENSC 1250	Introduction to Environmental Science	(Goal 3, 10).....	4
HIST 1600	Minnesota History	(Goal 5, 10).....	3
POLS 1210	Environmental Politics	(Goal 5, 10).....	3
PSYC 1220	Environmental Psychology	(Goal 5, 10).....	3

Corrections



One of the fastest-growing occupational areas in the United States is the field of Corrections. Students seeking a career in this exciting profession are best prepared through completing a two-year degree program. Through Fond du Lac Tribal and Community College, Pine Technical and Community College offers an approved Associate of Science degree program for students interested in Corrections. Although no license is currently required to work in the Corrections industry, an Associate of Science degree in Corrections is highly valued when seeking employment in this job market.

The projected job outlook for graduates is excellent, and many agencies are continually seeking qualified new employees. Corrections professionals can earn excellent starting wages and benefits, and currently there is outstanding potential for job security and professional advancement. Typical job titles include Corrections Officers, Jailers, Detention Deputies, Probation Officer, Corrections Counselor. Examples of typical employers are federal, state, tribal and local correctional facilities; Bureau of Indian Affairs facilities; county jails and regional detention facilities; and juvenile detention facilities.

This unique partnership allows students to complete their general education requirements at PTCC and their technical courses through FDLTCC via distance learning options. Students will be eligible for financial aid. The degree will be awarded from FDLTCC

For more information, contact Jeff Miller, Director of Academic Planning, Curriculum Development, and Assessment, at millerj@pine.edu or 320.629.5159.

Course Number Course TitleCredits

Required Program Courses:

ENGL 1276 College Composition.....	4
ENGL 2200 Advanced College Comp.....	4
SPCH 1270 Intro to Speech	3
BIOL 1250 General Biology I.....	4
BIOL 1217 Nutrition and Wellness.....	4
PHIL 1271 Critical Thinking in Modern Society	3
AMIN 2001 Federal Laws & the American Indian (FDLTCC Course)	3
POLS 1205 American Government and Politics.....	3
AMIN 1050 Anishinaabeg of Lake Superior (FDLTCC Course) ONLINE	3
SPCH 1250 Intercultural Communication.....	3
SOCI 1205 Drugs and Society.....	3
ANTH 1200 Intro to Anthropology or ANTH 1010 Native Skywatchers (FDLTCC Course)	3
GOAL area 6 Humanities and Fine Arts.....	3
MnTC/General Education.....	43
HLTH 1050 First Responder (FDLTCC Course) or EMTS 1715 Emergency Medical Responder (PTCC Course)	3
LAWE 1001 Intro to Criminal Justice (FDLTCC Course).....	3
LAWE 1010 Crime & Delinquency (FDLTCC Course)	3
LAWE 2030 Critical Issues in Community Relations (FDLTCC Course)	3
CORR 2025 Best Practice in Corrections (FDLTCC Course)....	3
CORR 2090 Internship (FDLTCC Course).....	2
Total Technical Credits.....	17
TOTAL ASSOCIATE DEGREE CREDITS	60



Pine Technical & Community College

Course Descriptions

Accounting

ACCP 1201 Business Law

Credits: 3

Prerequisite: READ 0220 Reading Strategies 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 Principles of Accounting I

Credits: 4

Prerequisite: READ 0220 Reading Strategies 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 0220 Reading Strategies 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 0250 Math Concepts 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 problems.

Transfer Curriculum Goal(s): none

ACCP 1252 Principles of Accounting II

Credits: 4

Prerequisite: ACCP 1210 Principles of Accounting I (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: None

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 1201 MS Office Basics, ACCP 1210 Principles of Accounting I

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: ACCP 1210 Principles of Accounting II (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 Principles of Accounting I

Co-Requisite: None

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: READ 0220 Reading Strategies 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 Payroll Accounting, ACCP 2250 Intermediate Accounting I

Co-Requisite: None

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

Course Descriptions

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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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: READ 0220 Reading Strategies 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 criticism and aesthetic awareness.

Transfer Curriculum Goal(s): 6

Automotive

ATMP 1207 Basic Electricity

Credits: 3

Prerequisite: ENGL 0230 Writing Foundations, READ 0220 Reading Strategies, and MATH 0250 Math Concepts 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: MATH 0250 Math Concepts, READ 0220 Reading Strategies or placement by assessment score

Co-Requisite: none

This course covers basic principles of automotive systems, safety, hand tools, maintenance require-

ments, 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 0230 Writing Foundations, READ 0220 Reading Strategies, and MATH 0250 Math Concepts 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 Basic Electricity, ATMP 1223 Engine Electrical & Accessories

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

Course Descriptions

Credits: 6

Prerequisite: ATMP 1207 Basic Electricity

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 0230 Writing Foundations, READ 0220 Reading Strategies, MATH 0250 Math Concepts 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 Engine Electrical & Accessories, ATMP 1230 Engines

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 Engine Electrical & Accessories, ATMP 1230 Engines

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-wheel 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 Engine Electrical & Accessories

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: ATMP 1209 Vehicle Service

Co-Requisite: ATMP 1207 Basic Electricity; ATMP 1230 Engines (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 Vehicle Service, ATMP 1219 Brakes

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 Engine Electrical & Accessories , ATMP 1230 Engines

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 Engine Electrical & Accessories , ATMP 1265 Chassis

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 Engine Electrical & Accessories

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 0220 Reading Strategies, MATH 0250 Math Concepts 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

Course Descriptions

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 0220 Reading Strategies, MATH 0250 Math Concepts or placement determined by assessment

Co-Requisite: none

This course introduces students 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 0220 Reading Strategies, MATH 0250 Math Concepts 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 General Biology I

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. Topics 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 General Biology I

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 General Biology I

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 0220 Reading Strategies, MATH 0250 Math Concepts 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 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 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 0220 Reading Strategies, MATH 0250 Math Concepts 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 Human Anatomy and Physiology I

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

Course Descriptions

Business Technologies

BTEC 1201 Microcomputer Word Processing

Credits: 3

Prerequisite: COCP 1201 MS Office Basics or concurrent enrollment

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: placement by reading 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 1230 Customer Relationship Management

Credits: 3

Prerequisite: None

Co-Requisite: None

This course provides students with the means to understand, implement, and practice service strategies necessary to maintain effective relationships within a business environment. Students will examine the tools and techniques used in industry to manage customer relationships and learn to identify opportunities for service improvement.

Transfer Curriculum Goal(s): none

BTEC 2210 Desktop Publishing for Business

Credits: 3

Prerequisite: BTEC 1201 Microcomputer Word

Processing,

BTEC 1202 Presentation Technology.

Co-Requisite: None

This course examines the scope of desktop publishing within a business setting that uses personal computers and design software to create and edit layouts for producing materials including reports, books, magazines, brochures, flyers, and newsletters. Students will recognize the importance of applying basic design fundamentals such as space, texture, color, line elements, balance, and rhythm to a design layout.

Transfer Curriculum Goal(s): none

BTEC 2215 Fundamentals of Information Systems

Credits: 3

Prerequisite: none

Co-Requisite: none

This course introduces the student to computer-based information systems within business organizations. Students will learn the strategic and administrative roles of information systems in business and explore how the application of computers and information technology advance the efficiency and effectiveness of individuals, groups, and organizations.

Transfer Curriculum Goal(s): none

BTEC 2280 Business Technology Internship/Capstone

Credits: 3

Prerequisite: Instructor permission

Co-Requisite: none

This course serves as the culmination of coursework in the Business Technology program. Student's work in this course will reinforce and further develop all program level learning competencies. Students will develop and execute a project plan or work professionally in a business environment that supports the program outcomes.

Transfer Curriculum Goal(s): none

Early Childhood Development

CDEV 1200 Introduction to Early Childhood Education

Credits: 3

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 Aware 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 pre-school-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 Aware 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 Aware 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 pre-school-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 Aware 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 Aware Network or Minnesota Department of Education and instructor permission

Course Descriptions

Co-Requisite: none

This course provides an overview of the Opening the World of Learning (OWL) comprehensive early literacy program designed for use with pre-school-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 Aware 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 Aware 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 pre-school-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 Aware 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 Aware 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 pre-school-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 via Child Care Aware 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 Aware 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 pre-school-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 via Child Care Aware Network or Minnesota Department of Education.) Offered on-line.

Transfer Curriculum Goal(s): none

CDEV 1207 Professionalism in Early Childhood

Credits: 1

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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

Course Descriptions

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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 Child Growth and Development, CDEV 1230 Positive Child Guidance

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 Child Growth and Development

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 Child Growth and Development, CDEV 1222 Health, Safety and Nutrition, CDEV 1230 Positive Child Guidance

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 Child Growth and Development, CDEV 1340 Learning Environment and Curriculum

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 Introduction to Early Childhood Education, CDEV 1210 Child Growth and Development, CDEV 1222 Health, Safety and Nutrition, CDEV 1230 Positive Child Guidance, 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 Introduction to Early Childhood Education, CDEV 1210 Child Growth and Development, CDEV 1222 Health, Safety and Nutrition, CDEV 1230 Positive Child Guidance, 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 Introduction to Early Childhood Education, CDEV 1210 Child Growth and Development, CDEV 1222 Health, Safety and Nutrition, CDEV 1230 Positive Child Guidance, CDEV 1340 Learning Environment and Curriculum, CDEV 1252 Observation and Assessment, CDEV 2640 Working with Diverse Families and Children, 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.

Course Descriptions

Transfer Curriculum Goal(s): none

CDEV 2620 Children with Differing Abilities

Credits: 3

Prerequisite: CDEV 1210 Child Growth and Development, CDEV 1222 Health, Safety and Nutrition, CDEV 1230 Positive Child Guidance

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: Child Growth and Development, CDEV 1222 Health, Safety and Nutrition, CDEV 1230 Positive Child Guidance, CDEV 1340 Learning Environment and Curriculum, 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 Plan-

ning & Implementing Curriculum.) Offered Fall.

Transfer Curriculum Goal(s): none

CDEV 2810 Practicum II

Credits: 3

Prerequisite: CDEV 2510 Practicum I, CDEV 1252 Observation and Assessment, CDEV 2640 Curriculum Planning, 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 0220 Reading Strategies, MATH 0365 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 Principles of Chemistry I

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 lab-

oratory 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: Accuplacer score- Arithmetic 45 or higher and Accuplacer Reading comprehension score of 52 or better

Co-Requisite: none

This is an introductory technical math course. Students will be exposed to basic technical math concepts. The primary goals of this course are to help individuals acquire a solid foundation in the algebra and geometry used in a technical setting. In this course students will use mathematical skills to model and solve authentic real-world problems.

Transfer Curriculum Goal(s): none

CMAE 1503 Technical Mathematics 1.1

Credits: 1

Prerequisite: Accuplacer score- Arithmetic 45 or higher and Accuplacer Reading comprehension score of 52 or better

This is an introductory technical math course. Students will be exposed to basic technical math concepts. In this course students will use mathematical skills to model and solve authentic real-world problems.

Transfer Curriculum Goal(s): none

CMAE 1504 Technical Mathematics 1.2

Credits: 1

Prerequisite: Technical Mathematics 1.1

Co-Requisite: none

This course expands on concepts taught in Technical Mathematics 1.1. Students will acquire a solid foundation in the algebra used in technical settings. In this course students will use mathematical skills to model and solve authentic real-world problems.

Transfer Curriculum Goal(s): none

CMAE 1505 Technical Mathematics 1.3

Credits: 1

Prerequisite Technical Mathematics 1.2

Co-Requisite: none

Course Descriptions

This course expands on concepts taught in Technical Mathematics 1.2. Students will acquire a solid foundation in the geometry used in technical settings. In this course students will use mathematical skills to model and solve authentic real-world problems.

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, con-

fined spaces, and others. Prerequisites: None.

Transfer Curriculum Goal(s): none

CMAE 1518 Manufacturing Processes & Production

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 Manufacturing Processes. The course curriculum is based upon federally-endorsed national standards for production workers. This course emphasizes Just-In-Time (JIT) manufacturing principles, basic supply chain management, communication skills, and customer service.. 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 1528 Career Success Skills

Credits: 1

Prerequisite: READ 0100 Reading Strategies I or placement determined by assessment score.

Co-Requisite: none

This is an introductory career success skills course. Students will acquire a solid foundation in the basic skills for a successful career. This course will identify the skills important to businesses and help the student assess his/her level of skill. The course will provide suggestions for how the student can improve his/her level of skill.

Transfer Curriculum Goal(s): none

CMAE 1530 360 Degree Machining Math

Credits: 2

Prerequisite: CMAE 1502 Technical Mathematics

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 Print Reading

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: CMAE 1530 Machining Math, CMAE 1532 Machine Tool Print Reading

Co-Requisite: none

This course will address the machining theory related to the safety and operation 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 Machine Tool Technology Theory

Co-Requisite: 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.

Course Descriptions

Transfer Curriculum Goal(s): none

CMAE 1538 Machine Tool Technology Lab II

Credits: 2

Prerequisite: CMAE 1536 Machine Tool Technology Lab I

Co-Requisite: 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: CMAE 1536 Machine Tool Technology Lab I

Co-Requisite: None

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: CMAE 1532 Machine Tool Print Reading

Co-Requisite: None

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 Technical Mathematics or placement by College Algebra

Co-Requisite: none

This course cover the basic principals in DC elec-

tric 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 DC Power

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 electro-magnetic induction.

Transfer Curriculum Goal(s): none

CMAE 1554 Digital Electronics

Credits: 3

Prerequisite: CMAE 1502 Technical Mathematics 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 DC Power, CMAE 1552 AC Power, CMAE 1554 Digital Electronics

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 DC Power, CMAE 1552 AC Power

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.

Course Descriptions

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 Shielded Metal Arc Welding (SMAW)

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 Shielded Metal Arc Welding, CMAE 1566 Gas Metal Arc Welding, CMAE 1570 Metallurgy and Mechanical Properties of Materials

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 managing 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 0230 Reading Strategies, READ 0220 Writing Foundations, MATH 0250 Math Concepts 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.

Transfer Curriculum Goal(s): none

COCP 1204 Network Configuration and Routing

Credits: 3

Prerequisite: COCP 1202 Networking Basics

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 0230 Reading Strategies, READ 0220 Writing Foundations, MATH 0250 Math Concepts or placement by assessment score

Co-Requisite: COCP 1201 Microsoft Office Basics

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 1212 Networking Fundamen-

Course Descriptions

tals, COCP 1209 Workstation Operating Systems 1

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 1212 Networking Fundamentals

Credits: 3

Prerequisite: ENGL 0230 Writing Foundations; READ 0220 Reading Strategies; MATH 0250 Math Concepts Math Concepts or placement by assessment score

Co-Requisite: COCP 1201 MS Office Basics

In this course students build a basic foundation of knowledge in current networking technology for local area networks (LANs). Students learn basic computer networking terms and concepts such as topologies, transmission media, protocols, network addressing and basic network design and configuration.

Transfer Curriculum Goal(s): none

COCP 1213 Introduction to Programming

Credits: 3

Prerequisite: ENGL 0230 Writing Foundations; READ 0220 Reading Strategies; MATH 0250 Math Concepts or placement by assessment score

Co-Requisite: COCP 1201 MS Office Basics

This course provides an introduction to programming computers. Students will be introduced to programming concepts using a general-purpose programming language and will create simple programs with graphical user interfaces. Advanced system programming is explored. Students will create script files to handle administrative tasks in the Windows operating system. This course is suitable for students wishing to explore the computer programming field.

Transfer Curriculum Goal(s): none

COCP 1214 Network Switching and Routing

Credits: 3

Prerequisite: COCP 1212 Network Fundamentals

Co-Requisite: None

In this course, students will learn the skills nec-

essary to manage an existing network or implement a new one. This course provides them with knowledge of the building blocks used to operate networks and of advanced networking topics. Some of the topics covered are local area network (LAN) connectivity, access control lists (ACL), routing and routed protocols, network address translation (NAT), and virtual LANs (VLAN).

Transfer Curriculum Goal(s): none

COCP 1230 Program Design & Dev

Credits: 2

Prerequisite: ENGL 0230 Reading Strategies, READ 0220 Writing Foundations or placement by assessment score

Co-Requisite: 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 0230 Writing Foundations, READ 0220 Reading Strategies or placement by assessment score

Co-Requisite: 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 1236 Java Programming I

Credits: 4

Prerequisite: COCP 1213 Introduction to Programming, or instructor permission

Co-Requisite: none

This course is an exploration of computer programming and software development using the 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 incorporating graphics and graphical user interfaces. In addition, pseudo-code is used to create programs implementing searching and sorting algorithms. Object oriented programming using Java classes will be introduced.

Transfer Curriculum Goal(s): none

COCP 1237 Web Development II

Credits: 4

Prerequisite: COCP 1236 Java Programming I

Co-Requisite: none

This course is the second course utilizing the Java programming language, focusing on object oriented techniques. Students will learn about Java classes, which are used to implement inheritance and interfaces, polymorphism, collections, and graphical user interfaces. Students will create object oriented analysis and design documents using the Unified Modeling Language (UML).

Transfer Curriculum Goal(s): none

COCP 1250 Microcomputer Hardware Support

Credits: 3

Prerequisite: ENGL 0230 Writing Foundations, READ 0220 Reading Strategies, MATH 0250 Math Concepts or placement by assessment score

Co-Requisite: COCP 1201 Microsoft Office Basics

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 Workstation Operating Systems

Co-Requisite: 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

Course Descriptions

user technical support.

Transfer Curriculum Goal(s): none

COCP 1278 Data Structures in C

Credits: 3

Prerequisite: COCP 1237 Java Programming II

Co-Requisite: none

This course is an exploration of creating data structures in the C and C++ languages. Students will learn about arrays, structures, memory allocation, pointers, and file handling. Students will use classes and data abstraction, inheritance, polymorphism, operator overloading, templates and exception handling, along with linked lists, stacks, queues and binary trees. Proper coding style and testing techniques will be discussed. In addition, C++ will be compared to its predecessor language C and a successor language, Microsoft's C#.

Transfer Curriculum Goal(s): none

COCP 2204 Windows Server Administration

Credits: 3

Prerequisite: COCP 1253 Microsoft Server Operating System

Co-Requisite: none

In this course, students acquire the advanced system administration skills necessary to manage Windows Server. They will learn to deploy and maintain servers, configure advanced file services, implement remote access and network access protection, set group policies, deploy and administer Active Directory, and configure and troubleshoot Domain Name Service (DNS). In addition, students reinforce their learning with real world labs and projects.

Transfer Curriculum Goal(s): none

COCP 2212 Android Development I

Credits: 3

Prerequisite: COCP 1236 Java Programming I, COCP 2261 Web Development 2, COCP 2277 Design of User Interfaces

Co-Requisite: COCP 1237 Java Programming II, COCP 2272 Programming Relational Databases

This course is an introduction to programming Android devices such as smartphones and tablets. Students will learn the Android development environment and will create simple applications. Flexible user interfaces appropriate for various devices will be developed using XML layouts. The activity life cycle, fragments, and use of intents will be explored. Data driven applications using files, XML and SQLite will be developed. The social and ethical issues of creating and deploying mobile applications and devices are discussed.

Transfer Curriculum Goal(s): none

COCP 2213 Android Development II

Credits: 3

Prerequisite: COCP 2212 Android Development I

Co-Requisite: None

This course is an introduction to programming Android devices such as smartphones and tablets. Students will learn the Android development environment and will create simple applications. Flexible user interfaces appropriate for various devices will be developed using XML layouts. The activity life cycle, fragments, and use of intents will be explored. Data driven applications using files, XML and SQLite will be developed. The social and ethical issues of creating and deploying mobile applications and devices are discussed.

Transfer Curriculum Goal(s): none

COCP 2230 UNIX System Installation and Administration **New Name: Unix Administration

Credits: 3

Prerequisite: COCP 1212 Networking Fundamentals

Co-Requisite: none

In this class, students learn to install, configure, maintain, administer, 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 2232 Network Scaling and Connectivity

Credits: 5

Prerequisite: COCP 1214 Network Switching and Routing

Co-Requisite: none

In this course, students will learn the skills necessary to perform advanced network management. These skills include utilization of advanced switch and router functionality, wireless network technology, virtual private networking (VPN) and wide area network connectivity (WAN) and communications. In addition students will learn to monitor and troubleshoot network operations using appropriate tools. Transfer Curriculum Goal(s): none

COCP 2235 Email Servers

Credits: 3

Prerequisite: COCP 2211 Active Directory, COCP 2230 Unix Administration

Co-Requisite: none

In this course students learn to install, configure, administer, 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 2258 Project Management

Credits: 3

Prerequisite: ENGL 1276 College Composition or ENGL 1277 Technical Communications

Co-Requisite: none

This course will introduce students to the processes of project planning from the early stages of brainstorming through planning. This includes creating timetables, managing resources, project implementation, along with the basics of writing project proposals. Students learn to select appropriate project planning techniques and software. During this course they will plan and propose a project appropriate to their fields of study.

Transfer Curriculum Goal(s): none

COCP 2260 Advanced Network Technologies

Credits: 3

Prerequisite: COCP 2201 Active Directory, COCP 2230 Unix Administration

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 Web Development I, COCP 1213 Introduction to Programming

Co-Requisite: none

This course provides instruction in advanced tech-

Course Descriptions

nologies and programming in Web development, based on the server-side technologies PHP, Cold-Fusion, 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 2262 Web Content Management Systems

Credits: 3

Prerequisite: COCP 2261 Web Development II

Co-Requisite: COCP 2272 Programming Relational Databases

This course provides an introduction into the development of web-based Content Management Systems (CMS), which are used to facilitate shared information. Students will learn about and compare several modern web development toolkits, such as Drupal, Joomla! and Ruby on Rails. Students will develop a full-featured CMS application that will be published into the web. Social and ethical issues of CMS and web sites will also be explored.

Transfer Curriculum Goal(s): none

COCP 2263 Web App Security and Deployment

Credits: 3

Prerequisite: COCP 2261 Web Development II

Co-Requisite: none

This course explores security and deployment issues of web-based applications. Students will learn about HTML and database (SQL) injection, concerns related to the use of cookies and session variables, and issues with user authentication. Configuring web servers to support secured connections and certificates will be covered. The configuration of secured file systems and access controls to create secured web sites will also be explored. Social and ethical issues of web sites will be discussed.

Transfer Curriculum Goal(s): none

COCP 2269 Emerging Programming Technologies

Credits: 3

Prerequisite: COCP 1268 C/C++ Programming II

Co-Requisite: COCP 2261 Web Development II

This course explores the ever-evolving arena of programming technologies in new and novel fields. Students will focus on creating a project in one of the areas of advanced Web pages, mobile applications, applications for use by interactive social media, or advanced programming languages.

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 Web Development II 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 2277 Design of User Interfaces

Credits: 3

Prerequisite: COCP 1231 Web Development I

Co-Requisite: none

This course focuses on human-computer interfaces and the design of user interfaces. Students will learn about accessibility, vision and other senses, interaction styles and input/output systems. The use of layout options, color, fonts, sound and haptics will be covered. Design and evaluation methods such as prototyping and user observations will be explored. Accessibility issues will be covered. Students will create projects based on their particular areas of interest in web design, computer applications or mobile applications..

Transfer Curriculum Goal(s): none

COCP 2290 Computer Support Comprehensive Review

Credits: 4

Prerequisite: COCP 1204 Workstation Operating System, COCP 1250 Microcomputer Hardware Support

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

Cyber-Security

CSEC 2310 Network Intrusion

Credits: 3

Prerequisite: COCP 1211 Network Security, COCP 1214 Network Switching and Routing, and

COCP 2230 Unix Administration

Co-Requisite: None

This course examines ethical hacking and information systems security auditing. Students will focus on the current security threats, advanced attack vectors, and practical real time demonstration of the latest hacking techniques, methodologies, tools, tricks, and security measures. The course will explore pentesting (Penetration Testing), hacking and securing systems. The lab intensive environment provides student's in-depth knowledge and practical experience with the current security systems. Foundational concepts include how perimeter defenses work and scanning and attacking networks. Students will learn how intruders escalate privileges and what steps can be taken to secure information technology system. Content topics include: intrusion detection, policy creation, social engineering, Distributed Denial-of-Service (DDoS) attacks, buffer overflows, and virus creation.

Transfer Curriculum Goal(s): none

CSEC 2311 Computer Ethics

Credits: 3

Prerequisite: ENGL 0230 Writing Foundations, Read 0220 Reading Strategies, MATH 0250 Math Concepts, COCP 1201 Microsoft Office Basics

Co-Requisite: None

This course is a comprehensive study of ethics and personal and organizational ethical decision making in the use of information systems in a global environment. The student will identify ethical issues raised by existing and emerging technologies, apply a structured framework to analyze risk and decision alternatives, and understand the impact of personal ethics and organizational values in the workplace.

Transfer Curriculum Goal(s): none

CSEC 2312 Emerging Technologies

Credits: 3

Prerequisite: CSEC 2311 Computer Ethics, COCP 1212 Networking Fundamentals

Co-Requisite: None

Course Descriptions

This course allows students to develop their professional competency in emerging technologies. Students will research cutting edge and predicted emerging global technologies. After researching the technology, students will develop methods for applying and securing technology in a lab environment. Students will be required to design, deploy, manage, identify and fix security risks in a virtual network of their design.

Transfer Curriculum Goal(s): none

CSEC 2320 Advanced Network Defense

Credits: 3

Prerequisite: COCP 1211 Network Security, COCP 1214 Network Switching and Routing

Co-Requisite: None

This course examines theoretical understanding of network security principles as well as the tools and configurations available. The course will emphasize the practical application of skills needed to design, implement, and support network security. Students will develop critical thinking and complex problem solving skills using simulation-based scenarios that promote the exploration of networking security concepts, allowing students to experiment with network behavior and ask "What if" questions. Students will be equipped with the knowledge and skills needed to prepare for entry-level security specialist careers. The course will cover modern network security threats, securing network devices, authentication, authorization and accounting, firewall technologies, intrusion prevention, cryptography, implementing virtual private networks, managing a secure network, and implementing the cisco adaptive security appliance.

Transfer Curriculum Goal(s): none

CSEC 2330 Security Capstone

Credits: 3

Prerequisite CSEC 2310 Network Intrusion

Co-Requisite: None

This course allows students to develop their professional competency in cyber-security by working on a semester-long project. Students will research the SysAdmin, Audit, Networking and Security (SANS) Institute 20 critical security controls. Using the SANS model, students will be required to design, deploy, manage, identify and fix security risks in a virtual network of their design. Transfer Curriculum Goal(s): none

Career Development

CRDV 1200 Career Exploration

Credits: 1

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies 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

EMT

EMT 1715 Emergency Medical Responder

Credits: 3

Prerequisite: none

Co-Requste: none

This Emergency Medical Responder course meets the curriculum guidelines set forth by the U.S. DOT, NHTSA, and the Minnesota State EMS Regulatory Board. The course reflects content of the EMR National Standard Curriculum. The goal is to provide students with the core knowledge, skills, and attitudes to function in the capacity of an Emergency Medical Responder.

The Emergency Medical Responder (EMR) course prepares individuals for employment in a variety of pre-hospital, industrial and first responder settings. The successful completion of an approved First Responder course is a pre-requisite to pursuing training as a Fire Fighter and many Law Enforcement programs.

Transfer Curriculum Goal(s): none

EMT 1725 Emergency Medical Technician

Credits: 6

Prerequisite: none

Co-Requste: none

This Emergency Medical Technician (EMT) course will train the participant in the skills and knowledge needed to respond to medical and trauma emergencies and pass the core competencies and written exam of the National Registry EMT required for licensure. Students will be qualified to work as emergency room technicians, ambulance attendants, ski patrol, and firefighter-EMT. The course covers the US D.O.T. Emergency Medical Technician curriculum, which presents assessment-based education and interventions. Clinical hours are a part of this course. Medical direction for the EMT is an essential component of the curriculum to allow for the EMT to carry and assist with administration of medications to patients. This course meets the EMT guidelines of the National Registry of Emergency Medical Technicians and the Minnesota State EMS Regulatory Board.

Transfer Curriculum Goal(s): none

EMT 1735 Emergency Medical Operations

Credits: 6

Prerequisite: none

Co-Requste: EMT 1718 or Instructor Permission

This course will provide students the opportunity to acquire the skills and to apply the knowledge of operational roles and responsibilities of emergency medical operations professionals. Students will be required to ensure patient, public, and personal safety. Content topics include: incident management, multiple casualty incidents, hazardous materials, Emergency Medical Services response to terrorism, and disaster. Air rescue, landing zone set up, and scene size up will also be included. This course will prepare students

Course Descriptions

to become ambulance attendants and firefighter-Emergency Medical Technician. The US D.O.T. Emergency Medical Technician curriculum is incorporated into this course. In addition, the guidelines of the National Registry of Emergency Medical Technicians and the Minnesota State EMS Regulatory Board will be met with this course.

Transfer Curriculum Goal(s): none

English

ENGL 0230 Writing Foundations

Credits: 4

Prerequisite: 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score

Co-Requisite: none

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 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score

Co-Requisite: none

This course presnets 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 PTCC

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 College Composition

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 College Composition

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 College Composition

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 0220 Reading Strategies, MATH 0250 Math Concepts 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

Course Descriptions

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations, MATH 0250 Math Concepts 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 and 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 2500 Advanced Technical Skills

Credits: Variable

Prerequisite: Instructor Permission

Co-Requisite: none

This course allows students to build on their core course work to advance technical skills. Students are required to complete projects that hone their skills in a knowledge area. Based on these projects, students will develop learning modules, such that students are able to serve as examples to other students for those particular skill areas. Module content and scope must be approved by the instructor. Students may take the course for 1 or 2 credits per semester up to a total of 4 course credits. Transfer Curriculum Goal(s): none

ETEC 2520 Robotics Controllers

Credits: 3

Prerequisite: ETEC 1520 Introduction to Robotics 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 Safety 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 Introduction to Robotics 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 Motor Controls 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 Robotic Operations 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 Digital Electronics 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 Robotic Operations

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

Course Descriptions

This course allows students to develop their professional competency in their chosen focus area by working on a semester 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 0220 Reading Strategies 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 0220 Reading Strategies 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: Completion of Firearm Technician Skills Exploration Certificate

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 0220 Reading Strategies 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.

Co-Requisite None

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

Course Descriptions

Credits: 4

Prerequisite: Completion of the Firearms Technician Skills Exploration Certificate and Firearms Technician Apprentice Certificate consecutively.

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 Certificate and Firearms Technician Apprentice Certificate consecutively

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: MTPP 1245 Machining Fundamentals I 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 1215 Introduction to Health Careers I

Credits: 2

Prerequisite: None

Co-Requisite: none

This course will introduce students to healthcare considerations and expectations. Students will explore legal and ethical influences on healthcare, while developing a basic understanding of medical terminology and therapeutic communication techniques in healthcare careers.

Transfer Curriculum Goal(s): none

HCCC 1220 Introduction to Health Careers II

Credits: 2

Prerequisite: HCCC 1215 Introduction to Health Careers I

Co-Requisite: None

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

HCCC 1225 Healthcare Careers Skill Set

Credits: 2

Prerequisite: HCCC 1215 Introduction to Health-care Careers I and HCCC 1220 Introduction to Healthcare Careers II

Co-Requisite: None

This course is an introduction to basic nursing care skills and concepts necessary to prepare an individual to be eligible to take the Nursing Assistant Test-Out (NATO) examination. Upon successful completion of this examination, candidates will qualify for placement on the Nursing Assistant Registered (NA/R) with the State of Minnesota and employment in a health care facility under the direct supervision of a licensed nurse.

Transfer Curriculum Goal(s): none

Health Care Technician

HEOP 1208 Medical Dosages

Credits: 1

Prerequisite: MATH 0250 Math Concepts 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

Course Descriptions

calculating medication dosages will be the focus of this course.

Transfer Curriculum Goal(s): none

HEOP 1231 Human Development

Credits: 3

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 Nurse Assistant Clinical

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 Aide. 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 Nurse Assistant Clinical

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

Credits: 1

Prerequisite: None

Co-Requisite: HEOP 1241 Nurse Assistant

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 1245 Home Health Aide

Credits: 1

Prerequisite: Provide proof of successfully completing a state-approved nursing assistant training program, have taken and passed the NNAAP Examination (both Written (or Oral) Examination and the Skills Evaluation), and are on the Minnesota Nursing Assistant Registry.

Co-Requisite: None

This course introduces students to work as home health aides or homemakers for agencies providing home care. Students will explore the philosophy of home care, the importance of family dynamics, working with children, working with and understanding persons with special needs, medication issues, providing a clean and safe environment, and managing time, energy, and resources. Upon successful completion of a Nursing Assistant course/clinical the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants and Home Health Aide. Individuals successfully completing this examination are placed on the Minnesota Nursing Assistant Registry.

Transfer Curriculum Goal(s): none

HEOP 1254 Critical Thinking in Healthcare

Credits: 1

Prerequisite: READ 0220 Reading Strategies 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 Nursing Assistant Clinical

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 Nursing Assistant

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 0250 Math Concepts or placement determined by assessment score none

Co-Requisite: none

This course provides practical knowledge to ad-

Course Descriptions

minister 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

Health Care Pre-Professional

HPPC 1000 Medical Dosages

Credits: 1

Prerequisite: MATH 0250 Math Concepts 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 1002 Medical Terminology

Credits: 1

Prerequisite: none

Co-Requisite: none

This course will focus on reinforcing 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

HPPC 1004 Pharmacology

Credits: 1

Prerequisite: READ 0220 Reading Strategies and ENGL 0230 Writing Foundations 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 to body systems. Transfer Curriculum Goal(s): none

HPPC 1010 Trained Medication Aide for Unlicensed Personnel

Credits: 3

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score

Co-Requisite: HPPC 1000 Medical Dosages

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 and Personal Wellness

HEPE 1100 Personal Health and Wellness

Credits: 3

Prerequisite: READ 0220 Reading Strategies and MATH 0250 Math Concepts or placement determined by assessment score

Co-Requisite: none

This course assists students in examining their personal level of health and wellness. Students will be exposed to techniques that develop a holistic, healthy lifestyle. They will examine health and wellness from a personal and community perspective, which includes dimensions of health. This course offers students the knowledge and skills necessary to make informed health decisions

Transfer Curriculum Goal(s): none

History

HIST 1200 United States History Since 1877

Credits: 3

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement deter-

mined by assessment score

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 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score

Co-Requisite: none

This course examines Minnesota's history from the Native American era up to the present. Students 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 1920s; 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: Placement determined by Reading assessment score

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

Course Descriptions

HSEW 1205 Worker Skill

Credits: 4

Prerequisite: placement determined by reading and writing assessment score

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 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score none

Co-Requisite: HSEW 1235 Eligibility Systems 1

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 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score-

Co-Requisite: HSEW 1230 Public Assistance Policy 1

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 Public Assistance Policy 1

Co-Requisite: HSEW 2235 Eligibility System 2

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: 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 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score-

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 American Sign Language II (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 American Sign Language I (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 American Sign Language II (with "C" or better)

Co-Requisite: none

Course Descriptions

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 American Sign Language III (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 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment score

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 Beginning Latin I

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

Math

MATH 0250 Math Concepts

Credits: 3

Prerequisite: Placement determined by assessment score

Co-Requisite: none

This course is designed to establish foundations of college-level mathematical concepts and allow students to improve their mathematical skills while learning new material. Students will review topics including geometry, measurement, probability, data analysis, and an introduction to sequences.

Transfer Curriculum Goal(s): none

MATH 0365 Algebra Concepts

Credits: 3

Prerequisite: MATH 0250 Math Concepts or place-

ment determined by assessment score

Co-Requisite: none

This course is designed to lay the foundation for success in further mathematics and science courses while studying the key concepts in algebra. Topics include a study of different number systems, practice with first degree equations and inequalities, solving systems of linear equations in two variables, manipulating polynomials, and drawing conclusions from graphs of functions.

Transfer Curriculum Goal(s): none

MATH 0450 Intermediate Algebra

Credits: 3

Prerequisite: MATH 0365 Algebra Concepts or placement determined by assessment score

Co-Requisite: none

This course is continuation of MATH 0365 Algebra Concepts. 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 0365 Algebra Concepts 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 0250 Math Concepts 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 0220 Reading Strategies and MATH 0450 Intermediate Algebra or placement determined by assessment scores OR READ 0220 Reading Strategies and MATH 0365 Algebra Concepts or placement determined by assessment scores

Co-Requisite: none

This course emphasizes inductive and deductive reasoning, mathematical logic, number systems,

Course Descriptions

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 0365 Algebra Concepts, or appropriate test score.)

Transfer Curriculum Goal(s): 4

MATH 1258 Applied Geometry

Credits: 3

Prerequisite: READ 0220 Reading Strategies and MATH 0450 Intermediate Algebra or placement determined by assessment scores OR READ 0220 Reading Strategies and MATH 0365 Algebra Concepts or placement determined by assessment scores

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 0220 Reading Strategies, MATH 0365 Algebra Concepts 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 College Algebra and MATH 2260 Trigonometry or MATH 2270 Pre-Calculus

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 Intermediate Algebra or placement determined by assessment score or MATH 0365 Algebra Concepts 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 central 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: READ 0220 Reading Strategies and MATH 0450 Intermediate Algebra or placement determined by assessment score

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: READ 0220 Reading Strategies and MATH 0450 Intermediate Algebra or placement determined by assessment score

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 College Calculus I

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 0220 Reading Strategies, MATH 0365 Algebra Concepts 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, exponential 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 1101 Administrative Procedures 1

Credits: 4

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations or placement determined by assessment

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

Course Descriptions

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 College Composition, BIOL 1240 Health and Disease in the Human Body and HPPC 1002 Medical Terminology Co-Requirement: 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 Introduction to Health Careers I, HCCC 1220 Introduction to Health Careers II, BIOL 1240 Health and Disease in the Human Body, and ENGL 1276 College Composition, and HPPC 1002 Medical Terminology.

Co-Requirement: 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 preps will be performed in the lab setting.

Transfer Curriculum Goal(s): none

MEDA 1401 Electrocardiography

Credits: 2

Prerequisite: BIOL 1240 Health and Disease in the Human Body 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-Requirement: 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 Electrocardiography

Co-Requirement: 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 2101 Administrative Procedures II

Credits: 3

Prerequisite: MEDA 1101 Administrative Procedures I, HCCC 1215 Introduction to Health Careers I, HCCC 1220 Introduction to Health Careers II, BIOL 1240 Health and Disease in the Human Body ENGL 1276 College Composition. MEDA 1001 Advanced Medical Terminology.

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 2211 Clinical Procedures II

Credits: 6

Prerequisite: MEDA 1201 Clinical Procedures I

Co-Requirement: MEDA 2301 Laboratory Procedures II, MEDA 2101 Administrative Procedures II 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-parenteral 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. 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, and how to monitor and manage adverse reactions. Students will understand patient rights, patient education and patient safety.

Transfer Curriculum Goal(s): none

MEDA 2301 Laboratory Procedures II

Credits: 4

Prerequisite: MEDA 1101 Administrative Procedures I, MEDA 1201 Clinical Procedures I, MEDA 1301 Laboratory Procedures I, and HPPC 1002 Medical Terminology

Co-Requirement: MEDA 2201 Clinical Procedures II

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.

Course Descriptions

Co-Requisite: MEDA 2500 Certification Exam Review

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 Practicum

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: 1-3

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: 1-3

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: MTTP 1241 Introduction to Computer Aided Design

Co-Requisite: none

In this course students will learn to apply and implement advanced concepts learned in MTTP 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: MTTP 1261 Introduction to Computer Aided Manufacturing

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 Permission

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 Permission

Co-Requisite: None

Course Descriptions

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 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

MGMT 2205 Principles of Management

Credits: 3

Prerequisite: MGMT 1205 Introduction to Business

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 Marketing

Credits: 3

Prerequisite: None

Co-Requisite: none

This course introduces basic marketing theories and practices. Students will learn aspects of marketing, such as consumer behavior principles, market segmentation, product distribution methods, product life cycle, packaging, branding, and pricing. In addition, these topics will be introduced advertising, sales promotion, public relations, and personal selling.

Transfer Curriculum Goal(s): none

Machine Technology

MTTP 1208 Measuring Tools

Credits: 1

Prerequisite: READ 0230 Reading Strategies or placement determined by assessment score

Co-Requisite: none

This course introduces basic and precision measuring practices. Students will learn the care and use of measuring instruments, such as micrometers, calipers, scales and indicators.

Transfer Curriculum Goal(s): none

MTTP 1220 Blue Print Reading I

Credits: 2

Prerequisite: READ 0220 Reading Strategies 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

MTTP 1241 Intro to Computer Aided Design - CAD

Credits: 3

Prerequisite: COCP 1201 Microsoft office Basics or instructor permission

Co-Requisite: None

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

MTTP 1245 Machining Fundamentals I

Credits: 4

Prerequisite: Math 0250 Math Concepts and READ 0220 Reading Strategies or placement determined by assessment score

Co-Requisite: none

This course presents the basic principles 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: Math 0250 Math Concepts and READ 0220 Reading Strategies 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 MTTP 1241 Introduction to Computer Aided Design or instructor permission

Co-Requisite: none

Course Descriptions

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 Blue Print Reading I

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 I

Credits: 4

Prerequisite: MTTP 1208 Measuring Tools; MTTP 1245 Machining Fundamentals I

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 1265 Machining Fundamentals II

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 Blueprint Reading I; MTTP 1245 Machining Fundamentals I and MTTP 1256 Applied Machine Theory

Co-Requisite: MTTP 1265 Machining Fundamentals II

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 CNC Set-up & Operate

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 1265 Machining Fundamentals and MTTP 1208 Measuring Tools

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 0220 Reading Strategies, MATH 0250 Math Concepts or placement determined by assessment score

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: 1-3 OJT (Variable On-the-Job Training)

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 CNC Programming

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 1200 Music Appreciation

Credits: 3

Prerequisite: READ 0220 Reading Strategies 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

Course Descriptions

NURS 2922 Professional Nursing Practicum I

Credits: 4

Prerequisite: Admission to the Associate Degree Nursing Mobility Program

Co-Requisite: NURS 2926 Professional Nursing Theory I

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 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 2926 Professional Nursing Theory I, NURS 2925 Professional Nursing Lab I, NURS 2922 Professional Nursing Practicum I.

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 2927 Professional Nursing I

Credits: 8

Prerequisite: Admission into the Associate Degree Nursing Mobility Program I

Co-Requisite: NURS 2923 Role Transition: LPN to Professional Nurse, NURS 2922 Professional Nursing Practicum I

This course focuses on the expanded role of the professional nurse through nursing theory, nursing ethics, and lab. Demonstrating cultural competency, students will integrate Quality and Safety Education for Nurses (QSEN) into nursing care, health promotion across the lifespan, and health care interventions. Additional areas of focus include nursing theory, pathophysiology, assessing learning needs, teaching and evaluation, and pharmacology in selected concepts and systems. The lab portion of this course focuses on areas

including critical thinking, quality, safety, medication/IV calculations, assessments, and advanced nursing skills with emphasis on evidence-based practices.

Transfer Curriculum Goal(s): none

NURS 2931 Professional Nursing Leadership and Management

Credits: 2

Prerequisite: NURS 2923 Role Transition: LPN to Professional Nurse, NURS 2924 Professional Nursing Theory I, and NURS 2922 Professional Nursing Practicum I

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 2934 Professional Nursing II

Credits: 8

Prerequisite: NURS 2922 Professional Nursing Practicum I, NURS 2923 Role Transition: LPN to Professional Nurse, and NURS 2927 Professional Nursing I

Co-Requisite: NURS 2936 Professional Nursing Practicum II

This course continues to expand 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 culturally competent care, integration of Quality and Safety Education for Nurses (QSEN), recognition of potential clients, prioritizing more advanced nursing interventions, and health teaching in selected concepts and systems. The lab portion of this course builds upon concepts and skills learned within Professional Nursing I.

Transfer Curriculum Goal(s): none

NURS 2936 Professional Nursing Practicum II

Credits: 4

Prerequisite: NURS 2923 Role Transition: LPN to Professional Nurse, NURS 2924 Professional Nursing Theory I, and NURS 2922 Professional Nursing

Practicum I Co-Requisite: NURS 2934 Professional Nursing Theory II

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 0220 Reading Strategies 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies or placement determined by assessment score

Co-Requisite: none

This course will focus on the relationship of rea-

Course Descriptions

son and religious belief. Topics and issues that will be explored include: religious experience, theistic arguments for the existence of God, the problem of evil, religious language, religious pluralism, the relationship of religion to science, the relationship between religion and morality, feminist concerns within religion, as well as a comparison of Western theism and Eastern religions. No previous knowledge/experience of philosophy is required.

Transfer Curriculum Goal(s): 6, 8

PHIL 1271 Critical Thinking in Modern Society

Credits: 3

Prerequisite: READ 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 College Algebra

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 College Physics I

Co-Requisite: none

This course is a continuation of College Physics 1, 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, Thermoforming 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 Fundamentals of Plastics/Chemistry/Ingredients

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 Introduction to Plastics Molding, PLST 1500 Fundamentals of Plastics/Chemistry/Ingredients

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 Introduction to Plastics Molding, PLST 1520 Injection Molding Process I

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 Introduction to Plastics Molding, PLST 1500 Fundamentals of Plastics/Chemistry/Ingredients

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: 3

Prerequisite: None

Co-Requisite: none

Course Descriptions

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 Extrusion Molding Processes

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 0220 Reading Strategies 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 0220 Reading Strategies 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 1110 Foundations of Practical Nursing

Credits: 3

Prerequisite: : BIOL 1240 Health and Disease in the Human Body, ENGL 1276 English Composition, HPPC 1002 Medical Terminology, HPPC 1000 Medical Dosages, and HPPC 1004 Pharmacology. Must be admitted to Practical Nursing program.

Co-Requisite: none

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, and managing care and informatics/technology are introduced. Application of pathophysiology and nutrition 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 Health and Disease in the Human Body, ENGL 1276 College Composition, HPPC 1002 Medical Terminology, HPPC 1000 Medical Dosages, and HPPC 1004 Pharmacology. Must be admitted to the Practical Nursing program.

Co-Requisite: none

This course will focus on the care of adults and older adult clients and assists the student in applying the concepts 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 1300 Medication Administration for Practical Nurses

Credits: 3

Prerequisite: BIOL 1240 Health and Disease in the Human Body, ENGL 1276 College Composition, HPPC 1000 Medical Dosages, HPPC 1002 Medical Terminology, and HPPC 1004 Pharmacology. Must be admitted to the Practical Nursing program.

Co-Requisite: none

This course will provide an introduction to fundamental concepts of medication administration. Students will be given an opportunity to demonstrate safe medication administration skills in simulated clinical settings for diverse individual patients across the lifespan. Core concepts and application of pharmacology and drug management will be integrated throughout the course. The role of technology for safe medication administration and legal documentation will be explored.

Transfer Curriculum Goal(s): none

PRSG 1410 Human Development Across the Lifespan

Credits: 2

Prerequisite: BIOL 1240 Health and Disease in the Human Body, ENGL 1276 English Composition, HPPC 1000 Medical Dosages, HPPC 1002 Medical Terminology, and HPPC 1004 Pharmacology. Must be admitted to Practical Nursing program.

Co-Requisite: None

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 1500 Clinical Lab I

Credits: 4

Prerequisite: BIOL 1240 Health and Disease in the Human Body, ENGL 1276 College Composition, HPPC 1000 Medical Dosages, HPPC 1002 Medical Terminology, and HPPC 1004 Pharmacology. Must be admitted to Practical Nursing program.

Co-Requisite: none

This course provides the student opportunities to apply nursing judgment using the nursing process to implement safe, patient/relationship centered care in selected healthcare settings. Students will complete focused assessments, collect data and implement skills learned in the classroom lab

Course Descriptions

settings. Students will develop therapeutic/collegial communication and customer service skills working with individual patients, families and healthcare team members. 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 1110 Foundations of Practical Nursing, PRSG 1200 Nursing Care of the Adult Theory I, PRSG 1300 Medication Administration for Practical Nurses, PRSG 1410 Human Development Across the Lifespan, and PRSG 1500 Clinical Lab I.

Co-Requisite: none

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, neuro-sensory, 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 2210 Psychosocial Nursing Care

Credits: 2

Prerequisite: PRSG 1110 Foundations of Practical Nursing, PRSG 1200 Nursing Care of the Adult Theory I, PRSG 1300 Medication Administration for Practical Nurses, PRSG 1500 Clinical Lab I, and PRSG 2200 Human Development Across the Lifespan

Co-Requisite: none

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 promote and maintain 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 2220 Nursing Care of Women, Infants and Children Credits: 2

Prerequisite: PRSG 1110 Foundations of Practical Nursing, PRSG 1200 Nursing Care of the Adult Theory I, PRSG 1300 Medication Administration for Practical Nurses, PRSG 1500 Clinical Lab I,

and PRSG 2200 Human Development Across the Lifespan

Co-Requisite: none

This course will focus on a family-centered approach to 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 concepts are applied to common diseases discussed in the course.

Transfer Curriculum Goal(s): none

PRSG 2410 Transition to Practice

Credits: 2

Prerequisite: PRSG 1100 Foundations of Practical Nursing, PRSG 1200 Nursing Care of the Adult Theory I, MEDA 1501 Pharmacology, and PRSG 1500 Clinical Lab I

Co-Requisite: none

This course will focus on facilitating the transition of the student to the role of a licensed practical nurse (LPN). Students will learn concepts involved in assigning and monitoring other healthcare personnel, as well as career development options that enhance career mobility. The need for lifelong learning will be emphasized. 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 2600 Clinical Lab II

Credits: 4

Prerequisite: PRSG 1110 Foundations of Practical Nursing, PRSG 1200 Nursing Care of the Adult Theory I, PRSG 1300 Medication Administration for Practical Nurses, PRSG 1500 Clinical Lab I, and PRSG 2200 Human Development Across the Lifespan

Co-Requisite: none

This course will focus on providing a clinical experience for students to apply content learned throughout 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 sensitivity and respect for the diversity of human experience in all age categories across the lifespan. Behaviors of professionalism 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 Basic Nursing Lab

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 Basic Nursing Theory

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 Medication Administration Lab

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 Medication Administration Theory

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

Course Descriptions

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 Medication Administration Theory, PRSG 2841 Medication Administration Lab, PRSG 2837 Basic Nursing Theory, and PRSG 2838 Basic Nursing Lab. PRSG 2844 Adult Nursing I (pre-requisite or co-requisite)

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 (pre-requisite or co-requisite)

Transfer Curriculum Goal(s): none

PRSG 2844 Adult Nursing 1

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 Adult Nursing 1

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 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-Requisite: PRSG 2885 Role of the Practical Nurse

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, delega-

tion, 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 Adult Nursing I, PRSG 2875 Psycho-Social Nursing, PRSG 2840 Medication Administration Theory, PRSG 2841 Mediation 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 Obstetrics/Pediatrics.

Co-Requisite: PRSG 2880 Clinical Lab II

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 Mediation 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: READ 0220 Reading Strategies or placement determined by assessment score; completion/or concurrent enrollment in ENGL Writing Foundations or appropriate assessment score

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.

Course Descriptions

Transfer Curriculum Goal(s): 5

PSYC 1220 Environmental Psychology

Credits: 3

Prerequisite: PSYC 1200 Introduction to Psychology

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 Introduction to Psychology

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 Introduction to Psychology

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 0220 Reading Strategies

Credits: 4

Prerequisite: Placement determined by assessment score

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 1200 Introduction to Sociology

Credits: 3

Prerequisite: : READ 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 stereotypes of the "typical" family and "functional" relationships will be explored.

Transfer Curriculum Goal(s): 5, 7

SOCI 1225 Human Diversity

Credits: 3

Prerequisite: : READ 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 1001 Introduction to Spanish

Credits: 4

Prerequisite: READ 0220 Reading Strategies or placement determined by assessment score or instructor permission

Co-Requisite: none

This course introduces basic Spanish vocabulary and grammar. Students will develop reading, writing, listening, and speaking skills using the present tense and commonly used vocabulary. They will be exposed to and develop an understanding and appreciation of the literature, history, culture, and geography of the Spanish-speaking world.

Transfer Curriculum Goal(s): 8

SPAN 1002 Spanish II

Credits: 4

Prerequisite: SPAN 1001 Introduction to Spanish, one year of high school Spanish with a C or better grade or instructor permission

Course Descriptions

Co-Requisite: none

This course introduces basic Spanish vocabulary and grammar. Students will develop reading, writing, listening, and speaking skills using the present tense and commonly used vocabulary. They will be exposed to and develop an understanding and appreciation of the literature, history, culture, and geography of the Spanish-speaking world.

Transfer Curriculum Goal(s): 8

SPAN 2200 Intermediate Spanish Language and Culture I

Credits: 3

Prerequisite: READ 0220 Reading Strategies or placement determined by assessment and 2 years of high school Spanish or instructor approval.

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 Intermediate Spanish Language and Culture I

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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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 0220 Reading Strategies, ENGL 0230 Writing Foundations 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

Notes

Post Secondary Enrollment Option

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 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 & Community College gladly participates in the PSEO program and offers this wonderful opportunity to our high school students.

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 percentile on a nationally standardized exam.

Developmental or remedial courses such as reading, writing and math foundations are not eligible for PSEO. Summer courses are also ineligible.

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. Most cam-

pus have deadlines for applications for enrollment in November for spring enrollment and June for fall enrollment. Local school districts also need to be notified by May 1st for fall semester starts. Check with your district and college or university for their specific deadline dates.

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.

College Information

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 & Community College policies can be found at: <http://www.pine.edu/about-ptc/campus-policies>

Pending accreditation approval by the North Central Association of the Higher Learning Commission, Pine Technical & Community 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

Pine Technical & Community College has a long history of providing quality education to the Pine County community and beyond since 1965. Pine Technical & Community College provides opportunities and resources for learning and offers services that enhance individuals' abilities.

Pine Technical & Community College Mission, Vision and Values

Mission Statement

Through extraordinary technical and transferrable education and superior services, Pine Technical and Community College develops innovative workers, fosters educated citizens, builds strong communities, and promotes healthy economies.

PTCC 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.

PTCC Values

Pine Technical & Community 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.

Accreditation

Pine Technical & Community 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

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 & Community College Foundation

The Pine Technical & Community 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 & Community 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 PTCC 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 & Community 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

College Information

life and the college's place in the community.

Foundation Vision

The Pine Technical & Community 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 & Community 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 PTCC students access to internships and practical experience in cutting-edge hi-tech industry. PTCC 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.

PTCC's current Continuing Edu-

cation 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 PTCC 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," said former PTCC President Robert Musgrove. "PTCC 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 added.

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

The Pine Technical & Community 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 PTCC 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 & Community 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 & Community 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 employ-

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ees need ongoing training. PTCC provides efficient and effective training with an eye on the bottom line and with an eye on developing a company'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, Blood-borne 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

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.pine.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 & Community 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.pine.edu.

Assessment for Course Placement

Pine Technical & Community 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.pine.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

Program Overview

College Information

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 & Community College gladly participates in the PSEO program and offers this wonderful opportunity to our high school students. Pine Technical & Community College adheres to MnSCU PSEO procedures which can be found at: www.mnscu.edu/board/procedure/3-05p1.pdf. PTCC Policy 319 provides additional information: <http://www.pine.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 percentile 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.

PSEO Admissions Process

Student applying as a PSEO student must provide the following information to Student Affairs:

- Pine Technical & Community 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 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.

Post Secondary Enrollment Op-

College Information

tion (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 & Community 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 Minnesota 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, PTCC 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 & Community 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:

- PTCC 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 & Community 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 PTCC.
- A letter of recommendation from the high school counselor or principal stating the student can be academically successful at PTCC 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

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 PTCC'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 PTCC'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

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be considered. PTCC 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 PTCC website at: <http://www.pine.edu/academics/transfer-information>.

Pine Technical & Community 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 & Community 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 PTCC’s Transfer Procedure, more about specific types of courses that transfer into PTCC (general education courses, technical/occupational courses, developmental courses, etc.), information about Transfer Maximum, articulation agreements and more, visit the Transfer Information page at: www.pine.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.pine.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 PTCC 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 PTCC. Dates for registration can be found on the Pine Technical & Community 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 PTCC and you currently reside in another country, you need to apply using the application process for international students.

1. Completed Pine Technical & Community 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.pine.edu/future-students/international-students

Admission of English as a Second Language and Other Language Learners

It is the policy of Pine Technical & Community College to provide effective access to all students, including those with Limited English Proficiency. All Students entering Pine Technical & Community 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.

College Information

Registration/Official Enrollment

Registration

All students register for classes online at the PTCC 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 & Community College has adopted Policy 209 found at: <http://www.pine.edu/about-ptcc/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 PTCC 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.

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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.pine.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.pine.edu/current-students/student-forms> and must meet with the counselor or faculty advisor prior to completing the form; withdraws 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 PTCC website at <http://www.pine.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

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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.pine.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 PTCC'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 Prog-

ress 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 obtain approval from a counselor

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 (Part-Time) Students

Students may attend PTCC on a part-time basis in any program area. However, full-time students have enrollment priority if space is limited. Students taking one to

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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 PTCC. Dates for registration can be found on the Pine Technical & Community College's website.

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. For a transcript to reflect program completion or graduation, 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

Current enrollment at PTCC with a declared major as a full-time student (12 or more credits).

A GPA for the semester of 4.0.

Students will be eligible for each semester in which they are enrolled in a declared major.

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

Current enrollment at PTCC with a declared major as a full-time student (12 or more credits).

A GPA for the semester of 3.0-3.9.

Students will be eligible for each semester in which they are enrolled in a declared major.

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

Current enrollment at PTCC with a declared major as a part-time student (registered for 6-11 credits).

A GPA for the semester of 3.5 or above.

Students will be eligible for each semester in which they are enrolled in a declared major.

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 & Community College and will wear a gold cord upon graduation.

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.

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.

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

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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 phys-

ical 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

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.

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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 PTCC 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

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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.

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.
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.

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:

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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 suspension.

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

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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 & Community 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

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& Community College adheres to the federal Drug-Free Schools and Campuses Act (DFSCA) and Minnesota State Colleges and Universities (MnSCU Board Policy 5.18 and PTCC 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 PTCC 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 signifi-

cantly 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 inter-

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ference 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 increase 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.

Reporting/Investigation of Harassment and/or Discrimination

(Mnscu Policy 1b.1 and PTCC policy 108)

Current version of PTCC 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 & Community College website at: <http://www.pine.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.

PTCC 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 & Community 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 & Community College, including its students, employees, and applicants for employment, and is intended to protect the rights

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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 & Community 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, reprisal, 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

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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 & Community 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 vio-

lence, 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 & Community 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

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to Pine Technical & Community College Policy 131 – CARE Team.

Pine Technical & Community 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 PTCC 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 & Community 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 & Community 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

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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 PTCC campus or involving a PTCC student must also be reported immediately to the Chief Student Affairs Officer.

Assistance in reporting: PTCC 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 PTCC and/or law enforce-

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ment 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 disciplinary 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. PTCC 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, PTCC 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 in-

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clude, 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 PTCC's Counselor's Office.

Student Records/Data Privacy

Pine Technical & Community 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.pine.edu/about-ptc/campus-policies> and is data that may be released to anyone without the student's consent. Pine Technical & Community College's Directory Information includes name, hometown, program major, and participation in school activities, dates of enrollment, certificates/di-

plomas/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.pine.edu/about-ptc/campus-policies>

Pine Technical & Community 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 & Community 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, financial and human resources. The use of Pine Technical & Community College information technology is a privilege conditioned on compliance with Pine Technical & Community 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 & Community 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 & Community 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. Every-

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one 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.pine.edu/current-students/student-forms>

www.pine.edu.

Important Note:

College policies can be subject to changes

throughout the academic year. Most current policies are listed at www.pine.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

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

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

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

Kathleen Daniels, Medical Assistant
Program
A.S. Medical Assisting Argosy
University

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

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
Ph.D. University of Minnesota

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, Early Childhood/
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, ABE
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

Employee Directory

L

David Luke, Visual Arts
Bachelor of Fine Arts Indiana
University
Master of Fine Arts Stony Brook
University

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

Linda Meyer, Nursing Assistant
Diploma Saint Luke's School of
Nursing

Robert Meyer, Customized Training

Christopher Morgan, Cyber Security
A.S. Community College of the Air
Force
B.S. National American University

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

N

Terrance Nelson, Customized
Training

O

Richard Olson, Customized Training

P

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

S

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

V

Christopher Vondracek, English
B.A. University of South Dakota
M.A. University of South Dakota

W

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

Kelly Wray, Spanish
B.A. Indiana University
M.A. Indiana University

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

Kristen Zbikowski,
Philosophy

Employee Directory

Staff

A

Kathryn Anderson, Academic Affairs

B

Balinda Bailey, Parent Aware Program

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

Kristin Brietzke, Strategic Initiatives

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

Connie Doenz, Plant Operations

E

Maria Engen, Employment and Training Center

F

Margery Fagerstrom, Continuing Education/Customized Training

Kerry Fridstrom, RITA

Christopher Fossum, RITA

G

Patricia Gerhardson, Nursing Lab Assistant

Sarah Glocke, Student Affairs

Dwayne Green, Director of Employment and Training

A.A. Willmar Community College

B.A. University of Minnesota Duluth

M.A. University of Minnesota Duluth

H

Jodie Haavisto, Business Office, Bookstore

Heather Hansen, Information Technology

Kristi Hanson, Strategic Initiatives

Jodie Hochstatter, Student Affairs

Lisa Hosna, Business Office

J

Timothy Jewell, Johnson Center for Simulation

Nancy Johnson, Student Affairs

Robin Johnson, RITA Consortium

Laurie Jorgensen, Information Technology

K

Jill Kaminski, Employment and Training Center

Jodie Klinkhammer, Student Affairs

Mathew Klinkhammer, RITA Consortium

Katie Krier, Disability Services

Annisa Kubesh, Parent Aware Program

L

Steven Lange, Plant Operations

M

Sandra Maselter, Employment and Training Center

Michelle Mc Evers, RITA

Jeffery Miller, Academic Planning, Program Development, Assessment

N

Denise Nelsen, Plant Operations

O

Diane Odegard, Strategic Initiatives

P

Carl Pedersen, RITA

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

Jen Rancour, Student Affairs

Shawn Reynolds, Student Affairs

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

Erinn Shaw, Parent Aware Program

Jayne Sieben, Medical Lab Assistant

Brenda Skluzacek, Human Resources

Steven Smith, Employment and Training Center

Timothy Soderbeck, Information Technology

Cindy Soderquist, Employment and Training Center

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

Annette Weaver, Parent Aware Program

Susan Welinski, Employment and Training Center

Sally Welsh, RITA

Erin White, Academic Skills Center

Laureen Williams, Student Parent Support Services

Employee Directory

Administration

B

Joan Bloemendaal-Gruett, Chief Academic Officer
B.A. Southwest Minnesota State University
M.S.E. University of Wisconsin
E.D.D. University of Minnesota Twin Cities

F

Connie Frisch, Dean of Nursing and Health Sciences
B.N. College of Saint Scholastic
M.N. College of Saint Scholastic

H

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

Joe Mulford, President
(In progress) Doctorate in Higher Education Administration - University of Nebraska, Lincoln
Master Management and Administration - Metropolitan State University
B.S. Business Saint Cloud State University
A.A. Moorhead State University

O

Michael Olesen, Strategic Initiatives RITA Consortium Grant Director
B.A. Hamline University
M.A. St. Cloud State University

S

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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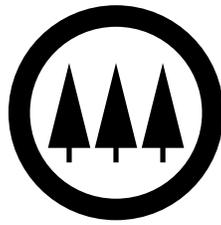
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